

# SafeRoutes

Colorado Safe Routes to School



## **Guidelines and Application for Non-Infrastructure Projects (education, encouragement, enforcement) FY 2015**

**Applications due November 14, 2014**



**COLORADO**  
Department of Transportation

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## Background and Eligibility

Forty-five years ago, walking and biking to school were commonplace – in 1969, roughly half of all 5 to 18 year olds either walked or biked to school. Times changed, and by 2001, nearly 90% of our youth were driven to school either by bus or by individual car. This change in transportation mode has added to traffic congestion, a reduction in air quality and the deterioration of our children’s health. While distance to school and safety are the most commonly reported barrier to walking and bicycling, private vehicles still account for half of school trips for children living between 1/4 and 1/2 mile from school—a distance easily covered on foot or bike. In 2009, American families drove 30 billion miles and made 6.5 billion vehicle trips to take their children to and from schools, representing 10-14 percent of traffic on the road during the morning commute.

Safe Routes to School (SRTS) was established in 2005 through Federal legislation to enable and encourage children, including those with disabilities, to walk and bicycle to school; to make walking and bicycling to school safe and more appealing; and to facilitate the planning, development and implementation of projects that will improve safety, and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

Eligible applicants for a Colorado SRTS Non-Infrastructure Grant include any agency or organization that is a subsection of the state. For example, a local city or county government, a school district, local education agency or school, a regional transportation authority; a transit agency; a natural resource or public land agency; and a tribal government.

This program is managed through the Colorado Department of Transportation (CDOT). Grants are awarded through a statewide competitive process. All of the SRTS funds available for FY15 projects will support non-infrastructure (education, encouragement, and enforcement) projects. Infrastructure projects are NOT eligible for funding during this grant cycle.

Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes the “Five E’s” (Education, Encouragement, Enforcement, Engineering, and Evaluation).

The following are a few general examples of non-infrastructure projects. This is by no means a complete list, but we provide it as a way to stimulate your own ideas for a Safe Routes to School program. A list of resources and definitions of these examples can be found in **Addendum B and D** of this application.

- Teaching Pedestrian and Bicycle Education to Teachers and K-8 grade students
- Implementing a Public Awareness Campaign
- Completing and acting on a Bicycle or Pedestrian Audit
- Walking School Bus Program
- Teaching traffic safety to students and parents (Bike Rodeo)
- Creating a Crossing Guard Program
- Traffic education and enforcement in the vicinity of schools
- Developing a Bike Train Program

Applicants may apply for more than one project grant, but each project requires a completed and separate application (e.g., if an applicant wanted to develop a school crossing guard program at one school and create a bicycle audit at a different school, the applicant would need to submit two separate applications). However, projects can have multiple scopes (e.g., an awareness campaign that includes a crossing guard program, bicycle rodeo and an advertising campaign is considered to have multiple scopes but only one project. Another example of a single project could be an entire school district implementing a single program – there are numerous schools involved, but it's one project.). If you aren't sure what type of application to complete, contact the CDOT Safe Routes to School Program Manager at 303.757.9088 or dot\_srts@state.co.us.

As always, applicants are encouraged to be as cost-effective as possible in order for us to stretch funds to more communities and reach more students. Minimum funding is set at \$3,500.

The Safe Routes to School Advisory Committee reserves the right to limit the number of awards to any one grantee. Because funding is limited, the committee also has the option to remove items that are not directly associated with this program.

If selected, applicants will be required to enter into a contract with CDOT. Your application will become the scope for that contract. Grant payments will be made as reimbursements for project expenses after expenses have been incurred. Grant recipients are requested to submit a monthly invoice.

Any work performed by the applicant prior to receiving written authorization to proceed is not eligible for reimbursement.

All projects in this grant cycle must be completed no later than two years following the date of the signed contract.

Progress reports are required with each billing statement of your project and a final accomplishment report is due at the project's completion.

In addition, you are required to collect and report information from a pre- and post-evaluation using the Safe Routes to School Student In-Class Tally and Parent Survey.

