

EAST MULTNOMAH COUNTY SAFE ROUTES TO SCHOOL PROGRAM IMPLEMENTATION STRATEGY

FINAL | August 19, 2020



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ACKNOWLEDGEMENTS

Numerous stakeholders collaborated in the development of this Implementation Strategy. Their creativity, energy, and commitment were the driving forces behind this planning effort.

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EXECUTIVE SUMMARY

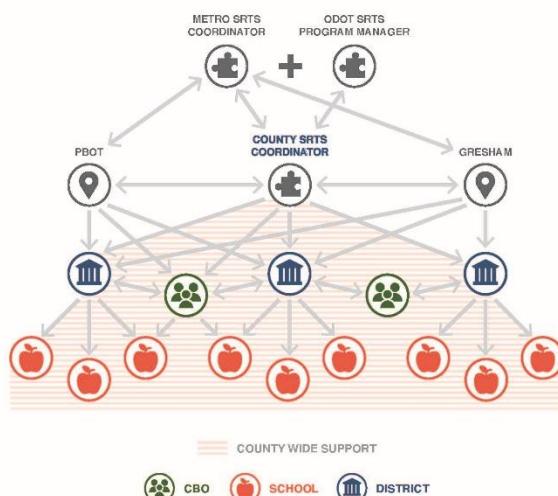
Program Structure Recommendation: Shift to Countywide Approach with Increasing School District Engagement and Community-based Organization (CBO) Partnership.

The East Multnomah County Safe Routes to School (SRTS) Program currently relies on a coordinator who communicates and works directly with all stakeholders in the program area, as well as delivering services directly to students in the County. This Implementation Strategy recommends that the East Multnomah County SRTS Program use existing program resources to shift the program structure to a more countywide approach that increases engagement at the school district level and partnership with community-based organizations (CBOs) and move away from the current structure that relies on the SRTS coordinator to provide most SRTS education, outreach, and other support and coordinate directly with schools. This shift will foster a more sustainable culture of SRTS in East Multnomah County by building capacity and institutionalizing supportive policies and expertise.

By investing more time in providing countywide resources and less on direct service provision, the East Multnomah County program can better leverage existing resources and expertise, including from Metro's robust tri-county regional SRTS program and the well-established SRTS program at the City of Portland. The East Multnomah County SRTS coordinator is in the best position to identify opportunities for collaboration, promote use of consistent SRTS outreach messaging and materials, and provide the single point of contact for any interested participants in East County. For example, the SRTS coordinator can collect outreach and education materials used by the Portland SRTS Program and publicize them to East Multnomah County partners (and vice versa) to promote consistency. The close relationship between the City of Gresham and the SRTS coordinator is essential to making the connection for needed SRTS infrastructure, since the City of Gresham owns and maintains most of the roads in East County.

Moving forward, the SRTS coordinator will connect with school districts and pitch a vision of the SRTS Program that is more deeply engrained into each district's goals, policies, and curricula. This may start slowly, due to the demands of the COVID-19 pandemic on schools, but it can build during recovery from the pandemic. In addition, by establishing a structure for contracting with CBO partners to deliver SRTS education and encouragement activities at schools, the SRTS coordinator will expand the capacity for SRTS programming in East County, build capacity with local organizations, improve culturally-specific activities, and build a collaborative, engaged team across the county.

PROPOSED FUTURE STRUCTURE



High-Priority Activity Recommendations

This Strategy includes high-level recommendations for each “E” on how to fulfill the Metro and ODOT grant requirements to maximize benefits for the East Multnomah County community, as well as more detailed next steps for the top two priority SRTS activities: pedestrian education and parent engagement

The two high-priority activities during the current funding cycle are:

- Drafting a **strategy for expanding pedestrian education activities**, including next steps for expanded partnerships and key equity considerations. Pedestrian (ped) safety education is one of the East Multnomah County SRTS Program’s most impactful, fundamental offerings. The East Multnomah SRTS Program will invite each district to include pedestrian education as a component of their district-wide curricula (e.g., in health, physical education, and/or environmental sciences) to ultimately create a universal approach.
- **Parent outreach**, with a focus on COVID-19 sensitive program components that could still be used to connect with families even with modified school schedules and social distancing restrictions. Engaging parents and families to work together with school and SRTS program staff is an important way to build a culture of walking and rolling to school. To maximize resources, the East Multnomah County SRTS Program should continue to use existing resources from PBOT, Metro Regional SRTS Program, ODOT SRTS, and other regional SRTS partners. However, a few key pieces with program branding can create a cohesive SRTS experience and provide information tailored to the specific communities in East Multnomah County.

CHAPTER 1. INTRODUCTION

The East Multnomah County Safe Routes to School Program Implementation Strategy

This Implementation Strategy defines the priorities, activities, and strategies for the duration of the Metro and ODOT SRTS grants that fund the East Multnomah SRTS Program. The East Multnomah County SRTS Program conducted this strategic planning process to guide their efforts and using the opportunities awarded by recent state and regional grants to lay the groundwork of a more sustainable ongoing program. Chapter 1 provides an overview of both grants and context about the East Multnomah County SRTS Program. Chapter 2 focuses on opportunities for collaboration, efficiency, and capacity building among program stakeholders including: city, school district, and community-based organization staff. Chapter 3 outlines recommendations for program structure and outlines options for future funding sources. Chapter 4 offers activity recommendations for each program area and detailed next steps for the top two activity priorities. The Strategy was created during Spring 2020 in the midst of the COVID-19 pandemic and offers some ideas for how the SRTS program can support schools and districts during this challenging time and also strategies for preparing for a post-pandemic future.



Davis Elementary students on their way to school with the East Multnomah County SRTS Program Walking School Bus.

Background

East Multnomah County SRTS Activities Prior to 2020

The 2017-2019 Metro Regional Travel Options (RTO) East Multnomah County SRTS grant provided funding for a full-time coordinator to implement encouragement and education programs, coordinate with regional partners, conduct an East County SRTS Action Team, and identify needed infrastructure improvements. This coordinator worked to establish relationships with principals, district staff, planners, and advocates in the area in order to bring education and encouragement activities to more students and parents.

In spring 2018, two schools in East Multnomah County held encouragement events. The coordinator also gave out "Bike Fairy" prizes at 23 schools. In the fall of 2018, four schools participated in October Walk & Bike to School events. In spring 2019, six schools held encouragement events, including a Walk Celebration, a six-week long regular walking group, and several one-day walking and/or rolling routes.

The coordinator also led many pedestrian safety and other events at twelve locations, with over a thousand participants in total. These events utilized creative tools such as roads made of carpets that could be placed on the floor and navigated on foot. The coordinator also participated in after-school groups, Project-Based Learning (PBL) lessons, and assemblies.

In some cases, the coordinator was invited by school staff to address issues with their pick-up and drop-off. The coordinator helped to assess school dismissal processes and provide recommendations for safer and more effective circulation at multiple schools.

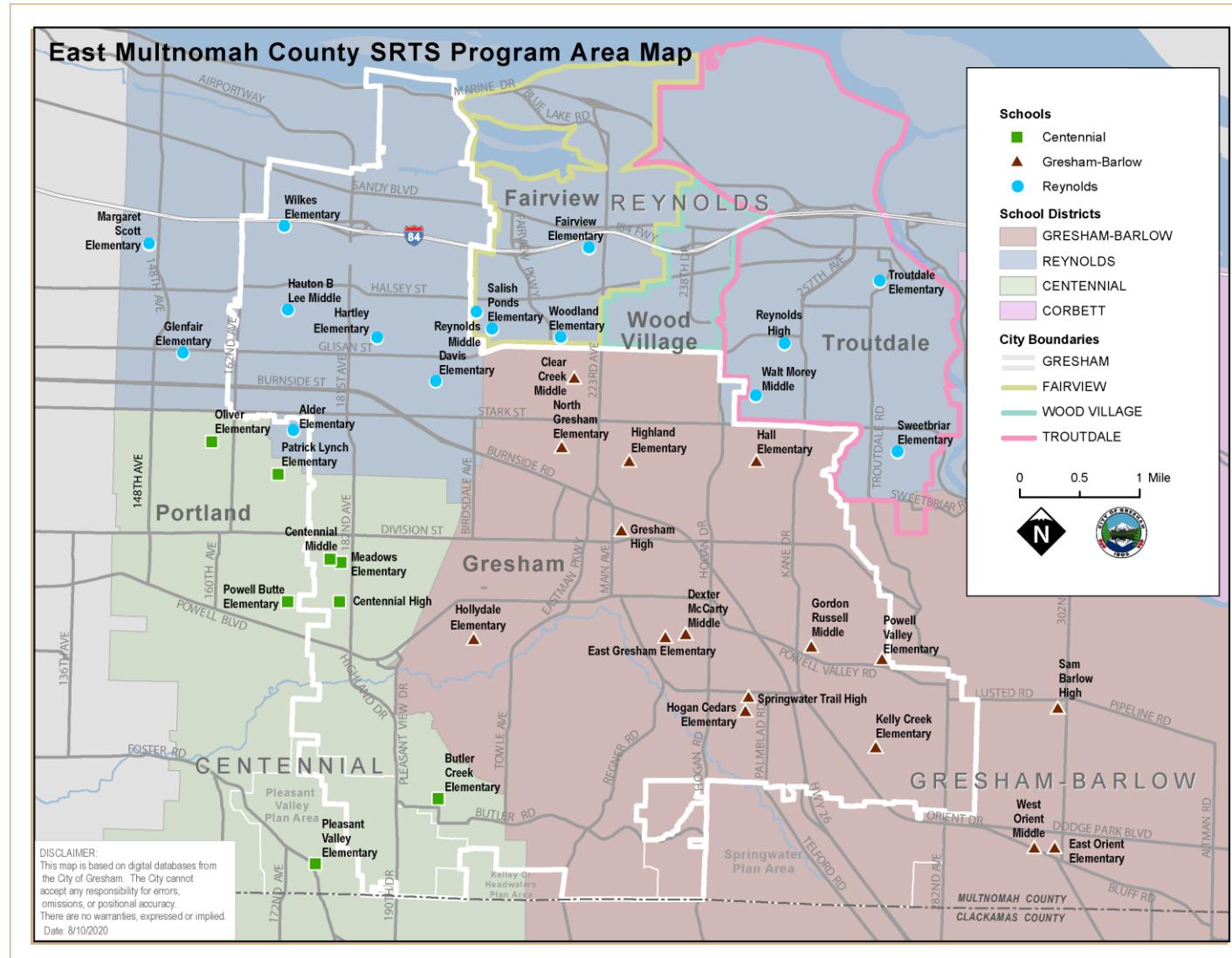
East Multnomah County SRTS Program Schools

Appendix A on page 53 includes a comprehensive list of all the schools included in the East Multnomah County SRTS Program Area and their associated geographies: city, county, SRTS Program implementers, enrollment, and demographic details. Figure 1 illustrates each school location, as well as city and school district boundaries.

Why SRTS for East Multnomah County?

Every young person in East Multnomah County should be able to safely walk and roll in their neighborhood, but some communities face greater barriers than others – whether those are unsafe or inaccessible infrastructure, transportation costs, or language differences. An equitable Safe Routes to School Program prioritizes schools and communities with the highest need, celebrates the diversity of the community, and ensures that programs are accessible to all.

Figure 1. East Multnomah County SRTS Program Schools Map



ODOT and Metro Grant Funding

Multnomah County's SRTS work is primarily funded by two grants the County received in 2019 from Metro and ODOT. The activities outlined in these two grants apply to the following cities: Gresham, Troutdale, Fairview, Wood Village (which has no schools) and the following school districts: Gresham-Barlow, Reynolds, and Centennial. While the City of Portland is within Multnomah County, that agency has an independent, robust city-operated program that is coordinated with the County, but operates in different schools. Table 1 outlines the parameters of each grant, including activities by category.

Table 1. Comparison of Grant Activities

METRO GRANT		ODOT GRANT
Timeline	3 years, July 1, 2019 – June 30, 2022	3 years, Oct 1, 2019 – Sept 30, 2022
Budget	\$240,000	\$300,000
Funding Source	Federal Transit Administration	Federal Highway Administration (FHWA)
Area Included	West of Metro boundary, east of City of Portland boundary.	East Multnomah County schools in Gresham, Fairview, Wood Village, Troutdale, and unincorporated sections in east Multnomah county.
Grades	K-12	K-8
Equity	<ul style="list-style-type: none"> • Title 1 Schools¹ • Equity-based school and community events. 	<ul style="list-style-type: none"> • Title 1 Schools
Engineering	<ul style="list-style-type: none"> • School Zone Inventory-evaluate signage at schools near County right of way 	<ul style="list-style-type: none"> • Action Plans (2 per year) (3 on Gresham Reach grant) 2019-2020 – Davis, North, Meadows or Highland • Compile data from Action Plans to create an inventory of needed infrastructure improvements to be used for future infrastructure grant applications, more are for City of Gresham
Enforcement	<ul style="list-style-type: none"> • Partner with Multnomah Co Sheriff's Office at school safety assemblies or outreach events 	<ul style="list-style-type: none"> • Participate in safety assemblies with school resource officers or sheriffs (at least 2 per year)
Evaluation	<ul style="list-style-type: none"> • East County Action Team – bringing all 3 district and 4 cities together for a coordinated SRTS effort • Data collection (parent surveys and hand tallies) 	<ul style="list-style-type: none"> • Coordination with area SRTS partners, Action Team, etc. (at least 1 per year)

¹ SRTS uses the measurement of 40% Free and Reduced-Price Lunch Program eligibility as a proxy for equity need. Almost all schools in East Multnomah County meet the threshold criteria.

