



Eugene-Springfield Safe Routes to School 2021 - 2025 Strategic Plan

SafeRoutes

Eugene-Springfield Safe Routes to School



Prepared for:



Central Lane Metropolitan Planning Organization

859 Willamette Street | Eugene, OR | 97401

thempo.org | 541-682-4283



www.eugenespringfieldsrts.org

Prepared by:



www.thempo.org

Date Released: April 2022

Contributors

Hillary Mankosky, Bethel School District, SRTS Coordinator (former)

Rachel Tochen, Bethel School District, SRTS Corodinator (current)

Shane Rhodes, City of Eugene, Transportation Options Manager

Zane Wheeler, City of Eugene Recreaion Program Assistant (former)

Kevin Fletcher, Eugene School District 4J, Regional SRTS Coordinator

Sarah Mazze, Eugene School District 4J, SRTS Coordinator (current)

Emma Newman, City of Springfield, Transportation Planner

Ellen Currier, Lane Council of Governments, Transportation Planner

Syd Shoaf, Lane Council of Governments, Transportation Planner

Theresa Brand, Lane Transit District, Transportation Outreach and Marketing Manager

Indigo Larson, Springfield Public Schools, SRTS Coordinator (former)

Laughton Elliott-DeAngelis, Springfield Public Schools, SRTS Coordinator (former)

Table of Contents

Executive Summary	5
Impact of Covid-19	5
Overview of Goals	6
Key Achievements/History	8
Goals and Actions	9
Equity	10
Engagement	12
Education	14
Encouragement	18
Engineering	20
Evaluation	22
Glossary of Terms	24
Appendix 1: Student Household Distance from School	25
Appendix 2: Recent SRTS Activities to Date (2018 to 2021)	27
Appendix 3: Goals and Action Items with Timeline	30



Executive Summary

Safe Routes to School (SRTS) makes it safer and more appealing for students and their guardians to use active and shared transportation for the school commute. The Eugene-Springfield Safe Routes to School program is a regional approach to offering SRTS programming and support for infrastructure improvements in the metropolitan area's three school districts - Eugene School District 4J, Bethel School District and Springfield Public Schools.

This plan is the region's third strategic plan since 2012, during which time the Eugene-Springfield SRTS program has grown quickly and accomplished many of the goals identified in the earlier two plans. Programmatic goals that fall under the six "E's" of SRTS are identified in this plan, along with action items needed to realize each goal.

Impact of Covid-19

Leading up to the shutdown of schools and other in-person activities due to the Covid-19 pandemic, the Eugene-Springfield Safe Routes to School program was at its peak in terms of staffing levels and programming. With a half-time Regional Coordinator, two half-time Program Assistants, as well as interns and volunteers supporting activities in all three districts, there were events planned for spring at multiple schools, a full slate of Bike Safety Education classes, PE teachers prepared to teach Pedestrian Safety and to partner on kindergarten and 1st grade Learn-to-Ride classes. With the shutdown, the team pivoted to providing virtual activities for students to do at home to stay active, learn traffic safety skills, and practice their routes to school using active transportation. In partnership with the City of Eugene, the team developed and shared virtual Bike and Pedestrian Safety curriculum and "Walk and Roll to School... or Anywhere" activities for students of different ages in English and Spanish. Through a partnership with the University of Oregon O-Heroes program, a volunteer program for UO athletes, SRTS created and shared videos with teachers of student athletes reading active transportation themed picture books. As some in-person activities returned, SRTS loaned out bikes from their fleets through the City of Eugene's Outdoor Recreation program and partnered on community learn-to-ride activities. When schools resumed hybrid learning, 4J's SRTS program was able to bring their kinder/1st Learn-to-Ride classes to some schools. At the time of publication of this document, with all districts back to in-person learning, further in-person programming was gradually returning, but most evaluation was still on hold.

The Eugene-Springfield Safe Routes to School program vision is that active and shared transportation are desirable, safe and efficient options for students to access school and other key destinations.



GOALS

EQUITY

Center equity in all SRTS activities with particular attention to ensuring outcomes are fair and increase safety and health for students of color, low-income students, students with disabilities, Native American students, LGBTQIA+ students, students whose families speak a language other than English, students in unstable housing, female students and other demographic groups with disparate outcomes in the areas of active and shared transportation.



EDUCATION

The Pedestrian Safety Education programs grows to reach 85% of elementary schools by 2023, while 100% of eligible schools receive the two week Bicycle Safety Education program, with scheduling preference given to the highest need schools.¹ Learn-to-ride programming expands to serve multiple schools in each district and special events. Transit Education programs are piloted in all districts.