**Applications will not be considered and will be mailed back to the applicant if they do not meet the minimum dollar amount, if budgets are incorrect (not tabulated correctly), if applications exceed the page limitations/ allotted space provided, or if they are received after the deadline. Page margins must be 1 inch and answers must be typed in Times New Roman 12 point font. Furthermore, any documents received after the application is submitted will not be added to the application.**

## Important Changes affecting the 2015 Grant Cycle

**2015 Safe Routes to School Non-Infrastructure Grants will be 100% state funded.** This means that there is no local cash match required, however, demonstration of local in-kind and/or cash match or partnerships reflect positive local commitment to your program.

As a result of HB14-1301, the Colorado Safe Routes to School (SRTS) program will receive \$700,000 from the Colorado general fund to support SRTS non-infrastructure (education and encouragement) programs for one year beginning in State FY2015.

The bill retains the requirement that the Colorado Department of Transportation (CDOT) administer a statewide competitive process to select projects, distribute funds, and manage the program. There are several changes that have been incorporated:

- 1) Project distribution will be statewide, but it is no longer tied to the geographic proportion of student population in grades K-8.
- 2) Project selection will give consideration to schools with greater than 50% of the students eligible for free or reduced-priced lunch.
- 3) For one year, only non-infrastructure projects will be awarded. **Infrastructure projects are not eligible in this one-year period.**

State rules in place since 2005 provide direction to the administration of this program, and CDOT will continue to follow the same process for state-funded projects.

Please contact the Colorado Safe Routes to School Program Manager at [dot\\_srts@state.co.us](mailto:dot_srts@state.co.us) or 303-757-9088 if you have questions regarding these requirements.

## Application Instructions and Checklist

Your grant application will be reviewed by a volunteer advisory committee representing various entities including: bicyclists, pedestrians, parents, teachers, law enforcement, and rural and urban transportation representatives. Your answers are very important in helping the committee select the best projects. Please be complete, but also concise.

Each section of the application is designed to help us learn as much as possible about your project and your proposed solutions. What are the obstacles preventing your children from walking and/or bicycling to and from school? Who are your partners and what roles will they play in the project? How did you develop this collaboration? How quickly can you start your project? How will you track your progress and success? What is your project budget?

Our goal is to select projects in the most effective way possible, while still providing enough time to thoroughly review each application. The review schedule is listed here to help assist you in your planning. **Please keep in mind that this is a guideline and may be subject to change.**

<b>November 14, 2014</b>	<b>Applications due to CDOT Safe Routes to School office by 4:00 p.m.</b> Safe Routes to School Colorado Department of Transportation, DTD 4201 E. Arkansas Avenue, Shumate Building Denver, CO 80222
November 14, 2013- December 1, 2013	SRTS Program Manager's application review and administration
December 1, 2013	Applications distributed to Advisory Committee for review and scoring of projects
Mid January 2015	Advisory Committee selects projects
Mid February 2015	Project recommendation to Transportation Commission for approval
Late February 2015	Applicants notified
April 2015	FY15 SRTS Mandatory Grantee Orientation Training
April - May 2015	Contracts completed between CDOT and Grant Recipients
July 1, 2017	Deadline for Project Completion

### Application Checklist

- Application's cover page is the completed Contact Information Sheet
- Sections 1-6 answered in concise narrative not to exceed the maximum page requirements. Page margins must be 1 inch and answers must be typed in Times New Roman 12 point font. All submitted applications and attachments must be printable on 8½ x 11 size paper. **Applications that exceed page maximums or are not formatted according to the margin and font requirements will not be accepted.**

- The Budget Worksheet and Budget Narrative are complete and accurate
- All appropriate documents are attached (i.e., maps, photographs, partnership roles, letters of support, etc.)
- All copies of applications must be stapled or bound. Paper clipped copies will not be accepted!**
- Proposals must be delivered by 4:00 pm November 14, 2014 to the Safe Routes to School office
- Return one original, ten photocopies and one CD or thumb drive (PDF copy) of application and attachments to:

Safe Routes to School  
Colorado Department of Transportation, DTD  
4201 East Arkansas Avenue, Shumate Bldg  
Denver, CO 80222

***Questions about how to complete the application or your project ideas? E-mail:  
[dot\\_srts@state.co.us](mailto:dot_srts@state.co.us) or Phone: 303.757.9088***

## Grant Application Outline

Your grant application will follow this outline when complete:

