



# Traffic Garden Team: Final Report

Real World: Eugene  
University of Oregon  
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# Purpose of the Project

## Research Question:

*Given how traffic gardens have been implemented in the U.S. and around the world, how can we turn lessons learned from those efforts into recommendations that serve as a tool for planners and community members to create a traffic garden in the Eugene metro area?*

## Introduction

The Traffic Garden Team was composed of students enrolled in Bethany Steiner's *Real World Eugene* capstone course at the University of Oregon in the fall of 2017. The class provides students with the opportunity to gain real-world experience by partnering with the City of Eugene and undertaking a current project. The class is divided into small groups, with each group working on a different project, those being Downtown Programming, EWEB riverfront redevelopment, Microhoods, and the Traffic Garden project. Class lectures teach the students the important concepts that are needed in the workforce, but getting out of the classroom and practicing those skills is what makes this class so unique. Very few courses allow students the opportunity to practice what they've learned by interacting with those who are currently in the field and working with them to accomplish a goal.

The Team was tasked with researching how to go about implementing a traffic garden in the Eugene-Springfield area. To answer this research question, the Team conducted research on existing traffic gardens to determine what makes them successful and how beneficial they are to their city. The Team also analyzed several parks throughout Eugene and Springfield where a traffic garden could be built. The underlying conviction of this project is that a traffic garden is a valuable piece of infrastructure for a community, giving children a place to safely practice riding their bikes in preparation for navigating a city's busy streets. This report summarizes the Team's research and recommendations for how to incorporate a traffic garden right here in our community.



# Background

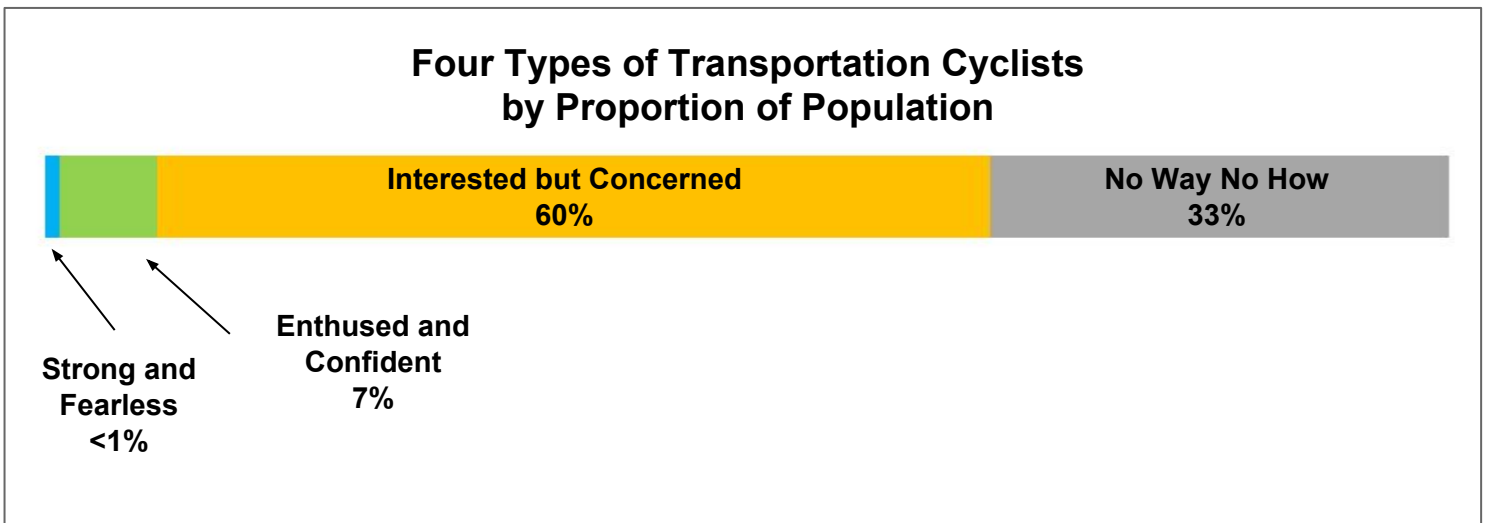
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Cities around the United States have been shifting to encourage active transportation modes over the last decade. The sustainability of vehicular travel has been questioned. Whether the issue is framed as a health, equity, or cost problem, we have begun to understand that moving vehicles through our cities is simply not an efficient use of space or taxpayer dollars. This is why many cities around the country have included new mode share goals for transit, walking and biking in their Comprehensive and Transportation System Plans. Active transportation modal options encourage the efficient use of the transportation infrastructure built in a city.