¹ Reaching 100% of students was not seen as possible at the time of writing, due to coordination capacity and because not all students take PE.



ENGAGEMENT

Create new opportunities for community members and organizations, school staff, students and their families to share their ideas, questions, and concerns about SRTS programming and infrastructure.





ENCOURAGEMENT

Every school in the region participates in an annual encouragement activity with high need schools and underserved communities receiving additional support that allows for responsive programming. Formalize and expand programs proven to be effective like walking school buses and standing “Walk+Roll” to school days (e.g. Walking Wednesdays).

ENGINEERING

Advocate for and support efforts to install both temporary and permanent improvements to infrastructure surrounding schools, on school sites and on routes to schools. These efforts should be based on need with safety and equity as the most heavily weighted factors determining need.



EVALUATION

Use and refine previously developed performance measures and collect, analyze and share data that helps answer questions about the effectiveness of programming.



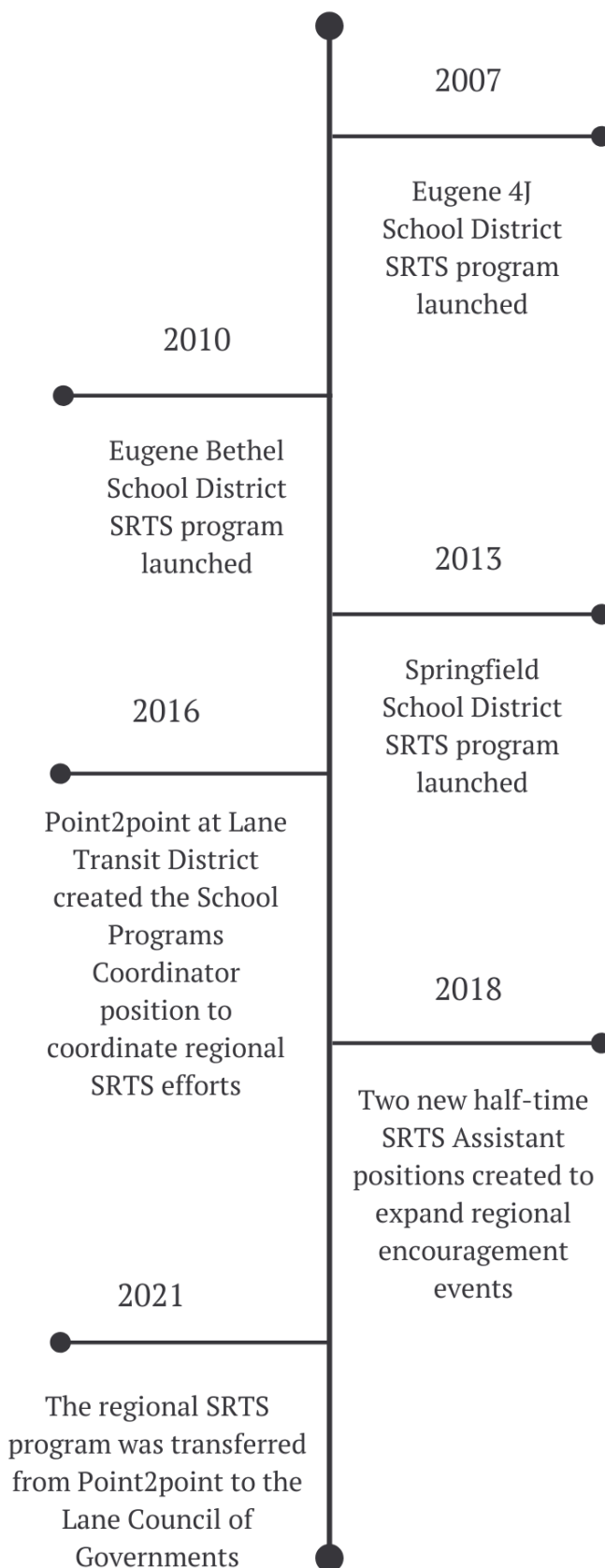
Key Achievements of First Strategic Plan (2012-2017):

- Launched Springfield Public Schools Safe Routes to School Program
- Developed a nationally recognized School Bicycle Parking Assessment Tool (<http://saferoutespartnership.org/resources/report/school-bike-parking-assessment>)
- Expanded bike safety education to all three school districts
- Implemented pedestrian safety education in all three school districts
- Established regionally-coordinated encouragement events and programs
- Completed the Bike Safety Education Fleet for all three school districts including five bike fleets (200 bikes total) with trailers and necessary equipment.
- Created a new staff position to coordinate regional SRTS efforts.