- ❖ Cover Page – Contact Information Sheet
- ❖ Section 1 – Existing Conditions – What is the Problem? ( 1 page maximum)
- ❖ Section 2 – Tell us about your project (1 page maximum)
- ❖ Section 3 – Project Timeline (1 page maximum)
- ❖ Section 4 – Who are your partners? (1 page maximum)
- ❖ Section 5 – How will you measure your success (1 page maximum)
- ❖ Section 6 – Budget Proposal and Budget Narrative (2 page maximum)
- ❖ Section 7 – Previous SRTS Grants (1 page maximum)
- ❖ Section 8 – Subcontractors (1 page maximum)
- ❖ Attachments





## SECTION 1: Existing Conditions - What is the Problem?

Tell us the current condition for biking and walking in your school area(s).

(Maximum 1 page narrative, plus attachments.)

- a) *Why is the project/activity needed? What are the current risks and/or obstacles (physical or perceived) to walking and/or bicycling to and from your school site(s), including for children with disabilities? What problems or issues need to be resolved to get more children walking and biking?*
- b) *Provide other significant information such as relevant crash data, traffic counts, speed limits, environmental factors, or other safety issues, as appropriate. Make sure to explain how this data relates to the problem. If no relevant crash data is available, explain how you will be preventing future crashes and/or providing a safer walking and biking experience?*
- c) *Complete the following chart for schools affected by your proposal (this can be included as an attachment if you have a large number of schools to report):*

### EXAMPLE CHART

School	Population	Grades	Demographics*	# Walk	# Bike	% 2-miles	Busing Distance	# Benefit*	% F/R Lunch**
A	560	K-5	B33% C30% L33% O4%	84	11	54%	1m	336	37%
B	434	K-5	A1% B27% C49% L23%	65	8	47%	1m	260	14%
C	801	K-8	n/a	120	32	50%	2m	240	57%

\*A-American Indian, B-Black, C-Caucasian, L-Latino, O-Other, or specify with note

School	Population	Grades	Demographics	# Walk	# Bike	% 2-miles	Busing Distance	# Benefit*	% F/R Lunch**

\*The number who will benefit is dependent upon your project. Will every student participate and benefit from your proposed project or will it focus on the students who are within walking or biking distance (e.g., live within 2 miles of school)?

\*\*Percent of students who are eligible for free and reduced-priced lunch pursuant to the provisions of the Federal "National School Lunch Act", 42 U.S.C. Sec. 1751 ET SEQ

- d) *How were the target school(s) selected and prioritized?*
- e) *Describe any existing programs at the affected school(s) that educate, encourage, or enhance walking or bicycling to school. This should be completed by the principal of the school and include information pertaining to any:*
  - *Walking/biking/safety curriculum taught by the school and at what grade levels and whether in P.E. classes or classroom.*

- *Frequency of and participation in Walk to School/Bike to School events or other encouragement programs*
  - *Programs taught by those outside the school (police, fire, bicycle organizations, etc.)*
  - *Crossing Guard programs*
  - *Engineering changes already undertaken*
  - *Anything else that the school/district has done that makes walking and biking easier, safer, or the preferred transportation choice*
- f) **Attach** school or school district wellness policy to application in your attachments. **EXTRA CREDIT:** Does your school or school district wellness policy include specific language that encourages walking and biking to school? Where in the policy does this language exist? Provide the section name and page number.
- g) **Attach** a map indicating a 1- or 2-mile radius (depending on your busing distance) of the school. Please plot location of students if possible. Limit map sizes to no larger than 8.5" x 11". You may also provide photos indicating existing conditions in your attachments.

## **SECTION 2: Tell us about your project.**

**How do you propose to help solve the problem you identified in Section 1? (Maximum 1 page)**

*Describe the proposed project –*

- a) What is the overall goal of your project?*
- b) Describe your action plan. What activities do you plan to implement with this grant? Include who you are going to target with your program. Is this a continuation of an on-going SRTS project or is this a new project for this school or school district?*
- c) Explain how your action plan will address the risks and/or obstacles you identified in Section 1?*
- d) How will your proposed project increase the number of students walking and biking to and from school?*
- e) Explain how you will engage and educate parents and the neighborhoods/community to encourage more children biking and walking to and from school? Posting Safe Routes to School information on the school(s), school district and/or partner organization websites is strongly encouraged and a plan should be in place for engaging parents.*
- f) Who will manage the project if different from the contact person? Please include in your Attachments a signed statement from the project manager stating his or her role.*

## SECTION 3: Project Timeline

Please describe your timeline from project start to finish. (Maximum 1 page.)