METRO GRANT	ODOT GRANT
Encouragement	<ul style="list-style-type: none"> • Conduct and participate in school Walk and Bike to School Days and other encouragement events (at least 6) • Participate in community events • Update County SRTS website, Active Facebook page
Education	<ul style="list-style-type: none"> • Pedestrian and bike safety lessons, generally through the SUN program (similar levels to 18-19 SY, add one or two more as possible) • Table at community events to raise awareness about SRTS (at least 3 per year). • Spring and fall promotional emails for walk and roll events (20 elementary, 8 middle school principals per email) • Support and conduct Walk + Roll events at schools (at least 4 schools per year)

The Six E's of Safe Routes to School

A comprehensive and integrated SRTS approach considers the 6E's:

Equity refers to how decisions impact communities, ensuring that benefits and burdens are shared appropriately. SRTS programs should reduce disparities by prioritizing schools with the highest need.

Engagement centers listening to members of school communities, and working with existing community organizations to build intentional, ongoing engagement opportunities into program structure.**

Encouragement takes the form of events and activities that spark interest and excitement in walking and rolling to school among parents, students, and the broader school community. Rewards are often provided for participation!

Education efforts include classes, activities, and materials that teach children bicycle, pedestrian and traffic safety skills, the benefits of bicycling and walking, and the positive impacts these activities have on personal health and the environment.

Engineering refers to infrastructure improvements (signage, crosswalks, signals, etc.) designed to improve the safety of people walking, bicycling, and driving along school routes.

Evaluation includes assessing projects and programs of each of the other E's to help track progress and determine which are most effective.

[**The SRTS National Partnership recommends that Engagement replace Enforcement. **Enforcement** strategies have been used to deter unsafe behavior of drivers, bicyclists and pedestrians and encourage all road users to obey traffic laws and share the road safely around schools. This [E is being phased out of SRTS work](#) across the region and country.]

Implementation Strategy Development

This East Multnomah County SRTS Implementation Strategy is a collaboration between stakeholders who work with youth and transportation safety in East Multnomah County including those who participate in the East Multnomah County SRTS Action Team. The team started the plan in March 2020 and concluded the effort in August 2020. Alta Planning + Design staff worked closely with the East Multnomah County SRTS Program Coordinator and the Action Team to learn the details of the program, including ongoing challenges to implementation and opportunities for further engagement. The consultant team conducted five stakeholder interviews, facilitated two Action Team meetings to gain input from partners, and conducted independent research to gather information for this Implementation Strategy.

Barriers to SRTS in East Multnomah County

The East Multnomah County SRTS Program is already making travel safer and more comfortable for students and families. The program does this through pedestrian education, organizing Walk + Roll to School Days, providing safety tips for all modes, coordinating Action Plans to identify infrastructure needs, making connections between different groups with shared goals, and more. Recognizing these ongoing contributions, the Action Team also identified the following challenges for implementing SRTS in East Multnomah County.

- Historically, SRTS programs in East Multnomah County have had difficulty recruiting school-based SRTS Champions and parent volunteers, which many SRTS programs rely on to deliver local outreach and education activities and events.
- The convenience of single-occupancy vehicle trips, combined with significant active transportation infrastructure gaps, speeding, and personal safety concerns reduce families' desire to try walking or rolling.
- The overlapping school district, city, county, and Metro boundaries present a challenge for program activities and coordination. East Multnomah County SRTS Program, Gresham, and PBOT SRTS Program must continue to coordinate communications and activities in shared districts and infrastructure needs near schools.

The Implementation Strategy addresses these barriers through recommendations throughout the following chapters.

CHAPTER 2. SRTS PARTNERSHIPS AND COORDINATION

SRTS programs involve a variety of activities and events that make it easier, safer, and more fun to walk and roll for the school commute. These activities depend on partnerships among agencies, school staff, teachers, students, parent volunteers, community members, and law enforcement. The East Multnomah County SRTS Program hosts an Action Team meeting every few months to convene stakeholders to coordinate about upcoming events and discuss opportunities to collaborate.

City Involvement in SRTS

The East Multnomah SRTS Program coordinates with several cities in different ways to deliver programming. The program formally partners with the City of Gresham to work on Action Plans and deliver programming in all three districts, particularly Gresham-Barlow School District and informally partners with the City of Portland to share information and materials. This Strategy refers to these two city SRTS Programs as “city implementation partners.” Troutdale, Fairview, and Wood Village do not have their own SRTS programs and rely on the East Multnomah County SRTS Program or the relevant school district to conduct all activities at schools in their cities. Their staff are invited to participate in the East County SRTS Action Team.

This Chapter outlines actions the SRTS coordinator can take to improve collaboration between city implementation partners and provide both ideas for partnership structure and some key opportunities for engagement.

City of Gresham

Most of the schools in the East Multnomah County SRTS Program are surrounded by Gresham City roads. The East Multnomah SRTS Program partners with the City of Gresham to deliver SRTS programming in Gresham-Barlow School District. The City of Gresham SRTS Program is a part of the city’s Urban Design and Planning Department and staffed part-time by transportation planners. The Gresham SRTS Program provides some support for schools and teachers to hold SRTS events such as Walk + Roll to School days, develops template materials, and provides lessons to educate students on how to safely walk and bike. Additionally, the City’s recent Active Transportation Plan identified a network of low-stress bikeways and pedestrian priority areas, and used proximity to school as a basis for prioritization. During the 2019-2020 school year, Gresham SRTS accomplished the following:

- Received and completed an ODOT Infrastructure Grant to fund recommendations for “alternative sidewalk designs.”
- Worked with Gresham-Barlow School District to [create walk zone maps](#) for all schools in the district.
- Hosted a student design contest to create lawn signs for placement around Hogan Drive with safety messaging. The signs will be placed late summer, in prep for back to school. This effort was funded by an ODOT Traffic Safety Grant.

- In collaboration with East Multnomah County SRTS Program, City of Gresham had planned eight spring Walk + Roll events, but cancelled them due to COVID-19 global pandemic.
- In partnership with East Multnomah County SRTS Program, City of Gresham conducted School Action Plans at Davis Elementary, Highland Elementary, and North Gresham Elementary schools, in partnership with Multnomah County SRTS, Gresham-Barlow School District, and Multnomah County REACH Program.
- Held 2-day bicycle education programming through summer SUN programs at 2 schools over the past 2 years.
- Collaborated with Gresham-Barlow School District to create a districtwide Action Plan.

Next Steps for Collaboration

East Multnomah County SRTS Program and Gresham SRTS staff already work together on a regular, often weekly basis to deliver shared materials, complete Action Plans, and host events. Recommendations for updates to the program activities are outlined in

Chapter 4. SRTS Program Recommendations on page 35 are relevant to shared Gresham/ Multnomah County program activities. Some specific opportunities for additional collaboration going forward include:

- Establish a prioritized list of needed SRTS infrastructure projects.
- Create a clear menu of activities and resources available to schools. This should be created in collaboration with Gresham-Barlow School District and aim to present a more unified, streamlined list of opportunities for schools, with the backend logistics of multiple jurisdictions less evident.
- Look for more opportunities to table and conduct outreach at City of Gresham events.
- With the support from City staff, write grants or procure resources to support SRTS activities.
- Collaborate to install and organize programming at "traffic playgrounds" at multiple locations around the City of Gresham.
- Schedule regular meetings with Centennial and Reynolds School District leadership to discuss upcoming roadway construction projects on county and city roads near schools, in addition to similar meetings that are organized at Gresham-Barlow School District.

City of Portland

Portland Bureau of Transportation (PBOT) houses the City of Portland SRTS Program, with several full-time staff. PBOT SRTS serves schools within Portland City limits at four districts partially within the city. East Multnomah SRTS Program and PBOT SRTS split jurisdiction in Centennial and Reynolds School District schools; most schools in each district are served by the Multnomah County SRTS Program, while a few elementary schools in each are served by PBOT. PBOT is providing the following activities to the schools in City limits at the two shared school districts:

- Reynolds SD: ODOT Infrastructure Grant at Alder Elementary, other infrastructure projects
- Centennial SD: Infrastructure projects

PBOT is currently working on a model of successful SRTS Program operation with strong district and SUN Program collaboration, a train-the-trainer model for education, and infrastructure investments identified at all schools within the Portland city boundary. This strategy is similar to how the East Multnomah County SRTS Program hopes to engage with school districts moving forward.

Next Steps for Collaboration

East Multnomah County SRTS Program and the PBOT SRTS Program already communicate regularly to share best practices and materials. The recommendations below are designed to strengthen the existing relationship and make it easier to coordinate SRTS programming in Centennial and Reynolds School Districts.

- Establish a routine structure (monthly or bimonthly meetings, system for sharing information outside of meetings) for coordinating activities in Reynolds and Centennial School Districts. A shared calendar of activities for the school year could help with coordination.

- Create a clear menu of activities and resources for schools that could be aimed at principals. This should be created in collaboration with Centennial and Reynolds School Districts and aim to present a more unified, streamlined list of opportunities for schools, with the backend logistics of multiple jurisdictions less evident.
- Identify PBOT-produced SRTS materials that could be successful in East Multnomah County and use those in shared districts and vice versa, for a more cohesive experience for school districts, schools, and parents.
- Pursue partnership with Metro-funded PBOT safety messaging for a school zone speeding pilot campaign.
- Schedule regular meetings with Centennial and Reynolds School District leadership to discuss upcoming roadway construction projects on county and city roads near schools.
- Review PBOT SMART Trips Campaign for Kindergarten for potential implementation in shared districts.

Cites of Fairview, Troutdale, and Wood Village

The cities of Fairview, Troutdale, and Wood Village also fall within the East Multnomah County SRTS Program. All three jurisdictions maintain roadways near SRTS program schools and are invited to participate in the East Multnomah County SRTS Action Team meetings. Fairview and Troutdale both have schools that have participated in SRTS activities in the Reynolds School District. The City of Wood Village does not have any schools, but students also attend school in Reynolds. The SRTS coordinator has led SRTS activities at the Wood Village Baptist Church, which serves as a large community hub for the Latinx community in East Multnomah County.

Next Steps for Collaboration

The East Multnomah County SRTS Program's recommended next steps for engagement with these Cities include:

- Renew invitation to East Multnomah County SRTS Action Team Meetings.
- Establish a prioritized list of needed SRTS infrastructure projects with each jurisdiction.

Overall, the East Multnomah County SRTS Program seeks to deepen and strengthen engagement with school districts over the next two years of existing grant funding and into future phases of SRTS in East Multnomah County. The context and needs for SRTS in each school district are unique and program; staff look forward to continued engagement and discussion about how to work together, identify shared goals, and establish specific next steps.

School District Involvement in SRTS

The East Multnomah County SRTS Program works with three different school districts: Centennial, Reynolds, and Gresham-Barlow. This section provides an overview of SRTS programming in each district and offers some recommendations for the SRTS coordinator, city implementation partners, and school district staff for expanding SRTS engagement in each school district. Table 2 summarizes general strategies for school district collaboration in East Multnomah County.

Centennial School District

SRTS jurisdiction in Centennial School District is split between East Multnomah SRTS Program and PBOT SRTS Program. Since 2018, Centennial has been primarily focused on coordinating infrastructure improvements with the relevant roadway jurisdictions, as well as conducting a few non-infrastructure SRTS activities through the East Multnomah SRTS Program and the SUN Program, including bike clubs in partnership with p:ear Bike Works, a local CBO. Centennial passed a school bond in spring 2020, making the 2020-2021 school year a potentially good opportunity to partner more closely and engrain SRTS within the school district.

In the Centennial School District many students live within the one-mile walkshed of schools and could walk or bike. However families are concerned about dangerous roadway conditions and large amounts of vehicle traffic during student arrival and dismissal.

Next Steps for Collaboration

The first step for following up with Centennial School District is for the East Multnomah SRTS Program coordinator to have a follow up conversation with the district contact about the implications of the bond measure and whether there could be additional district capacity to take on SRTS as that funding is allocated. It will also be important to meet with additional contacts within the district to learn more about opportunities to partner with the East Multnomah County SRTS Program.

An initial partnership opportunity could be exploring the use of bus stops as transportation hubs and using SRTS pedestrian education and outreach to reduce the burden on district bussing. Organizing walking school buses to access bus stops could be a way to encourage families to walk together and extend the distance students can safely travel to a bus stop.

Gresham-Barlow School District

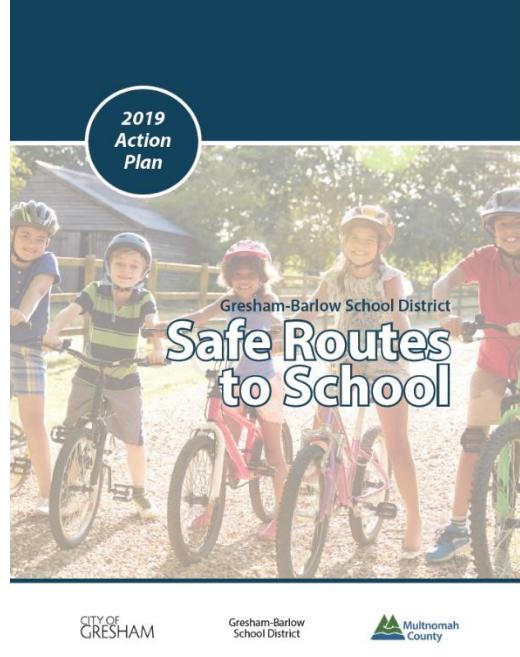
The Gresham-Barlow School District is served by both Gresham SRTS staff and the East Multnomah County SRTS Program. Gresham-Barlow School District worked with the City of Gresham to complete a [SRTS Action Plan in 2019](#). The Action Plan outlined the district's commitment to SRTS and is intended to help schools in the district implement programming and infrastructure to increase active transportation to and from school.