In Eugene, there have been impressive strides to encourage active transportation. The City and Lane Transit District have implemented the only Bus Rapid Transit System in a mid-sized US city. The city also receives a gold rating for bicycle transportation. While these successes are impressive and deserving of praise, it is important that we remember that the job is not yet done.

Over the last several years, our cycling mode share has plateaued. While we host one of the more impressive active transportation modal splits in the United States, we do not have to look far to see examples of much more normalized bicycle transportation in other countries. It is clear that our transportation system can do more to encourage bicycle transportation, but stalled progress means that the issue needs to be approached from different angles.

Figure 1. Types of Cyclists, Portland Bureau of Transportation, 2005



## Background (cont.)



The Portland Bureau of Transportation identifies four different types of transportation cyclists. The 'Strong and Fearless' and 'Enthusied and Confident' categories refer to residents who are already making use of bicycle infrastructure in the city. The concept points to the fact that the majority (60%) of residents could be convinced to bike as a form of transportation, but there is something that needs to change to help them gain the confidence. In the past, planners have built bike lanes to convince these residents to bike. However, as bicycle mode share numbers plateau, we must look at other factors that are keeping these people from getting on their bike.

A critical barrier to people using a bicycle in the interested but concerned category is the fact that they do not feel comfortable bringing their family along with them. Cars offer safety features like car seats, air bags, and bulky frames that make it easy for parents to bring their kids with them. A parent does not have to worry about teaching their child how to ride in the back seat, but might worry about their child biking on a public street. Countries in Europe have developed a systemic approach to addressing this issue. Their solution lies in the creation of 'Traffic Gardens', public parks where people can bring their children to practice using the transportation network that is implemented in the city. Traffic gardens look like scaled down cities where cyclists can interact with stop signs, roundabouts, traffic lights, and other traffic features in a safe and controlled environment. Traffic gardens address the 'interested but concerned' cyclists in that they allow people to test drive the transportation infrastructure before using it in an exposed setting. Parents can bring their kids to safely use the infrastructure so that they can feel confident riding on public streets in the future.

This report will serve as a catalyst to bring a traffic garden to the Eugene/Springfield area. The presence of a traffic garden in our region invites exciting new futures for our active transportation modal split. This document will serve as an educational tool for both local decision makers and community members to become better informed on the issue.

### Traffic Garden Definition:

A miniature street network for users to learn how to bike on the roads and interact with other road-goers. It is often located in a public park or other shared space.



# Methodology

The Traffic Garden Team conducted research on traffic gardens and similar types of sites to evaluate the existing infrastructure both in the U.S. and abroad. We compared design features, programming, usage, funding sources, and public vs. private ownership models to determine best practices. From this research we developed a list of important features to provide comparative analysis for case studies and potential sites for the development of a local traffic garden.



# Ongoing Efforts

The Traffic Garden Team is working in conjunction with Laughton Elliot-DeAngelis of Safe Routes to School in Springfield and Emma Newman, Transportation Planner for Springfield. They have two interns, Caroline Crisp and Robert Binder, who researched locations and accompanied site visits, respectively. Sophie McGinley also provided support for this research.

In addition, the City of Eugene has a history of support for this idea, including visionaries like Shane MacRhodes, who has provided support with prior resources and research devoted to this idea. Reed Dunbar, Bicycle and Pedestrian Planner for City of Eugene, has served as our main point of contact throughout this process and our intermediary for connections with people whose support is relevant and necessary.

LiveMove, the active transportation advocacy group at U of O, has considered taking on a project in relation to the traffic garden, either designing its features or redesigning a surrounding street. They will be adopting a different project for this year, but have already expressed interest in ensuring this project's completion and future success.

Our meeting with the Transportation Options Advisory Committee (TOAC) gave us an opportunity for feedback on our approach and an outlet for communicating the efforts of our project to prominent members of the planning community.