*Is your project ready to implement? What is the timeline for your project? Based upon receiving written "authorization to proceed" from Colorado DOT by May of 2015, how quickly can you begin your project?*

*Funding is available over two years so consider how to maximize the impact of your project over that timeperiod and reflect that in your timeline. Indicate milestone dates for your project. The dates indicated will become part of your scope of work if this project is funded, and failure to make substantial progress of the milestone by the date indicated could result in termination of the project funding. All projects in this funding cycle must be completed no later than two years following the date of the signed contract which is expected to be July 1, 2017.*

### EXAMPLE TIMELINE:

DATE(S)	MILESTONE
May 2015	Authorization to proceed
2015-2016 School Year	Integrate K-8 bike/ped lesson plans into classrooms (CDE-reviewed lesson plans are available at <a href="http://www.coloradodot.info/programs/bikeped/safe-routes">www.coloradodot.info/programs/bikeped/safe-routes</a> ) Walking and Wheeling Wednesdays encouragement program
September 2015	Pre- Parent Survey and Student Travel Tally (If not already completed for application extra credit)/ School walkability audit / Photovoice
October 2015	Walk/Bike to School Events
November 2015	Measure progress: Student In-Classroom Travel Tally #2
May 2016	Measure progress: Student In-classroom Travel Tally #3
March 2016	Spring Education Kick-off & Bike to School Encouragement Events
May 2016	Bike/Walk to School Events
2015-16 School Year	K-8 bike/ped lesson plans in classrooms Walking and Wheeling Wednesdays encouragement program
September 2016	Measure progress: Repeat Parent Surveys and Student Travel Tally #4
October 2016	Walk/Bike to School Events
November 2016	Measure progress: Student In-Classroom Travel Tally #5
March 2017	Spring Education Kick-off and Bike to School Encouragement Events
May 2017	Bike/Walk to School Events
May 2017	Measure progress: Parent Survey and Student Travel Tally #6
July 1, 2017	Last date for project completion and final invoice and report to CDOT

**See Addendum B for Sample Non-Infrastructure Project ideas and descriptions.**

## SECTION 4: Who are your partners?

What collaborations or partnerships have you created to ensure the success of your project? Whether you are a school, school district, city, or other government entity, SRTS projects are most successful when they're a collaboration among various groups. We want to know who is going to play a role in your project. (Maximum 1 page.)

Please provide the following information about your partners:

<b>Name of Partner/Organization</b>	<b>Specific role(s) they will play in your project</b>
<p><i>Example:</i>            XYZ Elementary School – John Smith, Principal</p>	<p><i>Example:</i>            4th grade classroom teachers will incorporate bike/ped lessons into their ABC unit            PE teacher will work with bike/ped contractor for 2 weeks of skills based bike &amp; ped instruction            We will promote Walk to School Day (October) and Bike to School Day (May)... (how?)</p>
<p>XYZ Police Department - John Smith, Chief</p>	<p>Teach bike and pedestrian safety in identified schools</p>
<p>XYZ Bike Shop</p>	<p>Provide bike tune-ups at Bike to School Day for free</p>

- a) Name of Participating Organization/Partner.
- b) The role they will play in the development of your project. Please be specific.
- c) Attach a letter of support from the partners you identify with information about how they will help support your project and the role they play in the project. A letter from the school principal(s) is required showing they are aware of the project and how they will support the SRTS project. If appropriate, partners should include a statement about their long-term commitment to the project. **Form letters and generic letters of support are not acceptable!**

The following are useful partnerships to consider in developing your application:

- School officials
- Local traffic engineers
- Law enforcement agencies
- Public health agencies or organizations (County public health department, local LiveWell community, Kaiser Permanente, Colorado Children’s Hospital, local Safe Kids coalition)
- School-based associations
- Local elected officials
- Nonprofit groups including local bicycle and walking advocacy groups
- Local Bike Shops
- Students!!