Gresham-Barlow School District efforts are organized according to the six-E's with a strong equity focus throughout and an emphasis on safety and security for students. SRTS efforts in the district are focused on coordination between the different stakeholder agencies to create ways to effectively work together and continue to grow the SRTS presence in district schools. Gresham-Barlow School District encourages individual schools to provide traffic safety education and training on active transportation to all students and teachers, schools to provide support for school leaders organizing SRTS activities and events, and promote walking school bus and bike trains. The District is also partnering with the City of Gresham, Multnomah County REACH Program, and East Multnomah SRTS Program to deliver Action Plans that will identify potential infrastructure needs near schools.

Next Steps for Collaboration

Gresham-Barlow School District has already taken many steps to encourage SRTS activities in the district and work with partner organizations to address infrastructure needs. The program should evolve to include more district-coordinated SRTS efforts, with support or provision of services from East Multnomah SRTS Program, Gresham, SRTS, and partner CBO.

A good initial partnership opportunity could be to work with the East Multnomah County SRTS Program to offer a district wide train-the-trainer model for pedestrian education. Currently, Gresham-Barlow places the responsibility of organizing and funding pedestrian and bike education on each individual school. The 2019 Action Plan outlines the options available through the Street Trust. With district support and organization, the East Multnomah County SRTS Program could provide the training, materials, and technical support needed to deliver a districtwide pedestrian education program. Additional ideas about this proposed activity are included in



CITY OF GRESHAM

Gresham-Barlow School District

Multnomah County

- Chapter 4. SRTS Program Recommendations
- The East Multnomah SRTS Program could also explore the opportunity to use bus stops as transportation hubs and using SRTS pedestrian education and outreach to reduce the burden on district bussing. Organizing walking school buses to access bus stops could be a way to encourage families to walk together and extend the distance students can safely travel to a bus stop.

Reynolds School District

Most of the Reynolds School District is served by the Multnomah County SRTS Program, with a few elementary schools served by PBOT's SRTS Program. Roadway jurisdiction is divided between Gresham, Fairview, Troutdale, and Multnomah County. The Multnomah County SRTS Program has generally coordinated directly with individual schools to offer pedestrian safety education, support Walk + Roll to School events, and conduct outreach about walking and rolling to school. PBOT's SRTS involvement in the district is outlined in the PBOT SRTS section on page 15.

District-level SRTS coordination has primarily been handled through the district Transportation Department that coordinates student bussing and other transportation needs. The Reynolds District Transportation Director attends the East Multnomah County SRTS Action Team Meetings. The lack of active transportation infrastructure in the district is the central barrier for more students walking and rolling to school and current levels of bussing are pushing the limits of district capacity.

Next Steps for Collaboration

With the existing coordination with the Transportation Department, the East Multnomah SRTS Program can do more to support the current transportation challenges and goals in Reynolds School District through the following actions:

- **Safe Routes to Bus Stops.** Reynolds School District bus drivers already provide some training on how to safely wait for the bus. There could be interesting overlap between this content and the SRTS pedestrian education curriculum and opportunities to include bus drivers in existing pedestrian education during the school day, such as during P.E. class.
- **Promote bus drivers as safe adults in the neighborhood.** Bus drivers can be a resource to students. They are out in the neighborhoods every day and are always willing to stop and help or pick up a student in need, even if it's not at a stop. This information could be included in pedestrian safety lessons and tied to guidance about personal safety.
- **Bus stops as transportation hubs.** The Reynolds School District Transportation Department is being asked to provide increasingly customized busing, but running out of capacity to customize their routes. Organizing walking school buses to access bus stops could be a way to encourage families to walk together and extend the distance students can safely travel to a bus stop.
- **Continue to include personal safety concerns as a part of pedestrian education.** Bus drivers frequently hear these concerns from students and families and should explore more opportunities to make these tips culturally-responsive.
- **Connect pedestrian safety to evacuation and emergency preparedness drills.** This time is already set aside by the district. There could be time for a pedestrian safety lesson during these days.

Additionally, the coordinator should invite district leadership to participate in high level conversations about how the SRTS Program can better support district goals regarding safety, health, academic achievement, equity, and attendance, who are the best points of contact for coordination, and what steps would the district be willing to take to create a framework for SRTS. PBOT SRTS and East Multnomah County SRTS Program should coordinate to offer a unified summary of the SRTS options available for schools in the Reynolds School District.

Summary of School District Partnership Strategies

Table 2 provides an overview of the strategies recommended for SRTS program and school district staff to enhance the partnerships between East Multnomah County SRTS Program and Reynolds, Centennial, and Gresham-Barlow School Districts.

Table 2. School District Partnership Strategies

AMPLIFYING THE SRTS MESSAGE	CO-HOSTING EVENTS OR ACTIVITIES	IMPLEMENTING GRANT-FUNDED ACTIVITIES
<ul style="list-style-type: none"> ● Build relationships with different departments of district leadership and invite to participate in Action Team. ● Create formal agreements or process for supporting SRTS Program, such as policy, MOU, or resolution. ● Use school and district listservs, and websites to share SRTS messages. 	<ul style="list-style-type: none"> ● Organize train-the-trainer program for pedestrian safety education. ● Sponsor and promote Walk + Roll to School Day other events ● Include safe routes to bus stops and explore ways to add transportation leadership to SRTS program efforts. 	<ul style="list-style-type: none"> ● Build pedestrian and bike safety education into PE classes. ● Support SRTS safety education by hosting teacher trainings, providing substitutes, and promoting curriculum. ● Create clear opportunities for volunteers and PTOs to plug into programming in their school or start activities through a calendar of activities and potential mini-grant program, while also acknowledging that volunteer capacity will be limited and should not be relied upon to deliver programming.

Community Organization Involvement in SRTS

The following key partner organizations have potential roles in furthering the recommendations in this SRTS Implementation Strategy. While not a comprehensive list of all activities used to engage youth around active transportation issues in East Multnomah County, this list demonstrates how the diverse partners could come together to implement a robust, inclusive SRTS program.

Table 3. East Multnomah County Partner Organizations

ORGANIZATION	DESCRIPTION	EXISTING PARTNERSHIP STATUS
p:ear Bike Works	Portland-region community-based organization that provides opportunities for homeless youth and operates a community bike shop.	Involved in a pilot to provide bike education at one elementary school after school program through separate Metro RTO grant. Interested in expanding their role in the SRTS Program, but faces limited resources and capacity.
Multnomah County REACH Program ²	Multnomah County Health Department Program which works to improve health equity in chronic disease for the local African-American/Black community.	Partner with SRTS Program and City of Gresham to deliver several Action Plans and connect with the African-American/ Black communities. Interested in expanding their role within the SRTS Program.
SUN Programs	Metropolitan Family Service, Latino Network, El Programa Hispana, Self Enhancement Inc.	Specific SUN programs coordinate with SRTS Program to provide bike and ped safety classes.
Playworks	Non-profit that provides structured recess at schools.	Works with schools in the region, but has not connected with SRTS Program.
Boys and Girls Club	Rockwood location serves East Multnomah County.	Hosted an event where the SRTS program delivered a pedestrian safety lesson.
Beyond Black	Community-based group with a mission to strengthen the African American/ Black community in Rockwood by providing resources in economic advancement, political action, community safety and educational opportunities.	Held an event where SRTS tabled and led a pedestrian safety activity. During the event, Beyond Black provided a healthy dinner for families at the Sunrise Center in Rockwood, in collaboration with the City of Gresham.

² While the Multnomah County REACH Program is not a CBO, the program's level of community involvement and type of partnership opportunities align closely with the general CBO recommendations, so it is included in this table.

ORGANIZATION	DESCRIPTION	EXISTING PARTNERSHIP STATUS
Play Grow Learn	Community-based group dedicated to creating safe places for Rockwood kids to play and learn life skills and citizenship.	Collaborating with East Multnomah SRTS Program, City of Gresham to organize pedestrian and bike safety education through their youth-led program and teaching bike safety at traffic playgrounds in East Multnomah County.
Btown Kids	Saturday summer program for students in East County.	Hosted a summer event where SRTS tabled and led pedestrian safety activity.
Wood Village Baptist Church	Community hub for the Latinx community in East Portland	Hosted a summer event where SRTS tabled and led pedestrian safety activity.
Other rolling and Walking Advocacy Groups	Community-based advocacy groups may include Community Cycling Center, Oregon Walks, The Street Trust, and others.	No partnerships yet.

Recommendations for Building Partnerships with Community-based Organizations

Engaged stakeholders are key to implementing the East Multnomah County SRTS work and to promoting the program activities and events. This section includes an overview of how the East Multnomah County SRTS Program can engage partners and how partners can support the mission and work of the SRTS Program. Many of these strategies are already being used to great effect. This Implementation Strategy seeks to document how collaboration is happening so that partners can reflect and have conversations about the next phase of SRTS in East Multnomah County.

The East Multnomah County SRTS Program can engage partners in several ways:

1. By supporting partners' missions and outreach through co-hosting and publicizing events and opportunities.
2. By hiring them to deliver specific activities, such as working with school contacts to identify activities, hosting events/activities, and/or delivering bike/ped educational programming.
3. By funding a part-time SRTS position at key partner organizations, to take part in coordination meetings and to be the contact for organizing SRTS activities.

The least burdensome contracting strategy for the East Multnomah County SRTS Program to partner with CBOs is likely to deduct funding from the overall Metro grant and ask the CBO to contract directly with Metro. For amounts up to \$10,000 this would require minimal paperwork. Another option is to ask CBOs to apply to the Metro sponsorship grant for amounts up to \$5,000.

This Strategy recommends three main ways partners can support the East Multnomah County SRTS Program:

- 1. Amplifying the message:** Supporting the SRTS message, reaching out to more community members about events, and sharing communications strategies.

2. Co-hosting events or activities: Can involve inviting SRTS to attend and present or table at existing events, or getting involved in SRTS-sponsored events.

3. Contracting to implement grant-funded activities: Metro would be able to sub-contract with partner organizations using East Multnomah County SRTS grant funding to deliver specific SRTS programming or outreach. ODOT SRTS funding may also be able to be used for this purpose.

Table 4 outlines potential ways each of the previously-identified partners could partner with the SRTS Program.

Table 4. CBO Partnership Opportunities

ORGANIZATION	AMPLIFYING THE SRTS MESSAGE	CO-HOSTING EVENTS OR ACTIVITIES	IMPLEMENTING GRANT-FUNDED ACTIVITIES
p:ear Bike Works	<ul style="list-style-type: none"> Include SRTS messaging and content in bike shop classes. Offer additional bike shop maintenance and safety classes for students from around the region. 	<ul style="list-style-type: none"> Youth volunteer-base could support Walk + Roll events. Cross-promote active transportation events and messaging through social media and online sources. 	<ul style="list-style-type: none"> Continue and expand bike safety education as part of after school programs as partnership or contract. Expand to include curriculum for elementary, middle, and high school. Host family bike rides or a community bike shop active transportation fair that includes transportation support for walking, biking, installing car seats, taking TriMet, carpooling, etc.
Multnomah County REACH Program ³	Use REACH research and framework to summarize SRTS Program benefits.	Add staff capacity for pedestrian education, Walk + Roll events, and tabling to share SRTS messages.	<ul style="list-style-type: none"> Advise on how SRTS activities can better meet the needs of African-American/Black residents. Provide feedback on action items for how a school district could model equity in SRTS.
SUN Programs	Encourage safe walking and rolling home from SUN afterschool programs.	Walk + Roll events featuring afterschool program participants.	<ul style="list-style-type: none"> Explore partnership or contract with Metropolitan Family Service to expand pedestrian education offerings at their SUN schools.

³ While the Multnomah County REACH Program is not a CBO, the program's level of community involvement and type of partnership opportunities align closely with the general CBO recommendations, so it is included in this table.

ORGANIZATION	AMPLIFYING THE SRTS MESSAGE	CO-HOSTING EVENTS OR ACTIVITIES	IMPLEMENTING GRANT-FUNDED ACTIVITIES
Playworks	NA	NA	<ul style="list-style-type: none"> Contract to provide pedestrian safety lessons during recess.
Boys and Girls Club	Encourage safe walking and rolling home from afterschool programs.	Walk + Roll events featuring afterschool program participants.	<ul style="list-style-type: none"> Expand pedestrian safety education offerings either through a train-the-trainer model or contracting with CBOs to deliver lessons.
Beyond Black	Connect to discuss shared goals and opportunities to cross-promote.	SRTS staff should prioritize attendance at BB events for tabling to engage historically marginalized constituents.	<ul style="list-style-type: none"> Advise on how SRTS activities can better meet the needs of African-American/Black residents.
Play Grow Learn	Share SRTS messaging and connect families to additional program information.	Co-host a transportation fair	<ul style="list-style-type: none"> Organize pedestrian and bike safety education Teaching bike safety at traffic playgrounds in East Multnomah Count
Play East	Share SRTS messaging and connect families to additional program information.	Continue to table and promote safe walking and rolling during summer programming.	<ul style="list-style-type: none"> Venue for pedestrian education
Wood Village Baptist Church	Share SRTS messaging and connect families to additional program information.	Co-host a transportation fair.	<ul style="list-style-type: none"> Expand pedestrian safety education offerings either through train-the-trainer model or SRTS Coordinator led.
Btown Kids	Empower Btown staff to share SRTS messaging and connect families to additional program information.	Continue to table and promote safe walking and rolling during summer programming.	<ul style="list-style-type: none"> Venue for pedestrian safety curriculum
Other Walking and Rolling Advocacy Groups	Advocate for needed SRTS infrastructure in East County.	Co-host school community walks. Table at existing events and walks.	<ul style="list-style-type: none"> Contract to deliver education or outreach activities

CHAPTER 3. FUNDING AND SUSTAINABILITY

This chapter outlines recommendations for program sustainability and options for current and future program priorities and structure. This chapter outlines how to use current levels of program funding to work towards a sustainable, collaborative program structure that features strong collaboration with the City of Gresham and PBOT, increasing buy-in from the school districts, and more intentional, mutually-beneficial partnerships with community-based organizations (CBOs).