Key Achievements of Second Strategic Plan (2017-2021):

- Began expansion of Bike Safety Education program.
- Launched a kindergarten/1st grade Learn-to-Ride a bike program, including acquisition of equipment for all districts.
- Tenfold expansion of students reached in 4J with Pedestrian Safety Education by shifting program to Physical Education (PE).
- Expanded education capacity by engaging Willamalane to provide Springfield Bike Safety Education and Pedestrian Safety Education.
- Added Program Assistant positions and added Regional Coordinator position.
- With more support staff from interns and Program Assistants, dramatically increased Encouragement activities such as Bike Rodeos, Walk & Roll Challenge activities and School-Wide Walks, including those with school bus rider participation.
- Developed an infrastructure evaluation tool to objectively evaluate and rank infrastructure needs around schools.
- Launched internship program.

Eugene-Springfield SRTS Program History





Goals and Actions

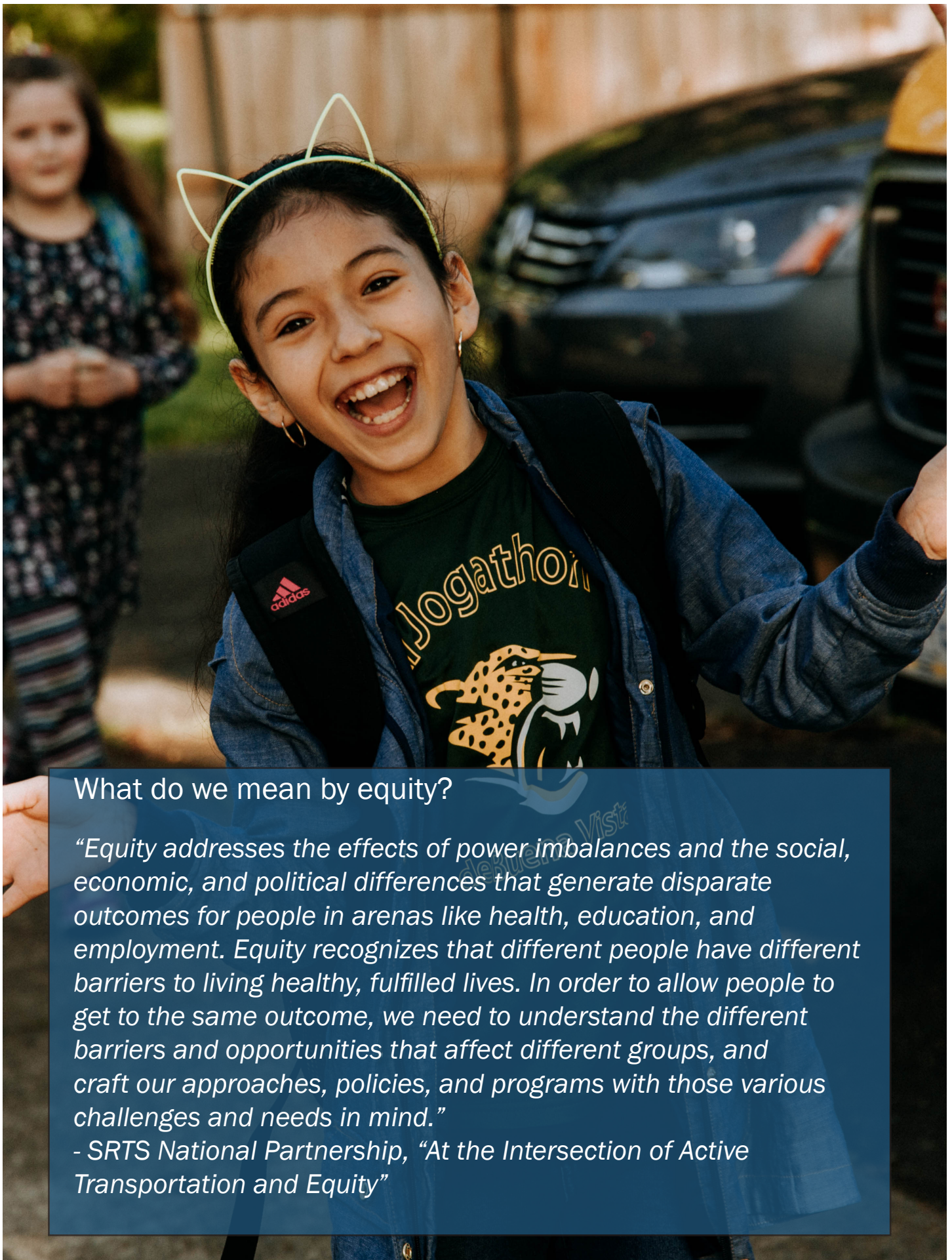
EQUITY

Goal: Center equity in all SRTS activities with particular attention to ensuring outcomes are fair and increase safety and health for students of color, low-income students, students with disabilities, Native American students, LGBTQIA+ students, students whose families speak a language other than English, students in unstable housing, female students and other demographic groups with disparate outcomes in the areas of active and shared transportation. Equity in a transportation and SRTS context is crucial because it pertains not only to students' mobility, sense of safety in public spaces and physical health, but also to their ability to access education.