- Media (Local newspapers love to cover Safe Routes to School community efforts)
- Home Owners Association (HOA)
- Neighbors and neighborhoods surrounding school and project area

## SECTION 5: How will you measure your success?

Pre- and Post-Safe Routes to School Evaluations (i.e., student in-classroom travel tally and parent survey), progress reports, and a final accomplishment report are required. Final payment will be held until CDOT receives the final accomplishment report. (Maximum 1 page.)

Progress reports will be required at each billing period and at other appropriate intervals of your project. Dates of reports will be determined based on the timeline of your project.

- a) *Identify your anticipated project outcomes. What do you expect will change at your school(s) or school district/community as a result of this project? Be specific and relate it to your project goals and activities.*
- b) *Describe how you will measure your project's impact and effectiveness. Consider two types of evaluation – process and outcome.*
  - i) **Process evaluation** is a way to monitor program implementation by addressing program activities (who, what, when, how many); and
  - ii) **Outcome evaluation** measures changes in knowledge, attitudes, skills, and/or behaviors. Describe the timelines and methods you will use for collecting the data. How will you know whether more children are walking and/or biking to school? At a minimum, a pre- and post-evaluation of the Safe Routes to School student in-class travel tally and parent survey are required, including the collection and reporting.
  - iii) Your evaluation measures should minimally include before and after data of the following:
    - Total number of students reached
    - Percentage of students biking
    - Percentage of students walking
    - Percentage of students busing
    - Percentage of students driven
  - iv) **The committee will look favorably upon projects that provide ongoing data collection to track performance like seasonal participation rates.**
- c) *Describe how you plan to ensure the long-term success of Safe Routes to School. How will you ensure these efforts are sustainable? In other words, how will your Safe Routes to School efforts continue on in the school(s) and community once your grant is expended?*

### *Sustainability Examples:*

- *Ongoing data collection regarding student participation in bicycle and walking programs for use in annual reports, school webpages, and SRTS project evaluation after completion of the project*
- *Establishment of wellness committees or SRTS teams or coalitions*
- *Yearly train the trainers*
- *Incorporate school or district policy changes that encourage biking and walking to and from school*
- *Integration of bicycle and pedestrian lesson plans in core subjects. (See CDOT Website for Colorado Department of Education-reviewed curriculum - <http://www.coloradodot.info/programs/bikeped/safe-routes/srts-lesson-plans.html>)*



- *Develop a plan for reducing reliance on SRTS funding*
  - *Community-supported on-going programs/policies related to SRTS*
- d) *How are you going to work with your data after the project is completed? Explain how this data will be used to sustain energy and interest in your program.*
- e) *What type of information-sharing will you do as a follow-up to your project? How will you let your community know about the successes of your project? If you're applying as a single school, how will you share your efforts with the broader school district?*
- f) **Extra credit:** *Collect AND report the National Safe Routes to School Pre-Evaluation Parent Survey and Student Tally to the National SRTS Center and provide official documentation as an attachment. <http://www.saferoutesinfo.org/data/>*

## SECTION 6: Budget Proposal and Budget Narrative

See Addendum A for an example of a completed budget.

In a change from previous years, we are requesting that you submit a budget and a budget narrative with your grant application. This will help the review committee better understand how your funds will be used. The budget narrative should explain and justify the requested funds for each budget item and should be connected to what you described in your project description (Section 2).

In some cases, the project selection committee may recommend to fund a project provided certain components are removed if they are ineligible or ineffective. The applicant will be asked if they will be able to proceed with the project if its scope and cost of the project are reduced.