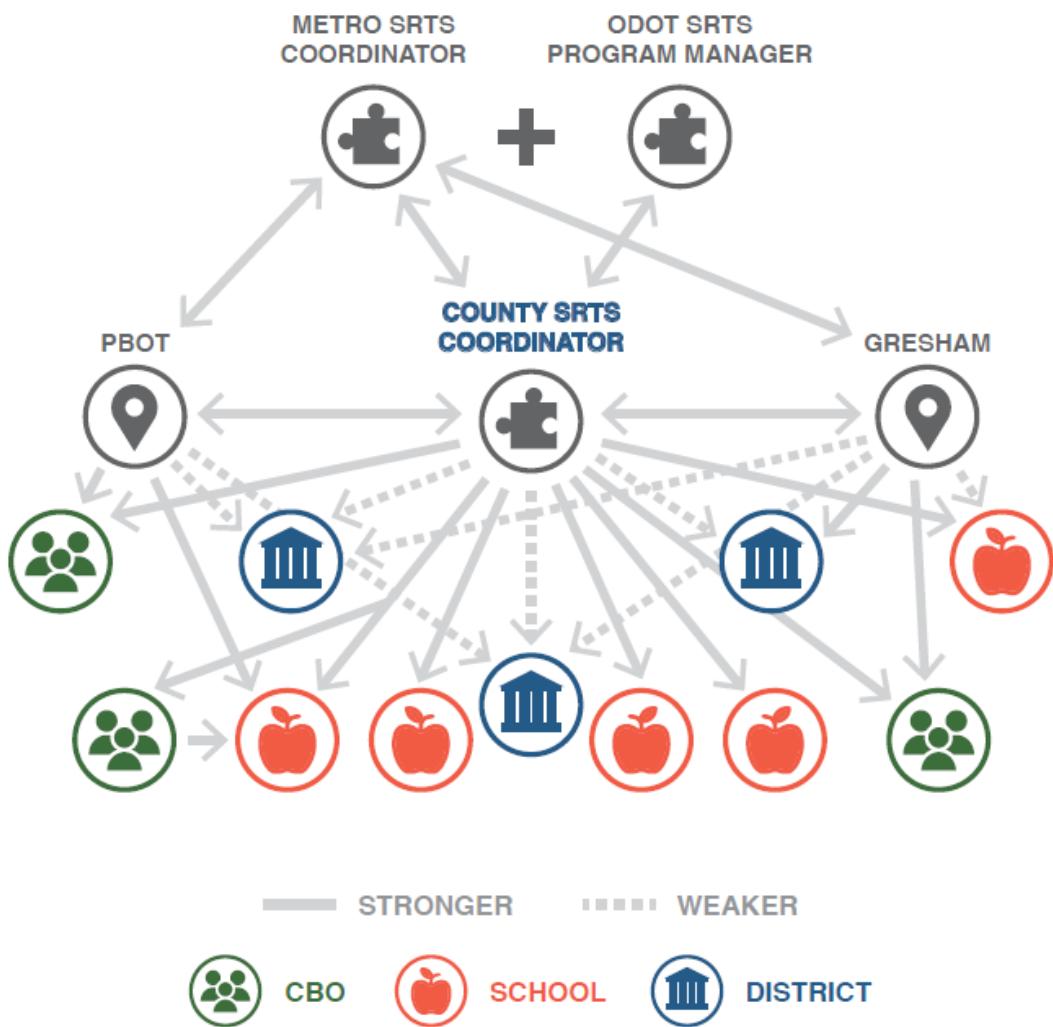
East Multnomah County SRTS Program Structure

The East Multnomah County SRTS Program coordinates between the various cities, school districts, and community partners within the county. The program structure should be scalable so it works at different levels of available funding and levels of interest from various stakeholders. The East Multnomah County SRTS Program and SRTS coordinator provides critical alignment between the County, five cities, and three school districts, which have overlapping boundaries that impede easy collaboration.

Figure 2 conceptually illustrates the *current* SRTS Program structure and how the SRTS coordinators engage with the other SRTS programs in the region, school districts, districts, and CBOs. As it stands now, the East Multnomah SRTS coordinator communicates and works directly with all stakeholders in the program area. The overlapping and numerous arrows, representing communication and collaboration, portray the challenges the SRTS coordinator faces both providing higher level coordination and most of the direct service provision in the County. The dashed and solid lines represent varying levels of coordination and collaboration. For example, the SRTS Program coordinator coordinates with school districts to some extent (particularly Gresham-Barlow), but primarily works directly with schools to support SRTS events, conduct outreach at school events, and teach pedestrian education.

Figure 2. Current Structure of the East Multnomah County SRTS Program

CURRENT STRUCTURE



Shift to Countywide Approach with Increasing School District Engagement and Community-based Organization (CBO) Partnership

This Implementation Strategy recommends that the East Multnomah County SRTS Program use existing program resources to shift the program structure to a more countywide approach with increasing school district engagement and stronger partnerships with CBOs. This shift will help create a more sustainable culture of SRTS in East Multnomah County by building capacity and institutionalizing supportive policies and expertise.

By investing more time in providing countywide resources and less on direct service provision, the East Multnomah County Program can better leverage existing resources and expertise, including from Metro's robust tri-county regional SRTS program, and the SRTS programs at the City of Portland and City of Gresham. The East Multnomah County SRTS coordinator is in the best position to identify opportunities for collaboration, promote use of consistent SRTS outreach messaging and materials, and provide the single point of contact for any interested participants in East County. For example, the SRTS coordinator can collect outreach and education materials used by the Portland SRTS Program and City of Gresham SRTS Program and publicize them to East Multnomah County partners (and vice versa) to promote consistency. The close relationship between the City of Gresham and the SRTS coordinator is essential for making the connection for needed SRTS infrastructure, since the City of Gresham operates most of the roads in East Multnomah County.

Moving forward, the SRTS coordinator will look to connect with school districts and pitch a vision of the SRTS Program that engrains it more deeply into each district's goals, policies, and curricula. This may start slowly, due to the demands of the COVID-19 pandemic on schools and time that it will take to make the programmatic shifts, but build during recovery from the pandemic. By developing a structure to contract with CBO partners to deliver SRTS education and encouragement activities at schools, the SRTS coordinator will expand the capacity for SRTS programming in East County, build capacity with local organizations, be able to provide better culturally-specific activities, and build a collaborative engaged team in the county. Figure 3 illustrates this proposed new structure.

Some next steps for Multnomah County SRTS Program include:

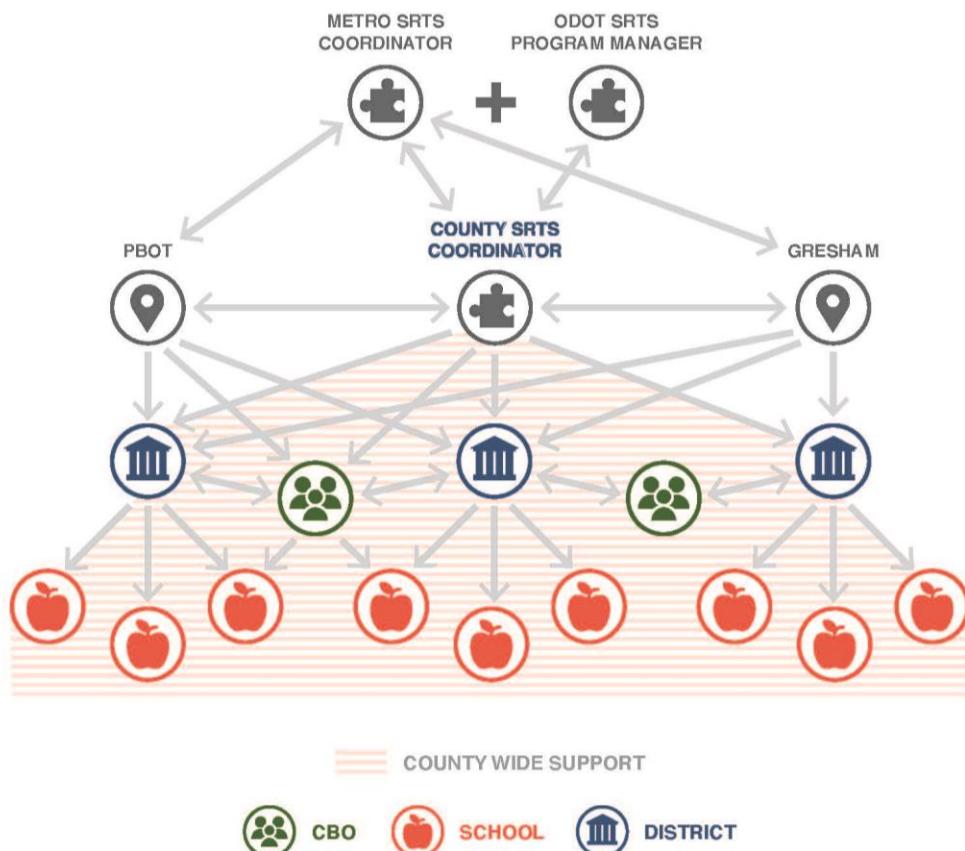
- As is feasible with COVID-19 capacity constraints, identify the right connections within each school district, such as transportation, physical education, leadership, health/wellness staff.
- Start with superintendents or other leadership to get buy-in and designate a district liaison for SRTS to attend meetings and organize internally.
- Help districts and CBOs with COVID-19 response and resiliency by strategizing around back to school travel options, safety tips, distance-learning lessons, etc.
- Make a plan with PBOT for how to present for cohesive, easy to navigate SRTS options to Reynolds and Centennial School Districts.
- Connect SRTS activities with district goals around safety, health, academic achievement, and attendance by sharing tailored materials and content at an Action Team meeting.

- Pitch options for the top priority SRTS educational needs: train-the-trainer or universal pedestrian education pilot, or district-wide events such as poster contest or Walk + Roll to School Day.
- Pilot contracting with a CBO or other agency to deliver SRTS programming, perhaps with p:ear Bike Works, Community Engagement Liaisons, or East Multnomah County REACH Program.

Chapter 2 includes some specific recommended next steps for each school district and city implementation partner.

Figure 3. Proposed East Multnomah County SRTS Program Future Structure

PROPOSED FUTURE STRUCTURE



Potential Funding Strategies

The key to any successful SRTS program is establishment of one or more SRTS coordinators, who serve as the main contact for families, school and district administration, city/county staff, and other partners. To be effective, the coordinator should be at least half-time focused on SRTS, recognizing that coordinators who have more time to engage with SRTS can get more involved in day-to-day support at schools. This additional support often results in better school involvement in SRTS activities and outreach. As outlined above, the consultant team recommends that Multnomah County use the current levels of grant funding to invest in building school district SRTS capacity and deepening partnerships with CBOs.

After this grant cycle, the consultant team recommends the County seek funding for a full-time or part-time SRTS coordinator to continue to operate countywide and provide support for part-time district-based SRTS coordinators. Additionally, County or other program implementers should pursue smaller funding sources and partnerships to support specific program activities and growth. These coordinators could be existing staff, new city or district staff, or employed through The Street Trust or another trusted CBO.

Funding the countywide coordinator's position will continue to be the most significant ongoing expense for the SRTS program and should be the top priority in the search for long-term funding. Continuing the coordinator position will also maintain program consistency and momentum and will help the program leverage additional funding to support program activities. Adding the new district-based positions will assist with program sustainability and establish deeper connections to district curricula and goals.

Only a few funding sources are large enough to potentially fund the county coordinator position. Possible funding sources include County general or road funds, Metro's RTO SRTS grant, and the ODOT SRTS Non-Infrastructure grant. For context, the City of Portland funds several SRTS staff positions and programming through revenue generated from general transportation fund, grants, and the traffic safety fund. PBOT uses gas tax and PPS school bond funds to fund safety improvements only. The City of Gresham dedicates .2 FTE transportation planning staff's time to supporting SRTS initiatives funded through their general fund. The other Portland Metro communities who work on SRTS, such as Clackamas County, Tigard, and Beaverton generally rely on Metro RTO SRTS grants, with matching costs from city or county general funds for staff time.