# Preliminary Findings

## Site Analysis

Ten sites were selected by the Safe Routes to School program. The ten sites were toured by the Safe Routes to School team, the traffic garden team, and Reed Dunbar. Based on the tours, we narrowed it down to four sites. Two of the sites are in Eugene and two are in Springfield. The two sites in Springfield are Meadow Park (851 Mill St, Springfield, OR 97477) and Willamalane (1276 G St, Springfield, OR 97477). The two sites in Eugene are Kiwanis Park (Kiwanis Park, Eugene, OR 97401) and the 4J property (200 N Monroe St, Eugene, OR 97402). The following is a map which shows the locations of the sites.





# Preliminary Findings

## Kiwanis Park

Next to the Riverplay Park playground, Kiwanis park is a large activated green space that is on the riverfront. In this park, one can hear the river sounds and see people using the bike paths that hug the river. This site has mature trees that could be incorporated into the final design of the traffic garden. It has a parking lot, restrooms, lighting along the bike path, and benches, all of which were built to serve the Riverplay Park.

## 4J District Property

This site is about a five minute walk from Kiwanis Park and is located next to the Eugene Rose Garden. This site is an unactivated part of the riverfront which makes it a great candidate for continuing the revitalization of the riverfront. It is accessible by the South Bank bike path which is easy to walk to from the Riverplay Park playground. The site has mature trees and a bench that could be incorporated into the final design.

## Meadow Park

Just off of Pioneer Parkway to the south of Centennial Boulevard, Meadow Park is located in a highly residential area. This location is very accessible by foot and car, has an EmX stop, and is close to the major bike path off of the Willamette River. Meadow Park was recently renovated over the summer of 2016 to include several amenities such as a new playground, basketball courts, pickleball courts, and several seating options. Along with these amenities, there is plenty of green space and natural landscape for children and adults to enjoy.

## Willamalane

One mile east of Meadow Park lies Willamalane Park, a large outdoor area next to the Willamalane Swim Center. Located just off of Mohawk Boulevard, this park is surrounded by housing and is highly accessible by surrounding residents. Amenities at this park include a play structure, basketball courts, a skate park, and a horseshoe pit. There is also a very large green area that is not being used for anything specific and could accommodate a traffic garden.

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## Site Analysis

These tables are attributes that we took into account when we toured the sites. A more in depth analysis will need to be performed on each site in order to finalize design features.

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Existing Amenities	Kiwanis Park (Eugene)	4J District Property (Eugene)	Meadow Park (Springfield)	Willamalane (Springfield)
Seating	2+ benches	1 bench	6 benches	2 benches
Lighting	Lighting at Riverplay	Lighting on bikeway	Yes - throughout the park	No
Covered seating/shelters	No	No	Yes	No
Restrooms	Yes	No	Yes	Yes - inside the Swim Center
Playground	Yes	No	Yes	Yes
Green space	Yes	Yes	Yes	Yes

# Preliminary Findings

Site Characteristics	Kiwanis Park (Eugene)	4J District Property (Eugene)	Meadow Park (Springfield)	Willamalane (Springfield)
Size (sq ft or acreage)	~330,000 sq feet	~160,000 sq feet	~560,000 sq feet	~250,000 sq feet
Topography	Flat	Flat	Flat	Flat
Trees/plants	Yes	Yes	Yes	Yes
Land ownership	Public Land	Public Land	Public Land	Public Land
Development Restrictions	Unknown	Unknown	Unknown	Unknown

Neighborhood/ Land Use	Kiwanis Park (Eugene)	4J District Property (Eugene)	Meadow Park (Springfield)	Willamalane (Springfield)
Zoning of Site	Public Land	Public Land	Public Land & Open Space	Public Land & Open Space
Adjacent land use (Zoning)	Medium density residential	Low to mid density residential	Low density & high density residential	Low density residential
Proximity to Schools	2 miles away from nearest elementary school	2 miles away from nearest elementary school	0.5 miles away from nearest school	Located next door to Dos-Rios Elementary School
Neighborhood Demographics: Race and Ethnicity	White: 77.5% Hispanic: 10.6% Two+ races: 5.6% Asian: 3.6% Black: 1.7%	White: 77.5% Hispanic: 10.6% Two+ races: 5.6% Asian: 3.6% Black: 1.7%	White: 79.5% Hispanic: 13.2% Two+ races: 2.9% Asian: 1.6% Black: 1.2%	White: 79.5% Hispanic: 13.2% Two+ races: 2.9% Asian: 1.6% Black: 1.2%
Population	166,575	166,575	61,893	61,893
Median Income (Region)	\$43,101	\$43,101	\$39,729	\$39,729

# Case Studies

In order to gain a better understanding of what our traffic garden should have, our team has prepared four case studies that look at different cities and the traffic gardens that they have built. For our case studies, we have developed a set of criteria which includes site characteristics, operations, funding, land use, and design features, among others\*. These criteria will help us to point out any similarities that the traffic gardens have, or any differences that we think should be incorporated into our traffic garden.