1. **The SRTS program is a cost reimbursement program.** If your project is selected you must have the funds in place to support spending prior to being reimbursed by CDOT. To be reimbursed, the expense must be identified in your approved SRTS application (scope of work) and budget. If you wish to make purchases that are outside of your scope of work budget you must submit a request in writing and have it pre-approved by the Colorado SRTS program manager. Some requests may not be allowable or approved.
2. **Indirect costs will not be reimbursed.** Indirect costs are administrative and facilities costs of doing business that are not readily identified with a specific project or function. Samples of indirect costs include but are not limited to: depreciation, general administration and general overhead, project administration expenses, operation and maintenance expenses, etc.
3. **Contingencies are not allowed.** Any cost overruns are the responsibility of the grantee.
4. If this project is contingent upon other funding, please attach a separate budget.
5. **Because bike helmets are available from many other resources, bike helmets used for promotion or give-aways are not allowed as a Colorado SRTS budget item.** Bike helmets for inclusion in bike rodeo kit or bike fleet are an acceptable budget item. Several bike helmet resources are listed in Addendum B.
6. While the funding for the FY15 SRTS projects will use state funds, Colorado SRTS will continue to abide by the rules established under the Federal guidelines for allowable costs. For information on allowable expenses, visit the Federal Highway Administration's (FHWA) website on the Safe Routes to School Program - [http://www.fhwa.dot.gov/environment/safe\\_routes\\_to\\_school/guidance/#toc123542169](http://www.fhwa.dot.gov/environment/safe_routes_to_school/guidance/#toc123542169)

**PROJECT BUDGET** (See sample Project Budget in Addendum C)

Item	Qty (# or Hours)	Unit (e.g., hours, each)	Unit Price or Rate	Requested SRTS Funds	Local Match (not required)
<b>Personnel – Internal</b>					
<b>Subcontractual Services</b>					
<b>Equipment and Supplies</b>					
<b>Promotion/Advertising</b>					
<b>Printing</b>					
<b>TOTAL</b>					

**BUDGET NARRATIVE**

Explain and justify the funds requested in your Project Budget.

<b>Personnel - Internal</b>	
	Explain how the salary or hourly rates for each position were determined. Explain the purpose and activities and tasks of each position as it relates to your project.
<b>Subcontractors</b>	
	Explain why proposed consultant services cannot or should not be provided by project staff. Explain the process you will use to select your subcontractor. What will they be doing?
<b>Equipment and Supplies</b>	
	Explain how the costs were determined and justify the need for the various line items. If incentives are included in the budget, provide an explanation of the demonstrated link between the incentives and the project outcomes. Incentives items must contain a bicycle and pedestrian activity and/or

	safety message and be tied to behavioral outcomes as stated in the project description. Describe your distribution plan. Incentives must be requested and pre-approved by the SRTS Project Manager before purchase.
<b>Promotion/Advertising</b>	
	Explain how the costs were determined and justify the need for the various activities. Provide an explanation of the link between the item and the project outcome. Costs are allowable for communicating with the public and press pertaining to specific activities or accomplishments which result from the performance of your project. Be aware that there may be items that are not allowable within the SRTS program. Check with the SRTS Program Manager if you have questions or find more information at <a href="http://www.fhwa.dot.gov/environment/safe_routes_to_school/guidance/#toc123542212a">http://www.fhwa.dot.gov/environment/safe_routes_to_school/guidance/#toc123542212a</a> and look for the link to Allowable Costs.
<b>Printing</b>	
	Explain how the costs were determined and justify the need for the various items. Provide an explanation of the link between the item and the project outcomes.
<b>Other</b>	
	Explain how the costs were determined and justify the need for the various items. Provide an explanation of the link between the item and the project outcomes.

## SECTION 7: Previous SRTS Grants

Has your organization received a SRTS grant for any of the schools identified in this application in the previous three years? **If not**, state that you have not had a previous SRTS grant and then skip the rest of this section and proceed to Section 8. (Maximum 1 page)

- a) *Briefly summarize your previous SRTS activities and the amount of funding you received.*
- b) *Did you complete your project? If so, please estimate (based on the data obtained by the pre and post student tallies, parent surveys, and collected for the final accomplishment report) the number of new students who are walking and biking to school as a result of the project.*
- c) *If you did not complete your project, why not? When is it expected to be finished?*
- d) *Please summarize the major accomplishments detailed in the final accomplishment report.*
- e) *Is the SRTS program still continuing at the school(s)? How have your efforts been sustained? Why is additional SRTS grant funding necessary for your school?*

## SECTION 8: Subcontractors

**Will you be subcontracting with an individual or organization to perform any of the activities included in this SRTS grant application? If not, state that you will not be using subcontractors on any part of your project and then skip the rest of this section.) (Maximum 1 page)**