Table 5. Funding Sources for SRTS*

FUNDING SOURCE	ELEMENTS FUNDED	APPLICATION TIMELINE	FUNDING RANGE	DESCRIPTION/OPPORTUNITY FOR EAST MULTNOMAH COUNTY SRTS
Local Funding: Multnomah County				
County Road Fund (vehicle registration fees + Gas Tax)	Infrastructure, not encouragement or TDM programs	N/A	Varies	Primary source of funding for Multnomah County Transportation Division. PBOT uses Road funding for SRTS safety improvements only.
General Fund (property and payroll taxes)	Flexible	N/A	Varies	Currently the SRTS Program does not receive any general fund dollars, but that could be a flexible future source of funding. Both Gresham and PBOT use general fund dollars to support their SRTS work. Some SRTS programs are funded entirely or in part by local agencies' general fund budgets, which offer more sustainable funding for ongoing SRTS implementation work.
Bonds	Any, particularly infrastructure such as bike parking or SRTS capital projects	Varies	Varies	Cities and school districts can issue bonds to fund school improvements, staff time, and other activities. The East Multnomah SRTS Program should track bond campaigns and offer projects or programs for inclusion. For example, Centennial School District and Gresham Barlow School District passed school bonds in May 2020. Future opportunities might include bonds for the library or Mt Hood Community College.
Racial and Ethnic Approaches to Community Health (REACH) Grant	Action Plans, Outreach	Varies	Varies	Racial and Ethnic Approaches to Community Health (REACH) is a 5-year grant (2018-2023) awarded to the Multnomah County Health Department from the Centers for Disease Control and Prevention (CDC), which works to improve health equity in chronic disease for at least 75% of the local African-American/Black community. REACH staff collaborate with East Multnomah County SRTS Program staff to support outreach in Black communities and create safe and accessible places for physical activity by improving infrastructure.

FUNDING SOURCE	ELEMENTS FUNDED	APPLICATION TIMELINE	FUNDING RANGE
Regional Funding: Metro			
<u>Regional Travel Options (RTO) SRTS Grants</u>	SRTS coordinator position	Will open January 1, 2022	TBD
			Most SRTS coordinators in the Portland Metro area use this funding, at least in part. Ongoing funding needs to show a sustainable model and that there is growing buy-in from districts and agencies, which may be challenging this year due to COVID-19.
Marketing grants	Activities	Application Jan. 1 through March 31, 2021; Awarded April 1, 2021	N/A
			For the 2020-21 cycle, pilot the PBOT marketing grant school safety campaign, as planned.
<u>Sponsorships</u>	Activities	Funds available Jan. 1 and July 1, 2020, 2021, 2022	TBD
			Could support a small event or coordinator attendance at a meeting.
Technical Assistance support	Activities	TBD	TBD
			Potential for Metro Regional SRTS to hire CBO partners to conduct bike and pedestrian education, upon request around the region. This may be impacted by budget reductions due to COVID-19 pandemic.
<u>Regional Flexible Funds</u>	Infrastructure	April 2022	TBD
			County could apply for these funds to complete top priority SRTS infrastructure projects on county roads. List of top priority projects on County roads near schools is being generated during summer 2020.
State Funding: Oregon Department of Transportation (ODOT)			
<u>Competitive Non-Infrastructure grants</u>	Any	Last year: 2020-2022 grant application closed on May 31, 2020	Maximum \$100,000
			Multnomah County has a current grant and will be less competitive for future cycles, without significant buy-in from the school districts and/or other program partners. There is potential for other program partners to apply and host components of the program, as well.
<u>Jump Start Program</u>	Train-the-Trainer	Application period will open fall 2020, selections in February	Education and Materials only
			Would require significant support from one or more school districts.

FUNDING SOURCE	ELEMENTS FUNDED	APPLICATION TIMELINE	FUNDING RANGE	DESCRIPTION/OPPORTUNITY FOR EAST MULTNOMAH COUNTY SRTS
<u>Competitive Infrastructure grants</u>	Construction projects	Application period will open summer 2020	\$60,000 - \$2m	Awarded to Multnomah County in the previous round for a project near Reynolds Middle School.
<u>Project Identification Program grants</u>	Planning assistance for construction projects and outreach/ education	Application open until August 31, 2020	Consulting services only	This program could help the county identify projects and prepare for an ODOT Competitive Infrastructure Grant. While this program prioritizes jurisdictions without planning staff, there is also flexibility for Multnomah County to apply with a specific school or area in mind. In the last round of PIP awards, all communities who applied were funded.
<u>Rapid Response Grant Program</u>	Construction projects related to an urgent incident or opportunity	May apply at any time	Maximum \$500,000	This could be a good option for Multnomah County to address locations with severe crashes that impact students.

*Note there are many other funding sources for infrastructure projects; this table includes those which are SRTS-specific options, as well as funding sources for non-infrastructure projects

Funding Scenarios

Given the variability of future funding for the East Multnomah County SRTS Program, it is important to consider which activities or program elements should be prioritized under different funding levels. This section provides an overview of the SRTS program structure at current funding levels and then proposes strategies for scenarios with increased or reduced levels of funding.

Under the current funding level, the SRTS coordinator performs a mix of countywide support and hands-on local assistance, along with coordination between partners. Typically, partner organizations' outreach, communications, and education support are provided through their existing outreach mechanisms and budget. A relatively large proportion of the coordinator's time is spent attending and organizing meetings to collaborate across the region with other SRTS professionals, as well as with local school, district, and city leaders. Local direct assistance, or meeting and coordinating activities with individual schools, can be more effective at engaging schools but it is also significantly more time-consuming.

At this level of funding, the SRTS coordinator would benefit from being able to build stronger connections with school districts (as outlined in Chapter 2. SRTS Partnerships and Coordination), formalize CBO partnerships, and recruit parent and/or school administration as SRTS Champions to lead school-based efforts. Similarly, rather than teaching students themselves, the SRTS coordinator's work could reach more students through a train-the-trainer approach through P.E. or health teachers or through the SUN Program. As outlined in the previous section, the consultant team recommends a shift with current funding to more countywide support and less hands-on direct assistance, and a slightly expanded level of engagement and collaboration moving forward into the 2020-2021 school year.

Figure 4 illustrates this shift, as well as proposed ratios for reduced and increased funding scenarios after the current ODOT and Metro grant terms. For reduced levels of funding the amount of direct hands-on assistance would drop, while maintaining the countywide resource support and coordination. With increased funding, the SRTS Program would be able to increase in all areas, likely funding additional partnerships and more direct assistance. Appendix B provides additional details about potential program structures for reduced and increased funding levels.

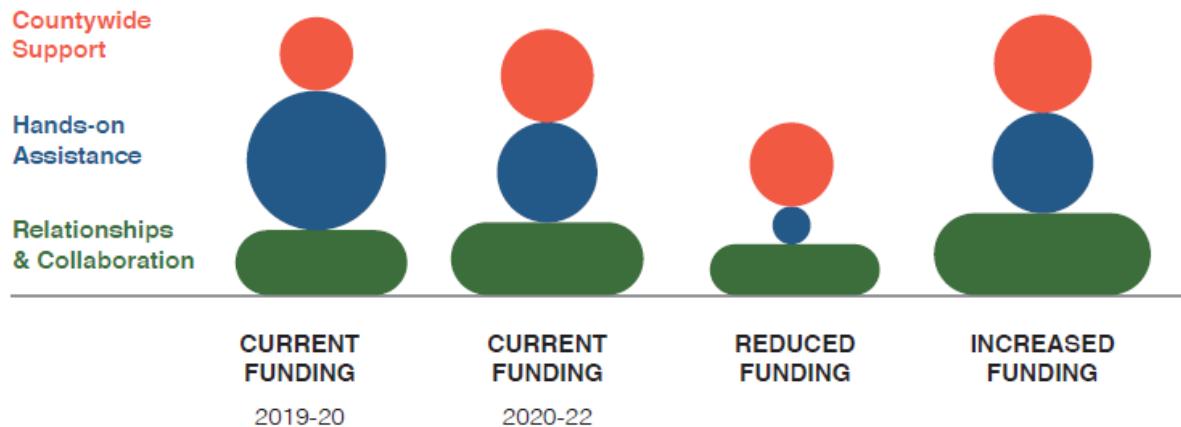
Key Definitions

Countywide Support- providing train-the-trainer trainings for SRTS education, template materials, outreach and communications support to a wide audience through communications channels.

Hands-on Assistance- providing SRTS activities directly with or at individual schools.

Relationships and Collaboration- attending coordination meetings, learning from, and building partnerships with other agencies, SRTS programs, and CBOs.

Figure 4. East Multnomah County SRTS Program Funding Scenarios



CHAPTER 4. SRTS PROGRAM RECOMMENDATIONS

This Chapter includes high-level recommendations for each “E” on how to fulfill the Metro and ODOT grant requirements to maximize benefits for the East Multnomah County community, as well as more detailed next steps for the top two priority SRTS activities: pedestrian education and parent engagement. Activity recommendations offered below were developed as the COVID-19 pandemic was unfolding and includes some ideas for after the pandemic and some that could be appropriate to implement during the ongoing pandemic.

Activity Recommendations

The East County SRTS Program can expand its reach and impact through a variety of activities, based on staff capacity, along with the existing and potential partnerships outlined in Chapter 2. SRTS Partnerships and Coordination on page 13.

The following sections identify specific activities that the East Multnomah County SRTS Program could pursue in each of the 6 program categories. These recommendations account for current grant expectations, barriers identified in stakeholder meetings, and activities in which partners expressed interest.

Equity

While most schools in the East Multnomah County Program Area are designated as Title 1 and thus meet both grant equity criteria, the SRTS program should continue to focus on schools with the most students from historically-marginalized identities and to conduct a more specific prioritization to focus resources on the most historically-disadvantaged schools. Prioritization could be conducted according to race and ethnicity and/or highest percentages of Free and Reduced Lunch. Currently, school participation in SRTS programming depends on principal interest and willingness to engage, which can make it challenging to predict which schools will want to participate. Exploring additional and funded partnership opportunities with CBOs who are engrained in different communities is another way to enhance the program’s equity efforts.

Table 6. Equity Activity Recommendations

ACTIVITY RECOMMENDATION	DESCRIPTION	RESOURCES NEEDED	TIMEFRAME/ FREQUENCY	POTENTIAL IMPLEMENTERS
Focus on the most disadvantaged schools first.	Provide additional hands-on support to under-resourced schools that may have limited volunteer capacity. Consider prioritizing based on race and/or lowest average income.	SRTS coordinator time, funding for partners, school interest	Annual prioritization using Metro SRTS Framework and other demographic data	REACH Program, CBOs, District Homeless Student Liaisons
Adopt supportive policies around equity and SRTS at the district level.	Develop policy language at all three school districts to institutionalize the SRTS Program and equity commitment. Provide guidance about what a district modeling equity in SRTS would look like.	SRTS coordinator time, district support and staff time, support from City of Gresham staff	Ongoing	School districts, REACH Program, Latinx communities
Seek cultural competency, appropriately translating all materials.	Develop cultural competency guidance for outreach to non-English speaking populations and develop standard SRTS translation in Spanish, Vietnamese, Chinese, and Russian.	SRTS coordinator time, funding for translations	Ongoing	IRCO, Metro, Community Engagement Liasons. https://www.celsservices.com/
Reduce barriers to participation among historically underserved populations.	Connect students with resources for free or low-cost bikes and/ or skateboards, locks, helmets, lights, and skills classes. Provide transportation stipends and food at all events, if feasible. Welcome other children or provide childcare.	Incentives	Annual prioritization using Metro SRTS Framework and other demographic data	p:ear Bike Works, SUN Program, Latinx communities, other CBO partners

Engineering

Through the outreach process for the Implementation Strategy, program stakeholders shared feedback that understanding the overlapping roadway jurisdictions near schools and who families should contact about infrastructure needs is confusing. By creating a more consistent cadence for Action Team meetings and more intentional coordination between districts and SRTS implementation partners, the consultant team recommends developing a clear strategy for identifying and communicating prioritized infrastructure needs.

Table 7. Engineering Activity Recommendations

ACTIVITY RECOMMENDATION	DESCRIPTION	RESOURCES NEEDED	TIMEFRAME/ FREQUENCY	POTENTIAL IMPLEMENTERS
Support cities with identifying infrastructure needs and priorities.	Identify infrastructure needs at schools via School Action Plans, existing planning efforts, community meetings and/or walk audits and develop public flow for escalating requests.	SRTS coordinator time, City staff time	Ongoing	Cities, school districts, district transportation staff, schools
Integrate SRTS planning into transportation planning, housing, school siting, and community development	Add SRTS projects to Transportation System Plans (TSP). Consider school travel routes in bicycle and pedestrian projects. Draft policy language to consider improvements to pedestrian, bicycle, and skating access to schools in all new development. When siting and planning new and renovated schools, seek to improve pedestrian and bicycle access.	SRTS coordinator time, City staff time, City support	Long-term consideration	Cities: planning public works, community development; school district staff

Engagement (formerly Enforcement)

The consultant team recommends shifting the Enforcement category to Engagement, as outlined on page 11 and [recommended by the National SRTS Partnership](#). The East Multnomah County SRTS Program already conducts minimal enforcement activities that can easily be reframed as engagement and separated from direct police involvement. Engagement is a much more inclusive, welcoming concept and removes the unnecessary reliance in increased police presence, which can create an uncomfortable and potentially threatening environment for many community members.