By researching what other cities have done, we can begin to determine the characteristics that our traffic garden should have and also determine how we can make our traffic garden sustainable so that children can use it for generations to come.

In these case studies, we look solely at traffic gardens that focus on bicycle safety rather than the safety villages that also incorporate different types of learning. While we acknowledge that these safety villages can be beneficial, they are not what we are looking to bring to Eugene or Springfield.



\* The tables containing all of the data we generated during the case studies can be found in Appendix B on page 19.

Clockwise from top-left: Oceano Elementary School Bicycle Track, Walk and Wheels Skills Hub, White Center Traffic Garden, Trafiklegepladsen

# Case Study: Oceano Elementary School Bicycle Track Oceano, California



Oceano Elementary School, in Oceano California, designed a bicycle track over a portion of their blacktop playground in the fall of 2015. Similar to a traffic garden, this bicycle track is an educational course that provides a training ground for bicycle riding skills.

The bicycle track is painted on the blacktop with an oily surface material standard to blacktop playground (“slurry”) with additional green paint added after. This process took only four days to complete. The total cost is estimated at \$600-\$1,650. The exact cost isn’t known because the work was done in tandem with resurfacing for the rest of the playground’s blacktop surface as part of routine scheduled maintenance. Funding came from the school’s Facilities and Maintenance budget.

Inspiration for the bicycle track came from one of the school’s teachers, Jim DeCecco. While traveling abroad, DeCecco visited traffic gardens in Italy and Copenhagen. Inspired to do something similar at Oceano Elementary, he contacted Ron Walton, the principal at the time who was very supportive. By the time DeCecco had returned from his trip, Walton had already contacted the school’s facilities department to discuss the possibilities.

Oceano Elementary School was an ideal site for the bicycle track because faculty were already heavily involved in teaching bicycle and traffic safety. The school uses a curriculum developed by Safe Routes to School (SRTS) for 4th and 5th graders. The bicycle track is now used by the P.E. teacher during school, and by families after school. The school hosts a number of events throughout the year dedicated to encouraging bicycle ridership, including walk or bike to school day, Ride 2 Recovery parade and assembly, and a Girls Bike Posse Ride.

For these reasons, in 2017 Oceano Elementary School was named the most bike-friendly school in the entire United States, according to a cycling advocacy group called the League of American Bicyclists.

The success of Oceano Elementary School’s bicycle track was the impetus for similar bicycle tracks at other elementary schools in the nearby Atascadero Unified School District. The district was able to get partial funding with a grant from the county’s SRTS Program. The bicycle track is viewed as a “complete success” by the teachers and families at Oceano Elementary School.



# Case Study: Walk & Wheel Skills Hub Fort Collins, Colorado



The City of Fort Collins opened up their Walk and Wheel Skills Hub at the end of August 2017 and has seen a great amount of support for it ever since. This traffic garden is a great example of what can be done to an existing underutilized area in order to make it into an educational tool for children.

Criteria for a new site included being centrally located, accessible by all forms of transportation, close to schools, and not requiring excessive renovation. Originally the city was looking at parks and schools for the location, but nothing they were finding had space or the necessity for an additional amenity such as a traffic garden. The city continued its search elsewhere and eventually began talks with a local church which went on to offer to lease a portion of its parking lot that wasn't needed. This location was great because it was central, directly next to a major bike trail, and close to other parks.

The cost of building a traffic garden at this site was approximately \$50,000. The city anticipates that there will be some touch up work needed for the lines and potential graffiti, but hopes that these costs will be minimal. The main costs covered in the budget are paving (\$14,000), landscaping (\$13,000), painting/stripping/signage (\$9,500), and paying a design firm (\$5,500). There are no full time staff dedicated to the skills hub, as the city uses volunteers in order to minimize cost. The funding for this site comes from the city budget which gets reevaluated every two years.