- a) *Please list any subcontractors included in this grant application.*
- b) *Has your subcontractor ever performed work on another project funded by a CDOT SRTS grant? If not, you may skip the following questions. If so, please have each subcontractor complete the following:*
  - a. *Briefly summarize all SRTS grant-funded projects on which you have performed work. Include year of project, schools included, key activities, and amount of funding received.*
  - b. *For all completed projects, please provide data documenting changes in the number of students walking or biking to school.*
  - c. *How will the work proposed in this application be similar to your previous SRTS projects? How will it be unique to this community and school(s)?*

## Addendum A: Scoring Criteria for Non-Infrastructure Projects

Each section of the application has a determined number of total points available. The following describes how those points may be attained. All scoring is final as determined by the Safe Routes to School Advisory Committee.

### **SECTION 1: Existing Conditions - What is the Problem? Total of 22 points available (23 points with Extra Credit).**

\_\_\_\_\_ Problem is clearly described in sufficient detail to provide an understanding of the problem. It includes physical and perceived obstacles and risks to children, including children with disabilities; Background information supports the problem with accident data, traffic counts, community and school surveys or audits, etc. Specific information for each school is complete. Existing programs or activities that support biking and walking to school are described; Project incorporates both bicyclists and pedestrians. Map of school(s) with 2-mile radius indicated included. School wellness policy attached. **Extra Credit:** School district wellness policy contains language which supports students walking and biking to and from school and page number in policy is indicated.

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### **SECTION 2: Tell us about your project. Total of 22 points available.**

\_\_\_\_\_ Overall goal is clearly stated and supports the mission of SRTS. Action plan is described clearly and in sufficient detail to provide an understanding of the program. Response indicates clearly that it will address the problems in Section 1 and provide for more children to bike and walk safely to school. Plan to educate and engage parents is well thought out and is likely to provide a measurable change. Project audience and school demographics are clearly identified. Project manager is clearly identified.

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### **SECTION 3: Project Timeline. Total of 5 points available.**

\_\_\_\_\_ Timetable is complete and reasonable and matches action plan. Timing of evaluation components is indicated. Timeline includes Walk to School Day and/or Bike to School Day or equivalent.

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**SECTION 4: Who are your partners? Total of 10 points available.**

\_\_\_\_\_ Applicant has developed partnerships or collaborations with organizations important to the success of this project, and has clearly identified descriptions and roles of each. School principal from each school is listed as a partner and a letter of support is included. Partners are identified and roles in the project are listed. Letters of support from partners indicate their understanding of the project and their roles (partners do not simply “support” project, but are responsible for some aspect of the project).

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**SECTION 5: How will you measure your success? Total of 15 points available (16 points with Extra Credit).**

\_\_\_\_\_ Project outcomes are identified. Changes that will occur at the school(s) or district as a result of the project are clearly stated and relate to the project’s goals and objectives. The response describes an accurate method for measuring or determining the success of the program – measures are appropriate to the project. At a minimum, a pre-and post-evaluation of the Safe Routes to School student in-class travel tally and parent survey are required, including the collection and reporting. Sustainability plan is included and supports long-term success of SRTS program. On-going data collection is included. Clearly explains plan for reporting/sharing results within school, district, and/or community. **Extra credit:** The NCSRTS pre-evaluation, including both the parent survey and student tally, are attached to the application AND include documentation of submission to the National Center (Extra Credit is 1 point for a total of 6 points available.)

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**SECTION 6: Budget Proposal and Budget Narrative. Total of 8 points available.**

\_\_\_\_\_ Expenses support the planned activities. All expenses are reasonable and related to program activities. Budget worksheet is accurate and complete. Budget narrative clearly explains and justifies the requested funds.



## Addendum B: Sample Non-infrastructure Program Descriptions

The following are a few examples of non-infrastructure programs. This is by no means a complete list, but we provide it as a way to stimulate your own ideas for a Safe Routes to School program.

**Bicycle or Pedestrian Audit:** A subjective assessment of sidewalks and roadways to learn about bicycle and pedestrian conditions. This can be conducted by such individuals as local officials, planners, interested adults, consultants and children. The audit results can be used to help define your problem or measure changes that have occurred as a result of your project.