Action Items:

1. Develop strategy for using an equity lens for:
 - Program development and implementation to ensure that SRTS programs are culturally relevant and are reaching students belonging to the groups listed above.
 - Use of and distribution of resources to ensure that an equitable share is going to students belonging to the groups listed above.
 - Hiring and recruitment of SRTS staff, volunteers and interns that are representative of the diversity of the student body.
2. Direct more SRTS program resources to highest need schools and students and connect them with relevant community resources.
3. Further publicize the commitment to center equity.
4. Measure effectiveness in the above mentioned actions. See evaluation for more details.





What do we mean by equity?

“Equity addresses the effects of power imbalances and the social, economic, and political differences that generate disparate outcomes for people in arenas like health, education, and employment. Equity recognizes that different people have different barriers to living healthy, fulfilled lives. In order to allow people to get to the same outcome, we need to understand the different barriers and opportunities that affect different groups, and craft our approaches, policies, and programs with those various challenges and needs in mind.”

- SRTS National Partnership, “At the Intersection of Active Transportation and Equity”

Engagement

Goal: Create new opportunities for community members and organizations, school staff, students and their families to share their ideas, questions, and concerns about SRTS programming and infrastructure.*

Action Items:

1. Develop Engagement processes and procedures for stakeholder recruitment, event documentation, and follow up efforts, with special attention towards effectively serving BIPOC and other historically underserved communities.
 - Center the voices and needs of students and the support networks for students with disabilities, low-income students, Native American students, students of color, female students, LGBTQIA+ students, students whose families speak a language other than English, students in unstable housing and other demographic groups.
 - Engage with and support underserved communities. Partner with district programs and outside organizations representing and working most closely with those communities
 - Support events that are already in place and develop new programming to meet underserved communities' needs, ensuring that encouragement activities are accessible and appropriate for all students.
 - Capture the critically important perspectives of youth to develop more effective tools for serving their population.
2. Develop Engagement goals and outcomes to measure success in this area.

*This “E” is new for the regional SRTS program and we expect that as we progress in this work, new goals and actions will emerge.





EDUCATION

Goal: The Pedestrian Safety Education programs grows to reach 85% of elementary schools by 2023, while 100% of eligible schools receive the two week Bicycle Safety Education program, with scheduling preference given to the highest need schools.¹ Learn-to-ride programming expands to serve multiple schools in each district and special events. Transit Education programs are piloted in all districts.

Action Items:

1. Expand the Bicycle and Pedestrian Safety Education programs.
2. Continue to build partnerships with schools to increase school participation. Increase student participation within schools.
3. Effectively teach all students by ensuring the educational curriculum is presented effectively to multicultural students and English as a Second Language (ESL) students and continue to work on differentiating instruction for all skill levels.
4. Expand work with underserved and historically marginalized populations.

¹ Reaching 100% of students was not seen as possible at the time of writing, due to coordination capacity and because not all students take PE.





EDUCATION (continued)

5. Hire an instructor pool that reflects the diversity of the region and train instructors on diversity, equity and inclusion.
6. Continue to:
 - Offer adaptive equipment for SRTS education programs.
 - Implement pop-up traffic gardens to help riders develop traffic safety skills and build enthusiasm for biking.
 - Educate community members about driving safely in school zones and school parking lots.
7. Formalize the Learn-to-Ride program to reach hundreds of students each year in all three districts.
8. Pilot transit education program.
9. Participate in the creation of one or more permanent “traffic gardens.”
10. Incorporate personal safety and route selection into traffic safety programs.





What is a traffic garden?

It is an interactive space for children to practice bike skills safely, without the threat of cars. It consists of child-scaled streets and other traffic elements, created in two or three dimensions. In our region, students could access a traffic garden independently and as part of class field trips or as an extracurricular activity.

ENCOURAGEMENT

Goal: Every school in the region participates in an annual encouragement activity with high need schools and underserved communities receiving additional support that allows for responsive programming. Formalize and expand programs proven to be effective like walking school buses and standing “Walk+Roll” to school days (e.g. Walking Wednesdays).