The skills hub is around 21,000 square feet and offers many real-world elements that replicate the city's streets. Some of these elements include: bike turn lanes/boxes, railroad crossings, sidewalks, on street parking spaces, a traffic circle, and a long straightaway. This long straightaway is a unique design that allows the user to ride along a variety of curved paths in order to practice avoidance techniques. The space also has plenty of seating, bike racks, trees, and even provides a bike repair stand.

The Walk and Wheel Skills Hub offers several different types of programming opportunities aimed at getting children interested in visiting and learning about bike safety. They hold monthly drop-in sessions with a bike instructor that teach children about bike safety, pedestrian safety, and introduce the site. There is also a great partnership with the local Safe Routes to School program, which offers a number of different Smart Cycling and other bike classes for people of all ages. Additionally, the space has been reserved by different groups or clubs, such as the Boy Scouts of America.

As the city is currently in its evaluation phase on the site, future plans for the skills hub are still being discussed. There are no long-term plans for additional changes to the site, but there is the potential to reach out to other neighborhoods and build multiple sites all throughout Fort Collins. Overall, the city has found that the space has had positive feedback from the community and so far they are very happy with the turnout.

# Case Study: Trafiklegepladsen Copenhagen, Denmark



In 1974, a traffic garden was opened to the public in a large city park in Copenhagen. While the design for Trafiklegepladsen was impressive, it was by no means the first traffic garden introduced in Denmark. In 1947, schools all over Denmark started teaching children safe bicycle transportation practices. In the 1950s, traffic gardens were built as a place for schools to advance their bicycle education efforts.

In Denmark, children begin their education around safe bicycle transportation in the 3<sup>rd</sup> grade and are tested on their proficiency in the sixth grade. Trafiklegepladsen, hosts staff during business hours who answer questions, perform bicycle maintenance, check out loaner bikes for children, and hold classroom teaching sessions. The site has a large garage where children can check out bikes tailored to their skill level. There are 'Strider' bikes that do not require any pedaling for the youngest children and small bikes for children ready to try their hand at the real thing. Trafiklegepladsen also allows outside bikes and scooters.

The traffic garden itself provides a long list of amenities. Roundabouts, crosswalks, working traffic lights and bus stops can all be found at the park. All amenities in the traffic garden are scaled down to be sized for children, but imitate real transportation infrastructure that is used in the city of Copenhagen. The park provides spaces for children riding at different levels of difficulty. There is a fenced area for children 2-5 years old, where they can safely practice becoming comfortable balancing on bikes. The rest of the traffic garden is intended for children ages 5 to 14. By providing everything from slightly raised bike lanes to angled trash cans, the traffic garden models almost every aspect of both urban and suburban travel.

Trafiklegepladsen is strategically located in Faelledparken, a large public park located in downtown Copenhagen. Of course, the park is highly accessible by bike and provides a large amount of bicycle storage for visitors. There is also complete multimodal access to the park that provides users with a range of transportation options. All streets bordering the public park have bus stops for transit riders to access the park. Pedestrian infrastructure in and around the park is exceptional and there is parking provided for those who must visit the park by car.

While Faelledparken is home to Trafiklegepladsen, the traffic garden is by no means the only attraction to the site. The public park provides a large amount of green spaces for city dwellers to enjoy. The park has play fields, a multitude of playgrounds, food, and even a skate park. The park provides a dense network of walking and biking paths for users to enjoy. By providing a wide variety of amenities, Faelledparken encourages families of all ages and sizes to attend the park and make use of its world-class traffic garden.

# Case Study: White Center Traffic Garden Seattle, Washington



In 2016, a community just south of the City of Seattle named White Center implemented a traffic garden. The project was the result of an initiative headed by multiple partners. King County Parks, the body that owns and manages the public parks in Seattle’s county, approached the Cascade Bicycle Club with a site that could be repurposed for their active transportation vision. It was a defunct tennis court, enclosed on three sides by a tall wire fence and surrounded by a little bit of green space, parking, a disc golf course, a playground, a middle and a high school.

Cascade then hired the services of Steve Durrant of ALTA Planning, based in Portland, Oregon, to design a project for the space. He and his team had previously been inspired by the traffic garden that exists in Copenhagen, having put together a small makeshift version of one in an alley beside their headquarters earlier in the year. He and his team decided to paint over the old tennis court, revealing in its place a network of streets that emulate all kinds of road scenarios for users, from roundabouts to mergers to curvy trajectories. A storage unit for bikes, seating, and tent-covered stations along the side were created for non-users when they accompany their learners.