Table 8. Engagement Activity Recommendations

ACTIVITY RECOMMENDATION	DESCRIPTION	RESOURCES NEEDED	TIMEFRAME/ FREQUENCY	POTENTIAL IMPLEMENTERS
Develop and promote neighborhood/ school zone motorist safety campaign.	Participate in the Metro marketing grant-funded SRTS school zone safety campaign.	Coordination with Metro marketing grant or SRTS coordinator time, materials costs	Annual	Schools, school districts, SRTS program staff
Develop a clear menu of activities and resources for schools.	SRTS in East Multnomah County needs to present a more streamlined and uniform approach to make it easier for schools to engage.	Coordination between East Multnomah County SRTS Program, Gresham, PBOT; Graphic design	Update Annually	East Multnomah County SRTS coordinator, PBOT and Gresham SRTS program staff
Walking School Bus or Corner Greeters	Address personal safety concerns with anti-bullying/anti-harassment campaigns that provide adult supervision for the school commute.	SRTS coordinator time to plan, funding for program staff; coordination with school district transportation staff	Pilot program; Could operate weekly, monthly, or part of a special event.	CBO Partners, parent volunteers or stipend positions, explore opportunities to partner with public housing neighborhood coordinators

Evaluation

The consultant team recommends the following evaluation activities as a starting place to collect information about program impacts and have details to share about program successes. The East Multnomah SRTS Program can build on templates and methodology created by ODOT and Metro SRTS.

Table 9. Evaluation Activity Recommendations

ACTIVITY RECOMMENDATION	DESCRIPTION	RESOURCES NEEDED	TIMEFRAME/ FREQUENCY	POTENTIAL IMPLEMENTERS
Collect data about parents' perceptions of active transportation	Collect parent surveys at a minimum of two classrooms per grade in all participating schools. Option to organize through each school district or the SRTS coordinator can collect during parent teacher conferences or other events.	SRTS coordinator time	Annual or every other year	SRTS coordinator, schools, district, volunteers
Collect data about students' transportation behaviors	Collect student hand tallies at a minimum of two classrooms per grade in all participating schools. Option ask teachers to collect or Site coordinator and volunteers could collect directly.	SRTS coordinator time	Annual or every other year	SRTS coordinator, schools, district, volunteers
Maintain a database of activities at schools	Track activities and events held at each school; include the universe of eligible schools and equity prioritization.	SRTS coordinator time	Ongoing	SRTS coordinator
Publicize successes	Develop quarterly newsletter and/or short public-facing annual report to document activities and highlight success stories from the SRTS Program.	SRTS coordinator time, graphic design	Annual/ Every other year	SRTS coordinator, school districts, schools, cities

Encouragement

The consultant team recommends prioritizing encouragement activities that are relevant to a remote learning environment during the COVID-19 pandemic. These strategies can also be effective, low-cost ways to reach students when they return to school. The following section includes specific examples and next steps for engaging diverse parents and families, while being conscious of limited family capacity and barriers to participation.

Table 10. Encouragement Activity Recommendations

ACTIVITY RECOMMENDATION	DESCRIPTION	RESOURCES NEEDED	TIMEFRAME/ FREQUENCY	POTENTIAL IMPLEMENTERS
Promote COVID-19 conscious walking and biking activities created by other SRTS programs. Consider developing East Multnomah County SRTS Program-specific activities if needed.	Share details about how to access school meals, scavenger hunts, safe walking and biking tips on the program website.	SRTS coordinator time, outreach resource, outreach supports	Update monthly during COVID-19 crisis	SRTS Program identifies or develops materials, partners promote materials: Schools, Metropolitan Family Service, SUN Programs, summer and school year, pear Bike Works
Host countywide or district-wide events, such as Golden Sneaker contest or Walk + Roll to School Day events.	Create a structure for schools and districts to run their own events or participate in a county or district-wide event. Develop materials to hold events remotely during the COVID-19 pandemic.	SRTS coordinator time, outreach materials, graphic design, outreach support, incentives	Two large regional events a year	SRTS coordinator, SUN Program CBOs, volunteers, City staff, district staff, school staff Partner with Gresham and PBOT to deliver coordinated messaging and support for district-wide events in shared districts.
Engage parents and school leaders in SRTS activities and events.	Hold trainings or offer virtual trainings to help parents and other volunteers get involved with SRTS encouragement activities.	SRTS coordinator time, funding for partners Track interested contacts to create SRTS volunteer database and listserv.	One training per year	Schools, districts, CBO partners

Education

Pedestrian education emerged as the top priority for education in East Multnomah County. The next section provides details about different strategies and next steps to deliver universal pedestrian education program wide. The consultant team also recommends deeper engagement with District Transportation Departments to connect pedestrian education with information about riding the bus safely and personal safety.

Table 11. Education Activity Recommendations

ACTIVITY RECOMMENDATION	DESCRIPTION	RESOURCES NEEDED	TIMEFRAME/FREQUENCY	POTENTIAL IMPLEMENTERS
Use train-the-trainer model for pedestrian safety education	<p>Train PE teachers, curriculum staff to teach ped safety curriculum with SRTS Program materials and support.</p> <p>Identify and promote videos and other web-based educational materials.</p>	SRTS coordinator time and/or funding for partners, district interest (begin with focus on one district).	One training per year, curriculum is taught each year by grade level.	School district, teachers, other staff
Develop and promote bike clubs and bike safety education in middle and high schools, in addition to elementary	<p>Offer classes during the school day, if possible, or after school.</p> <p>Use equity lens to identify priority schools to deliver programming.</p> <p>Consider earn-a-bike program at interested middle or high schools.</p>	Funding for partners	At least one middle and one high school	Pearl BikeWorks, REACH program, other after school program implementers
Develop and distribute informational materials for parents	Include information about walking and biking safely, personal safety, safe routes to bus stops.	SRTS coordinator time, outreach resources, graphic design, printing budget	Ongoing	SRTS coordinators Schools, District CBO partners

Next Steps for High Priority SRTS Activities

This section includes detailed recommendations for implementing two high-priority SRTS activities during the current funding cycle, as well as suggesting ways of continuing this work into the future. The two high-priority activities are:

- Drafting a strategy for **expanding pedestrian education activities**, including next steps for expanded partnerships and key equity considerations.
- **Parent outreach**, with a focus on COVID-19 sensitive program components that could still be used to connect with families even with modified school schedules and social distancing restrictions.

Expanding Pedestrian Education Activities

High Level Strategy | Universally Implemented Pedestrian Education

Pedestrian (ped) safety education is one of the East Multnomah County SRTS Program's most impactful, fundamental offerings. With the SRTS coordinator directly delivering ped education to over 17 elementary and middle schools across the program area over several years, the curriculum is time tested and ready to expand and connect more students with the knowledge they need to safely navigate the streets of their communities. Currently, the East Multnomah County SRTS Program coordinator teaches all ped safety classes and assemblies. It takes significant time to identify schools interested in participating and contacts who are interested in helping to coordinate the offering. With these efforts, the SRTS coordinator is limited in the number of schools and students she is able to reach. Ped safety classes and assemblies only take place at schools that opt in and designate time to these initiatives in their lesson plans.

To address these challenges, the East Multnomah SRTS Program should partner with each district to include pedestrian education as a component of their district-wide curricula (e.g., in health, physical education, and/or environmental sciences) to ultimately create a universal approach.

Over the next two years of grant funding, the East Multnomah SRTS Program should explore strategies to expand pedestrian education to more schools across the county, with a long-term vision for a universal education program with an opt-out model for students in 1st/2nd and 5th and/or 6th grade. Ideally, this could be a part of a district-based health and safety initiative and could be taught as a part of P.E., occurring over one or two classes for each participating grade.



Pedestrian education at Fairview Elementary as a part of the summer SUN Program.

Universal pedestrian education could be implemented through a train-the-trainer approach, in which the SRTS coordinator teaches P.E or Health teachers or other school staff to teach the curriculum, and/or by contracting with CBO partners to teach ped education. Either way, this initiative should be conducted with an eye towards building capacity at the school districts, with P.E. teachers and paraeducators, and bringing more CBOs (including those focused on disability rights) into SRTS work.

Potential Partnerships

- There is potential to build on an established relationship with a principal who was formerly at North Gresham Elementary, and is now at Gresham Barlow School District. This principal was very supportive of pedestrian education and would likely be interested in district-level partnership opportunities. At North Gresham Elementary, ped education was built into the 25-minute homeroom time usually devoted to games or homework.
- The East Multnomah SRTS Program could pay community partner organizations to deliver pedestrian education directly or to assist with the train-the-trainer trainings. Potential partner organizations include: REACH, The Street Trust, p:ear Bike Works, IRCO, etc. This could be arranged through direct contracts between CBOs and Metro and deducted from the overall East Multnomah County SRTS Program grant.
- Invite District Transportation Departments to co-create Safe Routes to Bus Stops curriculum and to potentially participate in teaching that lesson or making a guest appearance. Reynolds School District was interested in this opportunity, particularly if sessions were held during the day so that school bus drivers could help teach the curriculum. During after-school programming, transportation staff are busy driving and are not able to support SRTS activities.
- Invite Oregon Walks to co-create a lesson on how students can advocate for pedestrian infrastructure. Consider using the “Our Voice” Model, which combines active community engagement and resident data collection methods. Students would use the Discovery Tool (DT), a mobile environmental assessment app, to capture their walking route and take geo-coded photos and record audio-narratives of barriers and facilitators to health and wellbeing in their communities.⁴ This would require approval from the City of Gresham and funding for Oregon Walks.

Equity Considerations

- A universal pedestrian education program embedded during the school day would be an equitable way to provide all students access to this important information. If capacity allowed, the East Multnomah SRTS Program could provide additional support to the schools with the highest need according to diversity metrics or program partner recommendations (i.e., offering district or East Multnomah County wide train-the-trainer sessions, with additional in-person follow up at the most underserved schools). Additional support could include extra SRTS program staff attending lessons, stipends for attendees, or substitute teachers to cover staff during the training.
- Address and acknowledge personal safety concerns, such as being a person of color in public space, what to do if you are approached by police or unknown adults, or experience harassment

⁴ <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-019-6563-1>

or bullying from other students. Develop these lessons with community organizations through funded partnerships to engage their co-creating and teaching, as outlined above.

- Integrate language and inclusion principles for students with disabilities; highlighting that there are many ways to be a pedestrian and how pedestrians rely on many senses, some in different ways, to determine safety.
- Add specific safety tips and context for SRTS to bus stops in the curriculum, for both elementary and middle school students. Most students in East Multnomah County ride the school bus to school and a few take transit with their families. Including tips about how to cross busy arterials to get to a bus stop, what to do if there is no cross walk in sight, and how to safely wait for the bus would be useful components to cover.
- Continue to include information during pedestrian education lessons that relates directly to specific issues near each school, such as road projects, high crash corridors/max train tracks, and recent incidents.

Next Steps for Implementation

The following next steps outline how to implement an initial pilot P.E.-based pedestrian education program. The initial steps of finalizing the proposed curriculum and approach could take place in the current COVID-19 pandemic social-distancing environment. It would also be possible to conduct train-the-trainer sessions remotely, with potential creation of online content that could be used for non-synchronous trainings.

1. Solicit feedback on current East Multnomah SRTS ped education curriculum and add any desired components.
 - a. Collaborate with district representatives to make a direct connection between Oregon P.E/health standards and the ped education curriculum.
 - b. Consider curriculum additions or modifications based on the newly updated statewide Neighborhood Navigators ped curriculum, making sure to include references to specific issues in East County as outlined above.
2. Decide on the proposed pedestrian education approach to pitch to districts. Consider the approach used for pedestrian education in Beaverton (universal pedestrian education for grades K-5 over the next three years) or train-the-trainer. The approach should specify:
 - a. Which grades and why?
 - b. What is the requested commitment from district and school staff? How long will the curriculum take to teach (i.e., how many classes/weeks, within the time allotment per period)?
 - c. What support can the SRTS program provide?
 - d. How will this tie into district goals related to health, safety, and attendance?
3. Initiate conversations with Centennial, Reynolds, and Gresham-Barlow school districts about the opportunities and challenges associated with embedding pedestrian education as part of P.E. classes comprehensively throughout the district. Pitch the proposed pedestrian education approach and gauge interest in participating in a pilot program.

4. Select one district to conduct a year-long pedestrian education pilot program as a way to build enthusiasm and consistency for the effort. Gresham-Barlow recommends pedestrian education to all schools in their 2019 SRTS Action Plan and may be a good candidate for a pilot universal ped education pilot program.
5. If this model is selected, schedule 2-3 Train the Trainer sessions for PE or health teachers during the summer or at the start of the 2021 school year to review the curriculum and distribute needed materials.
6. Observe several lessons at different schools to gather data on how to improve the curriculum and conduct an instructor feedback at the end of the pilot to inform teacher pilots.
7. Make updates to curriculum and structure, checking in with the educators on revisions.
8. Launch the Universal Ped Education in the remaining two school districts, sharing the district's and teacher enthusiasm from the pilot program and advancements.

Key Resources

- East Multnomah County Pedestrian Education curriculum
- Updated Oregon Neighborhood Navigators Curriculum (Currently in draft format)
- Beaverton SRTS Program [planning calendar](#), including how to build pedestrian education into the school year.
- [Tacoma, WA SRTS Pedestrian Education Curriculum](#). The City of Tacoma and Tacoma Public Schools implemented a SRTS Pedestrian Education program taught as a part of PE classes for all elementary school students
- City of Portland [Pedestrian Education SRTS Curriculum and Train-the-trainer pilot](#)

SRTS Program Parent Engagement

High Level Strategy | Balancing Inclusive Parent Engagement

Engaging parents and families to work together with school and SRTS program staff is an important way to build a culture of walking and rolling to school. Parents and caregivers make the final decision about how younger children get to school; therefore, bringing them into the movement as participants in events and program volunteers is essential. Goals can vary when engaging parents, ranging from awareness to coordination of and advocacy for SRTS programming.