Action Items:

1. Encourage and assist with at least one annual encouragement activity event at all schools.
2. Continue to work towards institutionalizing Walking School Bus (WSB) and potentially Bike Train programs.
3. Expand middle and high school programming.
4. Make programming and materials culturally and linguistically accessible.
5. Work with Lane Transit District (LTD) to get transit passes to as many students as possible and to increase ridership through the Youth Pass program.
6. Identify and support school champions at each school.
7. Encourage connections between families that lead to more carpools; walking, biking and transit buddies; and walking school buses.





The regional SRTS team bases our definition of High Need Schools on the student population. In all three districts, the SRTS team uses the equity score from our infrastructure ranking tool.

These scores are based on percentage of school populations of English-language learners, BIPOC students, and those who qualify for special education and/or free and reduced lunches.

In 4J, a similar, district-designed Needs Index can also be used. The 4J index does not include race and includes student mobility (new enrollments/departures at a given school during the school year).



ENGINEERING

Goal: Advocate for and support efforts to install both temporary and permanent improvements to infrastructure surrounding schools, on school sites and on routes to schools. These efforts should be based on need with safety and equity as the most heavily weighted factors determining need, as identified through the SRTS Infrastructure Tool.

Action Items:

1. Advocate for improvements to address the highest priority infrastructure needs with top consideration for safety and equity.
2. With partners and the public, continue to identify infrastructure needs with the long-term goal of identifying all needs in the walk zones, starting with the highest need schools.
3. Continue to leverage and support key, local and regional safety initiatives.





Photos on the left are from before and on the right are after construction at Howard Elementary in Eugene.



EVALUATION

Goal: Use and refine previously developed performance measures and collect, analyze and share data that helps answer questions about the effectiveness of programming. Develop and use a specific equity tool to measure program delivery and benefits to underserved and historically marginalized populations and high need schools.

Action Items:

1. Improve regional data collection and sharing.
 - Aim for parent surveys in fall every three years and spring classroom tallies at each K-8 school each year.
 - Share tally and other data on SRTS website.
 - Compile data by school and by district to demonstrate changes over time and program impact.
2. If staffing levels allow, prepare and share an annual scorecard.
3. Develop and fine tune an equity scoring tool to compare program delivery in higher need schools to that in lower need schools with the goal of resource distribution proportionate to the level of need.
4. Document process of engagement with underserved communities, acknowledging that building relationships and new programming may not result in immediately measurable program outcomes that would be captured by the equity tool.
5. Use evaluation as a tool for continuous improvement of programming.





GLOSSARY OF TERMS

Bicycle Safety Education (BSE) - A proven program that teaches safe bicycling skills with on-bike experience to students at school during normal class time with a 10-day curriculum. Target age group is fifth or sixth grade students.

Bike Train - An organized group of students, with an adult escort, that travels by bicycling to/from school along a preplanned route for safety and fun.

High Need Schools - The regional SRTS team bases our definition of High Need Schools on the student population. In all three districts, the SRTS team uses the equity score from our infrastructure ranking tool, which provides a numerical score based on percentages of students who qualify for special education services; for free and reduced lunches; who are English language learners; and race/ethnicity. In 4J, a district-designed Needs Index can also be used. That index is based on the same factors with the exception of the inclusion of mobility rates (new enrollments/departures during the school year) and exclusion of race.

Park and Stride - A site that caretakers travel to then drop off their students to walk, bike, skate, scoot or use a mobility device the rest of the way to school. This option helps students participate in SRTS activities even when they live too far to walk or bike from home to school. It relieves parents from navigating through busy school parking lots and it reduces traffic, thereby enhancing safety for students.

Pedestrian Safety Education (PSE) - A program that teaches safe walking skills to elementary students during normal class time at school.

Traffic Garden - an interactive space for children to practice bike skills safely, without the threat of cars. It consists of child-scaled streets and other traffic elements, created in two or three dimensions.

Walking School Bus (WSB) - An organized group of students, with an adult escort, that travels by walking to/from school along a preplanned route for safety and fun.

Appendix 1: Student Household Distance from School

(Source: 2021-2022 School Year - Eugene, Springfield, Bethel School Districts)