The cost of the project was about \$95,000, with \$50,000 coming through a grant from King County Parks. The rest was raised by private donation, which was not made out by the leaders to be too hard to obtain. ALTA agreed to offer their services in exchange for “sponsorship value that Cascade Bike Club provided,” giving them “higher recognition out of their events (Durrant, Steve).” This may not be an option everywhere, but certainly in cases where there is high interest and energy behind the project, it may be easier to create this sponsorship-type contract with a design/construction group than a capital-based one. A funding structure for maintenance was unclear, but programming seems relatively light with instruction offered in the summer through the Cascade Bike Club.

The area is a residential, low-income community, so it gets used by people who need it, and “people travel to it all across the region,” although exact data has not been recorded. That is something that future gardens will want to keep record of. The site is easily accessible by foot, bike or car, but not especially via public transit. In addition, there are not many sidewalks in the surrounding area, meaning when users come across the traffic garden they are practicing on something that is reflective of the transportation habits of the area. “White Center doesn’t have a lot of sidewalks. This is a way for kids to learn how to ride on the road[...](Kinney, Jen. Next City).”

While not as extensively designed as Copenhagen’s, White Center’s traffic garden shows how to implement a useful network of community-reflective streets to practice on, at an absorbable cost. Other future gardens can take advantage of more funds or different values for features.



# Recommendations

This set of recommendations is broken into categories. Design features refer to the physical nature of the traffic garden, and what should be built. Funding and Maintenance Structure considers the procedure of implementing the garden and the ideology that should guide the project through its lifetime. Programming is related to the official usage of the site through programs and outreach that connect users to instruction. These recommendations were inspired by the workshop the Traffic Garden Team held with TOAC on November 18th.

## Design Features

Features should be child-scaled and include:

- Flexibility for future phases
- Vandal resilient infrastructure
- Varied streets that are reflective of city streets, but can also be modified to idealistic ends that drive changes in large-scale street design
- Consideration of ways to redesign surrounding streets to provide better access to the project while also setting an example of a better way to envision streets

### Detailed Infrastructure Ideas

- A pedestrian-activated beacon
- A long straight-away with a gentle slope
- Railroad crossings, crosswalks, roundabouts, mergers, sidewalks, signals, and signs for both cars and bikes



## Funding and Maintenance Structure

- Site should be designated as Multi-Use to open up more funding options
- Funding sources should be diversified
- Maintenance and ongoing costs should be anticipated
- Maintenance costs may need to be covered by sponsorships
- Design and maintenance should anticipate costs associated with vandalism
- Breaking the project into phases to lower the capital requirement.
- Creating a publicly-accessible method for documenting the ongoing development, programming, and impact of the traffic garden.

## Programming

- The traffic garden(s) should provide bikes and partner with local school districts to offer year-round educational programming opportunities.
- The traffic garden(s) should be located near schools and be highly accessible to all.



# Conclusion

The main goal for this traffic garden concept is to enhance road and bicycle safety in the Eugene-Springfield area. In addition to educating children on how to ride bikes in urbanized areas, the traffic garden will give children experience interacting with active transportation infrastructure making them more responsible motorists in the future. The ideas recorded during the workshop with TOAC will help aid in this effort and provide a starting point for concepts developed in the future. The TOAC meeting summary can be found in Appendix A (p17.)

# Appendix

# Appendix A

## TOAC Meeting Minutes Memorandum

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### Memorandum

**To:** TOAC  
**From:** Traffic Garden Team  
**Date:** 11/21/17  
**Re:** Traffic Garden Presentation at the TOAC Meeting

The purpose of this Memorandum is to provide a summary of the meeting minutes and key takeaways from the Traffic Garden Project's presentation during the November 16th TOAC meeting.

#### **Traffic Garden Presentation**

The first thirty minutes of the November 16th TOAC meeting consisted of a presentation delivered by the Traffic Garden Team. A copy of the Powerpoint presentation will be sent out along with this Memorandum. A brief synopsis of the presentation is outlined below.