- **Awareness** of walking and rolling as healthy and feasible ways to get to/from school
- **Awareness** of the resources available to them and their children to support walking and rolling
- **Recognition** of a cohesive SRTS program, tools, and activities
- **Participation** in single or recurring activities, evaluation, and/or stakeholder conversations
- **Facilitation** of peer-parent and family involvement through participation
- **Advocacy** for SRTS programming in their children's school to their school or the county

- **Coordination** with school, district, and/or community partners to implement SRTS efforts in their child's school/district

While parent engagement is always essential, it is particularly important during the current COVID-19 pandemic. With schools likely reopening with restrictions in the 2020-2021 school year, families will likely rethink their transportation strategies in the fall. In the last few months of social distancing, the county has seen more families out walking and rolling than before the pandemic. This, along with other transportation factors, may prime students and families to consider these active modes to get to and from school. The SRTS program can make sure they have the information they need to do this safely and comfortably, while also having fun being outside in their community. Many resources could be created that would be useful now and after the need for social distancing subsides.

To maximize resources, the East Multnomah County SRTS Program should continue to use existing resources from PBOT, Metro Regional SRTS Program, ODOT SRTS, and other regional SRTS partners. However, a few key pieces with program branding can create a cohesive SRTS experience and provide information tailored to the specific communities in East Multnomah County. The East Multnomah County SRTS Fund could consider applying for the Metro Marketing Grants to create materials that could then be used region-wide.

Resources that could be created or compiled to reach parents and families include:

- **Updated SRTS program brochure** that clearly and accessibility outlines the benefits of walking and rolling as school transportation modes, SRTS program offerings, and contact information. Feedback from several partner organizations indicated that they could use a clear pitch for SRTS that they could reference as they seek to devote their program resources to supporting SRTS activities.
 - Consider specific brochures for each school district, if activities offered vary. Coordinate content with Gresham and PBOT SRTS staff. Use the Action Team and Implementation Meetings to coordinate around shared materials.
 - Highlight how parents can get involved or where they can go for more information about requesting a SRTS program or activity at their school.
- ***Work with a local CBO to translate materials into languages most needed by families with limited English proficiency in East Multnomah County.** Consider partnering with the school district transportation office to offer a video with in-language voice over about available transportation options and associated social distancing measures.
- **Walking, Rolling, Carpooling, and Driving Safely Tips** tailored to the context in East Multnomah County. Tips should include how to navigate difficult intersections, walk to access transit, acknowledge and address personal safety concerns. They should highlight the idea of walking or rolling in one's neighborhood and how to safely drive with increased walking and rolling traffic. To adapt carpooling to the COVID-19 context, consider recommending carpooling with a neighborhood "social pod" or extended family.
- **Partner with PBOT SRTS on the School Traffic Safety Campaign pilot,** which is currently funded by Metro's RTO marketing grant, to implement the pilot at schools in East County based on Metro's established SRTS equity metrics. This project will prompt parents and others driving nearby schools to slow down and look out for families walking and rolling to school.

- **Share monthly Safety Messages on social media**, tagging or sharing content with schools, school districts, and school-based organizations so that they can also share broadly. See some example content in Table 5., which could be used to share timely safety messages throughout the year via county, city and district. Offer translation as needed.

Explore creative and collaborative ways to distribute the materials created for East County families:

- **Share SRTS family materials in Back to School transportation packets** by working with school district transportation staff and/or individual school staff to include these print brochures and safety tips in packets. If print materials are not distributed, ask that the back to school transportation website and other communications provides a blurb on SRTS options and links to digital materials.
- **In coordination with Gresham and PBOT, mail SRTS information packets with in-language brochures and safety tips** to partner CBOs, free/reduced food services (especially food banks), and health centers working with or providing services to families. Ask them to place the materials in common areas or provide them specifically to families who could benefit from the information.
- **In coordination with Gresham and PBOT, provide CBOs with digital packets** that include an e-newsletter blurb (in-language for applicable CBOs and their audiences) with associated links to materials, digital graphic for associating with an e-newsletter, and PDFs of materials to include in their own communications. Ask if they would be willing to share this in their fall/Back to School communications.
- **Tag program partners in monthly safety messages shared on social media** to prompt them to share them among their constituents. Ask them for approval to do so and if they are willing to share materials on social media before implementing this Strategy.

WALK & ROLL WITH YOUR FAMILY while social distancing

While you walk and roll in your immediate neighborhood, King County Metro encourages you and your family to limit the spread of COVID-19 by following public health recommendations. Use these tips to help keep you and others safe:

STAY 6 FEET APART

While we are working to be germ-busters against the coronavirus, we need to walk at least 6 feet from people we do not live with.



WHAT DOES 6 FEET LOOK LIKE?

Two kid's bicycles lined up wheel to wheel or two adult cats lined up from their heads to the tips of their tails add up to approximately 6 feet.



HOW TO PASS PEOPLE SAFELY

GET CREATIVE WITHOUT GOING INTO THE STREET:

- ★ Use driveways and lawns to step off the sidewalk and let other people pass
- ★ Communicate where you plan to go and use hand signals to let others know how you will move
- ★ Cross mid-block only if you are with an adult and on a narrow street, where you can easily see cars coming, and they can see you

Parents and guardians, stay up to date: KINGCOUNTY.GOV/COVID



SRTS Program Food Bank Support during COVID-19

King County Metro's SchoolPool program worked with the City of Tukwila and Tukwila School District to develop Free Student Meal Maps with locations, dates, and times for families to know how and where to get food during school closures. The maps were offered in print in the languages most needed by families with Limited English Proficiency, but in-language literacy. The City and School district shared these materials across multiple CBOs, along with the in-language Social Distancing tip sheets, show to the left, designed for students. The Food Bank and meal distribution sites became hubs for distribution information to families.

King County Metro SchoolPool Social Distancing Flyer

Safe Routes to School Throughout the Year

These safety messages are provided as an outreach tool to promote SRTS events and maintain a presence all year long. The East County SRTS Program could identify specific resources and activities that schools or SRTS Champions could highlight each month. Multnomah County could use these tips in their social media outreach and explore opportunities to bring in elected officials to create videos for each month.

Table 12. Safe Routes to School Throughout the Year

MONTH	EVENT DAYS / SEASONAL THEMES	SAFETY MESSAGES
August	Back to School	"Walk + Roll your way back to school! The start of the school year is a great time to reimagine how you get to school."
September	Carpool or Safe Routes to Buses Week	"Let's get together and carpool! Save time and meet your neighbors by sharing the ride"
October	International Walk to School Day	"Walk with your neighbors for International Walk to School Day – and consider starting or joining a walking school bus!"
	Halloween	"Help keep your ghosts and goblins safe while walking in the neighborhood by following these simple tips."
November	Time Change	"Turning back the clocks means there are different levels of light in the morning and afternoon. Make sure to drive slowly as it may be harder to spot students walking and rolling."
January	Safe Driving Awareness	"We take time to brake for our kids. It's important to drive safely and slowly around schools. Share these safe driving tips with your school."
February - March	Golden Sneaker Events, Winter Walk to School Day, Step into Spring	"The race is on to see which has the most students who walk or bike to school- and win the Golden Sneaker Award. Live too far away? Carpool or park a ¼ mile away and walk the rest of the way."
April	Earth Day	"Today is Earth Day, a day to celebrate the environment. Try getting to school using a "green" mode!"
May	Bike Month	"May is Bike Month! Pump up your tires and get ready to roll to school"
	National Bike to School Day	"Get rolling for Bike to School Day"
June	End of School Year/ Summer Celebration	"Happy summer, students & families. When you get outside to enjoy the sunshine, remember to practice your walking and rolling safety skills!" [link to tip sheets]

Partnerships

- Communicate with the PBOT SRTS Program around materials they are developing and how to share resources.
- Continue to attend regional SRTS meetings to tap into regional expertise about parent engagement.
- Coordinate with p:ear BikeWorks to distribute materials through their bike shop at the Rosewood Initiative. They expressed interest in connecting their community with SRTS events and programming at schools.
- Explore opportunities to share key messages and materials through partner organization listservs.

Equity

Engaging parents with limited time and physical capacity and parents/elders with limited English proficiency is essential to work towards an equitable SRTS program. Understanding their needs and hearing their recommendations will help develop program strategies and messages that work to benefit all families. The strategies here aim to spread awareness of the program, limiting parent volunteer asks, and make it easier for parents who do want to champion SRTS efforts to do so.

To determine how to address specific barriers faced by historically- and presently-marginalized groups, the SRTS program should conduct and refer to the Oregon SRTS parent survey to collect data, as already planned and available through the ODOT SRTS Program. The Oregon SRTS parent survey is available in Spanish and other languages as requested, such as Swahili or French. The SRTS coordinator should partner with school social workers or community liaisons to connect families with the parent survey or offer to have it available with the support from an interpreter.

This evaluation effort could be complemented by listening sessions organized by community partners (for example, partner with REACH to conduct a focus group with black/ African-American East County residents) to gather more in-depth details and ideas for the program, along with additional encouragement and (in-language) support in filling out the parent-survey.

All materials should be reviewed by program partners (with compensation), such as the REACH Program, for cultural relevance and should be translated into Spanish, Vietnamese, Chinese, Russian, and other languages as needed. Leverage JLA Spanish-speaking outreach consultants to review documents or attend events where Spanish language is needed. Check out the [El Monte, CA walking school bus program](#) for an example of a dual Spanish/English program partnership between a local non-profit and public agency. Start small to establish culturally-responsive materials or programming. Another interesting example: PBOT SRTS Program is conducting outreach with the Hmong community, including co-creating culturally-specific program swag.

When distributing digital materials, check digital accessibility best practices to ensure that materials can be read by a screen reader, use clear language, and do not rely heavily on color.

Next Steps for East Multnomah SRTS Program Equitably Engaging Families:

Better Understand Needs and Barriers

1. In coordination with PBOT, Gresham, CBO partners, conduct listening sessions at schools or community centers with parents and/or CBO staff representing historically- and presently-marginalized communities to:

- Identify specific barriers to walking and rolling in East Multnomah County.
- Learn about families/CBOs desired action from the County that responds to their needs for safer walking and rolling.
- Brainstorm desired information, tools, or communications that would support families to try out walking and rolling and/or participate in SRTS activities.
- Discuss channels and opportunities for distributing information to better reach parents, including through CBOs and their communication needs.
- Consider offering additional in-language support to encourage families to fill out the parent survey, if applicable and appropriate.

Due to the Covid-19 pandemic, the East Multnomah SRTS Program may wish to try to hold a virtual listening session as part of a training or other event or wait to hold events until after the pandemic.

2. Consider funding for stipends or gift cards to parents coordinating SRTS efforts, like a walking school bus from a housing complex. Alternatively, provide Mini Grants with low application requirements and reporting barriers to support CBOs and parents in implementing activities.

Adapt Materials to be More Culturally-Responsive

1. Identify existing resources for materials, considering resources posted on Metro's SRTS Basecamp and from regional SRTS providers. Draft content for outreach materials drawing on templates and peer program materials.

2. Determine top priority resources for branded creation based on community/CBO feedback. Options may include:

- Style guide and East Multnomah County SRTS logo for consistent branding. Consider using template materials that can be updated by changing dates and times easily in the pdf without complicated software needs.
- Collateral materials (such as a brochure, poster, short video, digital graphic, and/or communications package) communicating the benefits of SRTS for district staff, community-based organizations, and families in East County specifically
- Safety tip sheets to encourage families to try active modes or traffic safety campaign materials geared towards the public driving in the area
- Templates for SRTS Event Days (Walk + Roll to School Day, Winter Walk to School Day, Earth Day, Bike to School Day, etc.)
- Materials for SRTS activities (Art Contest, Golden Sneaker Contest, Walking School Bus, etc.)

3. Combining existing materials and custom materials, create a suite of materials in print and digital format, soliciting feedback from Action Team partners and paying program partners to review materials for cultural relevance and translate into relevant languages.

4. Select funding source. Determine whether materials creation could be funded through existing Metro and ODOT grants or if additional funding is needed.

5. Transcreate needed materials, adapting the content in addition to translating the language.

APPENDIX A

East Multnomah County SRTS Program Schools

Table 13 includes all the schools located within the three districts that East Multnomah County SRTS Program serves, with the roadway authority, SRTS practitioners, Free and Reduced Price Lunch, Metro's weighted equity score, and school enrollment from the 18-19 school year. The schools in grey text are charter schools and alternative schools that are eligible to participate in SRTS activities, but have not historically been the focus of the SRTS program.