School	1/2 mile students	1/2 to 1 mile students	Total within 1 mile radius	Total Students
Eugene 4J Schools				
Adams Elementary School	107	153	260	410
Arts & Technology Academy	69	176	245	427
Awbrey Park Elementary School	121	118	239	441
Buena Vista Spanish Immersion Elementary School	50	101	151	450
Cal Young Middle School	78	174	252	479
Camas Ridge Community School	75	105	180	286
Charlemagne French Immersion Elementary School	23	57	80	334
Chávez Elementary School	81	184	265	342
Chinese Immersion School	2	13	15	114
Edgewood Community Elementary School	141	181	322	406
Edison Elementary School	76	115	191	317
Family School Elementary	5	4	9	111
Gilham Elementary School	212	231	443	580
Holt Elementary School	122	255	377	474
Howard Elementary School	179	182	361	511
Kelly Middle School	89	121	210	428
Kennedy Middle School	90	115	205	336
Madison Middle School	49	108	157	434
McCornack Elementary School	164	138	302	330
Monroe Middle School	102	185	287	550
North Eugene High School	153	291	444	1044
River Road/El Camino del Río Elementary School	53	57	110	381
Roosevelt Middle School	80	205	285	574
Sheldon High School	140	375	515	1503
South Eugene High School	132	283	415	1532
Spencer Butte Middle School	87	170	257	380
Spring Creek Elementary School	76	118	194	304
Twin Oaks Elementary School	4	0	4	204
Willagillespie Elementary School	55	88	143	462
Winston Churchill High School	177	260	437	1134
Yujin Gakuen Japanese Immersion Elementary School	13	42	55	271
Eugene 4J Charter Schools				
Coburg Community Charter School	32	42	74	201
Network Charter School	1	8	9	101
Ridgeline Montessori Public Charter School	25	19	44	232
Twin Rivers Charter School (NWYC)	1	3	4	48
Village School	0	0	0	223

Bethel School District Schools				
Cascade Middle School	99	140	239	389
Clear Lake Elementary School	108	134	242	282
Danebo Elementary School	94	120	214	274
Fairfield Elementary School	130	130	260	358
Irving Elementary School	102	105	207	269

Kalapuya High School	7	27	34	90
Malabon Elementary School	193	118	311	367
Meadow View School	317	107	424	641
Prairie Mountain School	237	164	401	571
Shasta Middle School	63	94	157	377
Willamette High School	188	346	534	1568
Springfield Public Schools				
Academy of Arts and Academics	3	12	15	183
Agnes Stewart Middle School	48	133	181	531
Briggs Middle School	45	106	151	439
Centennial Elementary School	171	83	254	312
Douglas Gardens Elementary School	144	138	282	310
Elizabeth Page Elementary School	110	151	261	314
Gateways High School	4	2	6	48
Guy Lee Elementary School	232	36	268	338
Hamlin Middle School	116	225	341	612
Maple Elementary School	162	62	224	283
Mt. Vernon Elementary School	133	107	240	404
Ridgeview Elementary School	161	96	257	335
Riverbend Elementary School	125	35	160	390
Springfield High School	115	325	440	1383
Thurston Elementary School	117	175	292	407
Thurston High School	112	326	438	1293
Thurston Middle School	72	187	259	538
Two Rivers-Dos Ríos Elementary School	149	192	341	386
Walterville School	10	6	16	139
Yolanda Elementary School	94	135	229	340

Appendix 2: Recent SRTS Activities to Date (2018 to 2021)

	N/A	Activity Not Offered for these grades		
	Y/N	Activity at School/Not at School		
Eugene 4J Schools (K-12)	Infrastructure Assessment	Walk/Bike Events	Bike Education*	Pedestrian Education**
1. Adams Elementary	Y	Y	Y	Y
2. Arts and Technology Academy Middle	Y	Y	Y	N/A
3. Awbrey Park Elementary	Y	N	N	Y
4. Bertha Holt Elementary	Y	Y	Y	Y
5. Buena Vista Elementary	Y	Y	Y	Y
6. Cal Young Middle	Y	N	Y	N/A
7. Camas Ridge Elementary	Y	Y	Y	Y
8. Cesar Chavez Elementary	Y	Y	Y	Y
9. Charlemagne Elementary	Y	Y	N	Y
10. Chinese Immersion Elementary	Y	Y	N	Y
11. Churchill High School	Y	Y	N/A	N/A
12. ECCO High School	N	N	N/A	N/A
13. Edgewood Elementary	Y	Y	N	Y
14. Edison Elementary	Y	Y	Y	Y
15. Family School	Y	Y	N	Y
16. Fox Hollow School	N	N	N	N
17. Gilham Elementary	Y	Y	N	Y
18. Howard Elementary	Y	Y	Y	Y
19. Kelly Middle	Y	Y	Y	N/A
20. Kennedy Middle	Y	Y	N	N/A
21. Madison Middle	Y	N	Y	N/A
22. McCornack Elementary	Y	Y	N	Y