- **Overview:** A traffic garden is a miniature street network for users to learn how to bike on the roads and interact with other road-goers. It is often located in a public park or other shared space.
- **Case Studies:** Two case studies were showcased in the presentation. The White Center traffic garden in Seattle, Washington served as a basic and most successful implementation of this concept in the US. A traffic garden open in Copenhagen provided context for the potential future of US projects. The Copenhagen model was identified as the ideal version and one of the most successful existing implementations of this concept.
- **Potential Sites in Eugene and Springfield:** Four potential sites were identified (two in Eugene, two in Springfield).
- **Goals:** The traffic garden would serve as a systemic approach to the mode share problem. A traffic garden provides an educational opportunity for the community and has the potential to increase bicycle and active transportation mode share over time.

#### **Workshop**

The second thirty minutes of the meeting were dedicated to a short workshop where members of the Traffic Garden Team asked attendees to answer the following questions.

- 1) *With scale, location, and programming in mind, what ideas do you envision for a traffic garden in the Eugene/Springfield area?*
- 2) *What can we do to ensure the sustainability of this Traffic Garden?*

The responses were recorded and will be included in the Traffic Garden Team's final report, which will be completed on December 7th. The major takeaways from the workshop were synthesized and are displayed below.

### **Question #1**

- The traffic garden(s) should provide bikes and partner with local school districts to offer year-round educational programming opportunities.
- The location of the traffic garden(s) should be located near schools and be highly accessible to all.
- Design features that should be included:
  - A long straight-away, with a gentle slope
  - A pedestrian-activated beacon
  - Child-scaled features
  - Flexible design for phased development
  - Vandal resilient infrastructure

### **Question #2**

- Funding sources should be diversified
- Site should be designated as Multi-Use to open up more funding options
- Project should be in partnership with local schools
- Maintenance and ongoing costs should be anticipated
- Design and maintenance should anticipate costs associated with vandalism
- Programming should be developed in conjunction with local partners
  - IDEA: Work with the University of Oregon Bike Program

### **Conclusion**

The main goal for this traffic garden concept is to enhance road and bicycle safety in the Eugene-Springfield area. In addition to educating children on how to ride bikes in urbanized areas, the traffic garden will give children experience interacting with active transportation infrastructure making them more responsible motorists in the future. The ideas recorded during the workshop will help aid in this effort and serve to provide as a starting point for concepts developed in the future.



## Appendix B

### Case Studies: Tables

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Site Characteristics	Oceano Elementary Bicycle Track ( <i>Oceano, CA</i> )	Walk and Wheel Skills Hub (Fort Collins, CO)	Trafiklegepladsen (Copenhagen, Denmark)	White Center Traffic Garden (Seattle Area, WA)
Size (sq ft)	~5,670 sq ft	~21,000 sq ft	~120,000 sq ft	10,000 sq ft
Topography	Flat	Flat	Flat	Flat
Trees/ plants	Some nearby trees	Limited	Tree, Grass, Bush	None within Garden
Land ownership	Oceano Elementary School	Summitview Church (City leases space)	City of Copenhagen	King County Parks
Restrictions	School property	Unknown	Public Park	Repurposed park
Operations	Oceano Elementary Bicycle Track ( <i>Oceano, CA</i> )	Walk and Wheel Skills Hub (Fort Collins, CO)	Trafiklegepladsen (Copenhagen, Denmark)	White Center Traffic Garden (Seattle Area, WA)
Dedicated Staff	None	Volunteers	Paid Staff	Staff
Maintenance needs cost	Negligible	Undetermined	Unknown	Unknown
Cost of Entry	Free	Free	Free	Free
Hours of Operation	Closed to the public during school hours. Open to the public after school.	Open except when reserved/used by groups	<b>March-October</b> Mon-Fri: 9-17 Every third Saturday: 10-17 <b>November-Feb</b> Mon-Fri: 9-16 One Saturday per month: 10-16	Year-round (except when reserved by programming)
Shared Bike Program	None	None	Yes	Storage but program unsure
Partnerships	None	Unknown	Work closely with schools	Cascade Bike Club, YES Foundation, White Center Foundation