Table 13. East Multnomah County SRTS Program Schools

SCHOOL NAME	DISTRICT	CITY	SRTS PRACTITIONERS	ROAD AUTHORITY	18-19 FREE & REDUCED LUNCH % (over 40% = Title I)	METRO EQUITY - WEIGHTED SCORE	18-19 SCHOOL ENROLLMENT
Pleasant Valley Elementary	Centennial	outside Gresham	MultCo	Multco	44%	44%	49%
Butler Creek Elementary	Centennial	Gresham	MultCo, Gresham	Gresham	41%	43%	47%
Centennial High	Centennial	Gresham	MultCo, Gresham	Gresham	51%	83%	83%
Centennial Middle	Centennial	Gresham	MultCo, Gresham	Gresham	60%	83%	83%
Centennial Park High School	Centennial	Gresham	MultCo, Gresham	Gresham	N/A	N/A	N/A
Meadows Elementary (previously Lynch Meadows)	Centennial	Gresham	MultCo, Gresham	Gresham	70%	81%	86%
Centennial Transition School	Centennial	Portland	PBOT	Portland	N/A	N/A	N/A
Oliver Elementary	Centennial	Portland	PBOT	Portland	N/A	N/A	N/A
Parklane Elementary	Centennial	Portland	PBOT	Portland	N/A	N/A	N/A
Patrick Lynch Elementary (previously Lynch View)	Centennial	Portland	PBOT	Portland	N/A	N/A	N/A
Powell Butte Elementary	Centennial	Portland	PBOT, Gresham	Gresham	82%	83%	87%
East Orient Middle	Gresham-Barlow	outside Gresham	Multco	MultCo	N/A	N/A	N/A
Sam Barlow High	Gresham-Barlow	outside Gresham	MultCo	MultCo	38%	49%	50%
West Orient Middle	Gresham-Barlow	outside Gresham	MultCo	MultCo	42%	42%	48%

IMPLEMENTATION STRATEGY

SCHOOL NAME	DISTRICT	CITY	SRTS PRACTITIONERS	ROAD AUTHORITY	18-19 FREE & REDUCED LUNCH % (over 40% = Title I)	METRO EQUITY - WEIGHTED SCORE	18-19 SCHOOL ENROLLMENT
Clear Creek Middle	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	77%	78%	83%
Dexter McCarty Middle	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	71%	75%	83%
East Gresham Elementary	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	88%	77%	87%
Gordon Russell Middle	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	65%	72%	72%
Gresham Arthur Academy	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	34%	61%	63%
Gresham High	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	57%	82%	81%
Hall Elementary	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	84%	78%	85%
Highland Elementary	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	89%	80%	87%
Hogan Cedars Elementary	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	N/A	N/A	N/A
Hollydale Elementary	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	87%	59%	67%
Kelly Creek Elementary	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	86%	54%	56%
North Gresham Elementary	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	68%	77%	84%
Powell Valley Elementary	Gresham-Barlow	Gresham	MultCo, Gresham	Gresham	87%	58%	59%
Springwater Trail High	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	78%	65%	71%
West Gresham Elementary	Gresham-Barlow	Gresham	Multco, Gresham	Gresham	87%	57%	64%

EAST MULTNOMAH COUNTY SRTS PROGRAM

SCHOOL NAME	DISTRICT	CITY	SRTS PRACTITIONERS	ROAD AUTHORITY	18-19 FREE & REDUCED LUNCH % (over 40% = Title I)	METRO EQUITY - WEIGHTED SCORE	18-19 SCHOOL ENROLLMENT
Fairview Elementary	Reynolds	Fairview	Multco	Fairview, Multco	73%	72%	83%
MLA (Multisensory Learning Academy) - Elementary	Reynolds	Fairview	Multco	Multco	N/A	N/A	N/A
MLA (Multisensory Learning Academy) - Middle	Reynolds	Troutdale	Multco	Multco	N/A	N/A	N/A
Reynolds Arthur Academy	Reynolds	Troutdale	Multco	Troutdale, Multco	30%	48%	51%
Reynolds High	Reynolds	Troutdale	Multco	Multco	54%	83%	86%
Reynolds Learning Academy	Reynolds	Fairview	MultCo	MultCo	N/A	N/A	N/A
Salish Ponds Elementary	Reynolds	Fairview	Multco	Multco, Fairview	84%	82%	91%
Sweetbriar Elementary	Reynolds	Troutdale	Multco	Troutdale, Multco	45%	56%	61%
Troutdale Elementary	Reynolds	Troutdale	Multco	Troutdale, Multco	55%	49%	57%
Walt Morey Middle	Reynolds	Troutdale	Multco	Troutdale, Multco	53%	64%	69%
Woodland Elementary	Reynolds	Fairview	Multco	Multco	68%	79%	88%
Davis Elementary	Reynolds	Gresham	MultCo, Gresham	Gresham	94%	78%	89%
HB Lee Middle (Hauton B Lee)	Reynolds	Gresham	Multco, Gresham	Gresham	N/A	N/A	N/A
Reynolds Middle	Reynolds	Fariview	Multco, Gresham	Multco, Gresham	80%	84%	92%
Wilkes Elementary	Reynolds	Gresham	Multco, Gresham	Gresham	86%	68%	84%

IMPLEMENTATION STRATEGY

SCHOOL NAME	DISTRICT	CITY	SRTS PRACTICIO NERS	ROAD AUTHORITY	18-19 FREE & REDUCED LUNCH % (over 40% = Title I)	METRO EQUITY - WEIGHTED SCORE	18-19 SCHOOL ENROLLMENT
Hartley Elementary	Reynolds	Gresham	Multco. Gresham	Gresham	91%	88%	94%
Alder Elementary	Reynolds	Portland	PBOT	Portland	N/A	N/A	N/A
Glenfair Elementary	Reynolds	Portland	PBOT	Portland	N/A	N/A	N/A
Margaret School Elementary	Reynolds	Portland	PBOT	Portland	N/A	N/A	N/A

APPENDIX B

Potential Program Structures for Increased and Reduced Funding Levels

What can be achieved with current levels of funding

Table 14. Countywide vs. Local Direct Assistance for SRTS Activities – Current Funding Levels

SRTS Program Element*	Countywide Support	Local Direct Assistance
Coordination and Program Management	<ul style="list-style-type: none"> Coordinate between county, city, district, partner organizations, and school staff through Action Team meetings. Focus attention on making connections with school district staff and establishing shared goals and opportunities to work together. Attend regional SRTS meetings. Explore how to create a mini-grant program and offer trainings to provide support for SRTS champions: parents or school staff who implement SRTS activities at schools Explore opportunities to offer stipends or other compensation to key volunteers. Be a resource to local groups or individuals who reach out for support 	<ul style="list-style-type: none"> Attend PTA/PTO meetings Work directly with SRTS champions Pro-actively connect with school communities to plan and promote SRTS activities.
Education	<ul style="list-style-type: none"> Develop and disseminate countywide resources, such as website content and newsletters. Hold county- or district-wide teacher trainings. Coordinate with PBOT to initiate these trainings in Centennial and Reynolds School Districts. 	<ul style="list-style-type: none"> Lead bike/ped education lessons for students. Table at parent teacher conference weeks because these create low-key, approachable opportunities to speak with families about their transportation needs.
Encouragement	<ul style="list-style-type: none"> Organize and publicize countywide events, such as art contests, Walk+Roll to School Day, etc. Organize larger open houses for parents to learn about SRTS. Consider creating a virtual SRTS open house to adjust for COVID-19. 	<ul style="list-style-type: none"> Table at schools, organize school-based events Lead walking school buses or similar activities

SRTS Program Element*	Countywide Support	Local Direct Assistance
Engagement	<ul style="list-style-type: none"> ● Develop and implement school safety campaign ● Start a crossing guard program 	<ul style="list-style-type: none"> ● Implement school campaigns, such as “no idling”.
Engineering	<ul style="list-style-type: none"> ● Attend local bicycle/pedestrian meetings ● Support local communities in applying for grant funding 	<ul style="list-style-type: none"> ● Assist in applying for grant funding ● Connect families with advocacy opportunities around bike and pedestrian infrastructure needs.
Evaluation	<ul style="list-style-type: none"> ● Promote parent surveys and student hand tallies ● Develop and publicize annual report 	<ul style="list-style-type: none"> ● Assist schools in collecting data ● Develop school-specific reports and recommendations

What can be achieved with reduced levels of funding

With less funding, the East Multnomah County SRTS Program would need to rely more on local partners such as cities, school districts, and community-based groups, focus on fewer schools, and build capacity among city/ district/school/parent representatives, without a lot of hands-on support to individual schools. The SRTS coordinator could invite partners to support schools without in-person coordination or outreach assistance, but would not be able to directly offer routine, hands-on support for events/activities. Table 3 outlines activities that are recommended under a reduced funding model. Cities or school districts could also apply for additional funding opportunities on their own.

In anticipation of reduced funding, the County could develop and/or identify materials that could be used in the future. The SRTS coordinator is already creating pedestrian safety lessons and kits for schools and community organizations to use in the future. Examples include an art or social media contest, communications copy for year-round outreach (such as safety tips by month or materials for annual events), and physical materials such as banners, lawn signs, incentives, and kits for bike/ped education, walking school buses, or similar activities.

A local example is the Clackamas County SRTS program, which had ODOT Non-Infrastructure funding during the 2016-2019 cycle. The County used this money to hire a part-time SRTS coordinator, along with additional technical support for conducting walk audits and identifying needed infrastructure improvements, developing and piloting an art contest, and convening a countywide SRTS group. Currently, the Clackamas County SRTS program is funded with a Metro RTO grant that pays for a part-time SRTS coordinator, who is employed by The Street Trust.

Table 15. Countywide vs. Local Direct Assistance for SRTS Activities – Reduced Funding Levels

SRTS Program Element*	Countywide Support	Local Direct Assistance
Coordination and Program Management	<ul style="list-style-type: none"> · Explore ways to partner with other County Departments to expand capacity outside of constraints from the Road Fund, such as the Health Department, libraries, Sustainability Office, and BPCAC. · Coordinate with county, city, district, partner organization, and school staff through Action Team Meetings. · Attend regional SRTS meetings · Be a resource to local groups or individuals who reach out for support. 	<ul style="list-style-type: none"> · Work directly with SRTS champions at individual schools.
Education	<ul style="list-style-type: none"> · Disseminate countywide resources, such as website content, curricula, and newsletters. 	
Encouragement	<ul style="list-style-type: none"> · Organize and publicize countywide events, such as art contests, Walk+Roll to School Day, etc. · Act as a clearinghouse for information and ideas for activities such as Walking School Buses. 	
Engagement	<ul style="list-style-type: none"> · Make school safety campaign materials available · Work with police to increase presence during back-to-school times 	
Engineering	<ul style="list-style-type: none"> · Attend local bicycle/pedestrian meetings · Support local communities in applying for grant funding 	<ul style="list-style-type: none"> · Participate on transportation planning stakeholder committees · Assist in applying for grant funding
Evaluation	<ul style="list-style-type: none"> · Promote parent surveys and student hand tallies · Develop and publicize biannual report 	

What can be achieved with increased levels of funding

In the scenario in which additional funding becomes available to support the East Multnomah County SRTS program, it would enable more hands-on support from the coordinator to foster SRTS champions

to disseminate materials, host events, and conduct other activities. Increased funding could be used to fund district-level SRTS coordinator positions to create an East Multnomah SRTS Program team. Increased funding could also potentially be used to provide stipends for key volunteers, such as walking school bus leaders or community ambassadors. The SRTS program could offer funding to local partner organizations to support their engagement work or contract with them to deliver expanded SRTS activities, such as bike and pedestrian education. This mutual support would broaden the reach of the SRTS program and expand the network of people working with SRTS, which would improve long-term program sustainability. Increased funding for partnerships would lead to more activities and events with more and better swag and outreach materials (banners, etc.). Greater SRTS publicity and visibility would increase program awareness among the community, fostering a culture of active transportation.

Table 16. Countywide vs. Local Direct Assistance for SRTS Activities – Higher Funding Levels

SRTS Program Element*	Countywide Support	Local Direct Assistance
Coordination and Program Management	<ul style="list-style-type: none"> • Coordinate between county, city, district, community organizations, and school staff through Action Team meetings. • Attend regional SRTS meetings • Explore how to create a mini-grant program and offer trainings to provide support for SRTS champions: parents or school staff who implement SRTS activities at schools. • Be a resource to local groups or individuals who reach out for support. 	<ul style="list-style-type: none"> • Attend PTA/PTO meetings • Work directly with SRTS champions • Pro-actively connect with school communities to plan and promote SRTS activities • Organize and facilitate School Team meetings to establish school objectives around SRTS • Connect schools, districts, PTOs and others with opportunities to fund activities through mini-grants and/or small stipends for key volunteers.
Education	<ul style="list-style-type: none"> • Develop and countywide disseminate resources, such as website content and newsletters. • Hold county- or district-wide teacher trainings 	<ul style="list-style-type: none"> • Promote curriculum integration in PE and other subjects across grades • Hire partners to provide bike/ped education lessons for students • Table at back to school nights • Conduct regular family outreach during key transitions: Kinder, 5th/6th grade, 9th grade
Encouragement	<ul style="list-style-type: none"> • Organize and publicize countywide events, such as art contests, Walk+Roll to School Day, etc. • Organize larger open houses for parents to learn about SRTS • Establish, publicize, and implement a Mini Grant program 	<ul style="list-style-type: none"> • Table at schools, organize school-based events • Lead or hire partners to lead walking school buses or similar activities

SRTS Program Element*	Countywide Support	Local Direct Assistance
Engagement	<ul style="list-style-type: none">● Develop and implement school safety campaign● Crossing guard program	<ul style="list-style-type: none">● Implement school campaign such as no idling
Engineering	<ul style="list-style-type: none">● Attend local bicycle/pedestrian meetings● Support local communities in applying for grant funding	<ul style="list-style-type: none">● Participate in transportation planning stakeholder committees● Plan demonstration project at school● Apply for grant funding
Evaluation	<ul style="list-style-type: none">● Promote parent surveys and student hand tallies● Develop and publicize annual report	<ul style="list-style-type: none">● Assist schools in collecting data● Develop school-specific reports and recommendations