23. Monroe Middle	Y	Y	Y	N/A
24. North Eugene High School	Y	Y	N/A	N/A
25. River Road/El Camino Elementary	Y	Y	Y	Y
26. Roosevelt Middle	Y	Y	Y	N/A
27. Sheldon High School	Y	Y	N/A	N/A
28. South Eugene High School	Y	N	N/A	N/A
29. Spencer Butte Middle	Y	N	Y	N/A
30. Spring Creek Elementary	Y	Y	N	N
31. Twin Oaks Elementary	Y	N	N	Y
32. Willagillespie Elementary	Y	Y	N	Y
33. Yujin Gakuen Elementary	Y	Y	N	Y
34. Coburg Community Charter – K-8	Y	Y	N	N
35. Network Charter – 6-12	N	N	N	N
36. Ridgeline Montessori – K-8	Y	Y	Y	N
37. Village School – K-8	Y	Y	Y	N
<p>*In 4J, Bike Safety Education (BSE) is taught to 6th graders in middle school PE or Health classes where the teacher agrees to partner. SRTS piloted a kinder/1st grade “learn-to-ride” program in elementary schools in 2020 and is working on expanding the program to more schools in 4J as well as other districts.</p> <p>**In 4J, PE teachers have been trained to teach Pedestrian Safety, except for those at charter schools. Those marked as receiving PSE are those who reported teaching it.</p>				

Bethel School District Schools	Infrastructure Assessment	Walk/Bike Events	Bike Education	Pedestrian Education
1. Cascade Middle	Y	Y	N/A	N/A
2. Clear Lake Elementary	Y	Y	Y	Y
3. Danebo Elementary	Y	Y	Y	Y
4. Fairfield Elementary	Y	Y	Y	Y
5. Irving Elementary	Y	Y	Y	Y
6. Kalapuya High	Y	Y	N/A	N/A
7. Malabon Elementary	Y	Y	Y	Y
8. Meadow View K-8	Y	Y	Y	Y

9. Prairie Mountain K-8	Y	Y	Y	Y
10. Shasta Middle	Y	Y	N/A	N/A
11. Willamette High	Y	Y	N/A	N/A

Springfield Public Schools	Infrastructure Assessment	Walk/Bike Events	Bike Education	Pedestrian Education
1. Academy of Arts and Academics (A3)	Y	N	N/A	N/A
2. Agnes Stewart Middle	Y	Y	Y	N/A
3. Briggs Middle	Y	Y	N	N/A
4. Centennial Elementary	Y	Y	N/A	N
5. Douglas Gardens Elementary	Y	Y	N/A	Y
6. Gateways High School	Y	N	N/A	N/A
7. Guy Lee Elementary	Y	Y	N/A	Y
8. Hamlin Middle	Y	Y	Y	N/A
9. Maple Elementary	Y	Y	N/A	N
10. Mt. Vernon Elementary	Y	Y	N/A	N
11. Page Elementary	Y	Y	N/A	Y
12. Ridgeview Elementary	Y	Y	N/A	N
13. Riverbend Elementary	Y	Y	N/A	N
14. Springfield High School	Y	N	N/A	N/A
15. Thurston Elementary	Y	Y	N/A	N
16. Thurston High	Y	N	N/A	N/A
17. Thurston Middle	Y	Y	N	N/A
18. Two Rivers-Dos Rios Elementary	Y	Y	N/A	N
19. Walterville Elementary	Y	Y	N/A	N
20. Yolanda Elementary	Y	Y	N/A	N

Appendix 3: Goals and Action Items with Timeline

6 months – 1 year 1 – 2 years 3 – 5 years Continuous

EQUITY

Goal: Center equity in all SRTS activities with particular attention to ensuring outcomes are fair and increase safety and health for students of color, low-income students, students with disabilities, Native American students, LGBTQIA+ students, students whose families speak a language other than English, students in unstable housing, female students and other demographic groups with disparate outcomes in the areas of active and shared transportation. Equity in a transportation and SRTS context is crucial because it pertains not only to students' mobility, sense of safety in public spaces and physical health, but also to their ability to access education.

1. Develop strategy for using an equity lens for:
 - Program development and implementation to ensure that SRTS programs are culturally relevant and are reaching students belonging to the groups listed above.
 - Use of and distribution of resources to ensure that an equitable share is going to students belonging to the groups listed above.
 - Hiring and recruitment of SRTS staff, volunteers and interns that are representative of the diversity of the student body.
2. Direct more SRTS program resources to highest need schools and students and connect them with relevant community resources.
3. Further publicize the commitment to center equity.
4. Measure effectiveness in the actions mentioned in this table. See evaluation for more details.