<b>Funding</b>	<b>Oceano Elementary Bicycle Track (Oceano, CA)</b>	<b>Walk and Wheel Skills Hub (Fort Collins, CO)</b>	<b>Trafiklegepladsen (Copenhagen, Denmark)</b>	<b>White Center Traffic Garden (Seattle Area, WA)</b>
Operating Budget	Negligible; can be updated on the existing maintenance schedule for the playground	TBD	Unknown	Low
Funding Sources	School's Facilities and Maintenance budget	City/Private Donors	Unknown	City/Non-profit and Private Donors
Consistent/Dedicated Funding?	Yes	Yes	Unknown	Unsure
<b>Neighborhood/Land Use</b>	<b>Oceano Elementary Bicycle Track (Oceano, CA)</b>	<b>Walk and Wheel Skills Hub (Fort Collins, CO)</b>	<b>Trafiklegepladsen (Copenhagen, Denmark)</b>	<b>White Center Traffic Garden (Seattle Area, WA)</b>
Zoning of Site	Public Facility	Unknown	Public Park	Public Park
Adjacent land use (Zoning)	Residential Multi Family, Residential Single Family	Residential Multi Family, Residential Single Family	Unknown	Surrounded by remaining park, but outside is residential
Urban, Rural, or Residential?	Residential	Residential	Urban	Residential
Proximity to Schools	On school grounds	Nearby	Many schools within one mile radius	Elementary/Middle School nextdoor
Neighborhood Demographics: Race and Ethnicity	Racial diversity: Hispanic 62.4%, White 34.2%, Multiracial 2.4%, Asian 1%	Unknown	Racial diversity: Hispanic 3% White 94% Black 1% Two or more races 1%	Racial Diversity: White 39% Hispanic 29% Asian 23% Black 9%
Population	7,857	Unknown	583,525	13,500
Median Income	\$49,721	Unknown	\$52,865	\$35,488

<b>Design Features</b>	<b>Oceano Elementary Bicycle Track (Oceano, CA)</b>	<b>Walk and Wheel Skills Hub (Fort Collins, CO)</b>	<b>Trafiklegepladsen (Copenhagen, Denmark)</b>	<b>White Center Traffic Garden (Seattle Area, WA)</b>
Crosswalks	No	Yes	Yes	Yes
Fence	Y- around school grounds	No	Yes	¾ Yes
Incline	No	No	No	No
Roundabout	Yes	Yes	Yes	Yes
Sidewalks	N	Yes	Yes	No
Signage	No	Yes	Yes	Makeshift/Portable
Signals	No	No	Yes	Makeshift/Portable or No
Straight-away	Yes	Yes	Yes	Short but Yes
<b>Amenities</b>	<b>Oceano Elementary Bicycle Track (Oceano, CA)</b>	<b>Walk and Wheel Skills Hub (Fort Collins, CO)</b>	<b>Trafiklegepladsen (Copenhagen, Denmark)</b>	<b>White Center Traffic Garden (Seattle Area, WA)</b>
Seating	Yes- some	No	Yes	Yes
Lighting	No	Yes	No	No
Covered seating/ shelters	No	No	Yes	Yes
Restrooms	Not open to the public	No	Yes	Yes?
Playground	Yes	No	Yes	Yes
Green space	Yes	Yes	Yes	Yes
Food/beverages nearby	No	No	Yes	No
Public Art	Yes	Yes	Yes	No

<b>Usage/Usership</b>	<b>Oceano Elementary Bicycle Track (Oceano, CA)</b>	<b>Walk and Wheel Skills Hub (Fort Collins, CO)</b>	<b>Trafiklegepladsen (Copenhagen, Denmark)</b>	<b>White Center Traffic Garden (Seattle Area, WA)</b>
Programming	Used in school's regular curriculum and for annual events	Drop-in sessions, SRTS classes, group rentals	Used in school curriculum, class sessions, bike borrowing program	Classes and instruction
Who	Oceano Elementary School, and families	Schools and anyone else interested	Anyone, reservations for parties over 5 persons	Cascade Bike Club
<b>Accessibility</b>	<b>Oceano Elementary Bicycle Track (Oceano, CA)</b>	<b>Walk and Wheel Skills Hub (Fort Collins, CO)</b>	<b>Trafiklegepladsen (Copenhagen, Denmark)</b>	<b>White Center Traffic Garden (Seattle Area, WA)</b>
ADA Accessible	Yes	Yes	Yes	Yes
Arriving by bike	Occasional Bike lanes	Yes - major bike trail	Highly accessible by bike	Yes
Arriving by foot	Walk Score: 58	Yes - residential area	Highly accessible by foot	Yes
Arriving by public transit	Bus stop nearby; used minimally	Yes - by busy transit street	Highly accessible by transit	No
Arriving by car	Plenty of Parking	Yes - plenty of parking	Accessible by car	Yes



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