ENGAGEMENT

Goal: Create new opportunities for community members and organizations, school staff, students and their families to share their ideas, questions, and concerns about SRTS programming and infrastructure.*

1. Develop Engagement processes and procedures for stakeholder recruitment, event documentation, and follow up efforts, with special attention towards effectively serving BIPOC and other historically underserved communities.
 - Center the voices and needs of students and the support networks for students with disabilities, low-income students, Native American students, students of color, female students, LGBTQIA+ students, students whose families speak a language other than English, students in unstable housing and other demographic groups.
 - Engage with and support underserved communities. Partner with district programs and outside organizations representing and working most closely with those communities.

6 months – 1 year 1 – 2 years 3 – 5 years Continuous

	<ul style="list-style-type: none"> Support events that are already in place and develop new programming to meet underserved communities' needs, ensuring that encouragement activities are accessible and appropriate for all students. Capture the critically important perspectives of youth to develop more effective tools for serving their population.
2.	Develop Engagement goals and outcomes to measure success in this area.
*This "E" is new for the regional SRTS program and we expect that as we progress in this work, new goals and actions will emerge.	

EDUCATION

Goal: The Pedestrian Safety Education programs grows to reach 85% of elementary schools by 2023, while 100% of eligible schools receive the two week Bicycle Safety Education program, with scheduling preference given to the highest need schools.* Learn-to-ride programming expands to serve multiple schools in each district and special events. Transit Education programs are piloted in all districts.

1.	Expand the Bicycle and Pedestrian Safety Education programs.
2.	Continue to build partnerships with schools to increase school participation. Increase student participation within schools.
3.	Effectively teach all students by ensuring the educational curriculum is presented effectively to multicultural students and English as a Second Language (ESL) students and continue to work on differentiating instruction for all skill levels.
4.	Expand work with underserved and historically marginalized populations.
5.	Hire an instructor pool that reflects the diversity of the region and train instructors on diversity, equity and inclusion.
6.	Continue to: <ul style="list-style-type: none"> Offer adaptive equipment for SRTS education programs. Implement pop-up traffic gardens to help riders develop traffic safety skills and build enthusiasm for biking. Educate community members about driving safely in school zones and school parking lots.
7.	Formalize the Learn-to-Ride program to reach hundreds of students each year in all three districts.
8.	Pilot transit education program.
9.	Participate in the creation of one or more permanent "traffic gardens."
10.	Incorporate personal safety and route selection into traffic safety programs.

*Reaching 100% of students was not seen as possible at the time of writing, due to coordination capacity and because not all students take Physical Education (PE).

ENCOURAGEMENT

Goal: Every school in the region participates in an annual encouragement activity with high need schools and underserved communities receiving additional support that allows for responsive programming. Formalize and expand programs proven to be effective like walking school buses and standing “Walk+Roll” to school days (e.g. Walking Wednesdays).

1. Encourage and assist with at least one annual encouragement event at all schools.
2. Continue to work towards institutionalizing Walking School Bus (WSB) and Bike Train programs.
3. Expand middle and high school programming.
4. Make programming and materials culturally and linguistically accessible.
5. Work with Lane Transit District (LTD) to get transit passes to as many students as possible and to increase ridership through the Youth Pass program.
6. Identify and support school champions at each school.
7. Encourage connections between families that lead to more carpools; walking, biking and transit buddies; and walking school buses.

ENGINEERING

Goal: Advocate for and support efforts to install both temporary and permanent improvements to infrastructure surrounding schools, on school sites and on routes to schools. These efforts should be based on need with safety and equity as the most heavily weighted factors determining need, as identified through the SRTS Infrastructure Tool.

1. Advocate for improvements to address the highest priority infrastructure needs with top consideration for safety and equity.
2. With partners and the public, continue to identify infrastructure needs with the long-term goal of identifying all needs in the walk zones, starting with the highest need schools.
3. Continue to leverage and support key, local and regional safety initiatives.

EVALUATION

Goal: Use and refine previously developed performance measures and collect, analyze and share data that helps answer questions about the effectiveness of programming. Develop and use a specific equity tool to measure program delivery and benefits to underserved and historically marginalized populations and high need schools.

1. Improve regional data collection and sharing.
 - Aim for parent surveys in fall every three years and spring classroom tallies at each K-8 school each year.
 - Share tally and other data on SRTS website.
 - Compile data by school and by district to demonstrate changes over time and program impact.
2. If staffing levels allow, prepare and share annual scorecard.

6 months – 1 year 1 – 2 years 3 – 5 years Continuous

3.	Develop and fine tune an equity scoring tool to compare program delivery in higher need schools to that in lower need schools with the goal of resource distribution proportionate to the level of need.
4.	Document process of engagement with underserved communities, acknowledging that building relationships and new programming may not result in immediately measurable program outcomes that would be captured by the equity tool.
5.	Use evaluation as a tool for continuous improvement of programming.