**Bicycle and Pedestrian Lesson Plans:** Available on the CDOT website are K-8 bicycle and pedestrian safety and core subject lesson plans that align with the Colorado state standards for education. Recommended by the Colorado Department of Education, these fully-developed lesson plans are easy to integrate into any classroom setting and are proven effective and fun learning materials for students.

**Bicycle Rodeo:** Usually a bicycle safety clinic featuring bike safety inspections (and, optionally, quick tune-ups), skill assessment, and a safety lecture about the rules of the road. Rodeos include riding on a miniature "chalk street" or obstacle course where young cyclists apply the rules and test their skills. Optional activities include helmet fitting, prizes and drawings, and in some cases commercial activities such as booths set up by bike shops, etc.

**Crossing Guard Program:** Utilizing CDOT's free Crossing Guard training resources, provide training and coordination of individuals eighteen years of age or older who instruct, direct, and control the members of the student body in crossing the streets and highways at or near the school. Controls traffic when authorized.

**Photovoice:** Participants (students, parents, teachers, community leaders, etc.) are asked to represent their community or point of view by taking photographs, discussing them together, developing narratives to go with their photos, and taking action to improve conditions. Also see Bicycle or Pedestrian Audit defined above.

**Public Awareness Campaign:** Promotional activity that encourages bicycling and walking for transportation. This can include any number of tools such as flyers, print and media advertising, letter campaigns, contests, special events, etc.

**Remote Drop Off:** Some students simply live too far from their school to walk or bicycle. Several strategies to reduce traffic congestion at the school and in the adjacent streets are available for parents who must drive their children to school. These strategies include park and walk programs. A park and walk program makes use of an off-site location (such as a nearby church or park) as a parking area for parents who then walk their child to school or join a regularly scheduled walking school bus to complete their journey.

**Safety Program:** Classes or discussions that teach students and/or parents safety practices relating to bicycling and pedestrian behavior, such as the proper way to cross streets, use sidewalks, load and unload buses, avoid darting out from between parked cars, helmet use, bicycle skills, etc.

**Walking School Bus or Bike Train:** This is considered an “escort” program. It involves adult volunteers who accompany children to school, stopping at designated locations where children can join the “bus” or “train” at pre-arranged times. This allows children to bike or walk to school without the fear of them traveling alone.

## Addendum C: Sample Project Budget

### SAMPLE COMPLETED BUDGET FOR NON-INFRASTRUCTURE PROJECT

Item	Qty (# or Hours)	Unit (e.g., hours, each)	Unit Price or Rate	Requested SRTS Funds	Local Match (not required)
<b>Personnel – Internal</b>					
Project Coordination	200	Hrs	\$35	\$7,000	
<b>Contractual Services</b>					
Teacher-Training Workshop for 15 Teachers (train the trainer)	20	Hrs	\$150	\$3,000	
Bicycle & Pedestrian education program	4	Schools	\$5,000	\$20,000	
Administer surveys and provide reporting	50	Hrs	\$20		\$1,000
Parent volunteers at Encouragement Events	50	Hrs	\$0		In-kind
Bike Maintenance by local bike shop	15	Hrs	\$0		In-kind
<b>Equipment and Supplies</b>					
Incentives for student encouragement	4	Schools	\$250	\$1,000	
Safety saucer cones for bicycle training	1	Set	\$30	\$30	
Safety cones for bicycle training	5	Set	\$	\$40	
Bicycles for bicycle training	10	Ea	\$250	\$2,500	
Bike & Ped Education Library books	4	Schools	\$150	\$600	
Bike helmets – donated by XYZ group	25	Each	\$10		\$250
<b>Promotion/Advertising</b>					
Press release announcing events	2	Ea	\$0	\$0	
Newspaper ads promoting Walk/Bike to School events	2	Ea	\$250	\$500	
<b>Printing</b>					
Parent surveys	4	Schools	\$300	\$1,200	
SRTS newsletters	4	Schools	\$200	\$800	
<b>TOTAL</b>				<b>\$36,670</b>	<b>\$1,250</b>

## Addendum D: Sample Problems and Corrective Tasks

Once you have gathered information and data to identify and prioritize the issues around the school that are hindering students from walking and biking to and from school safely, utilize the Five E's (education, encouragement, engineering, enforcement, evaluation) with your key stakeholder groups and develop an action plan. Here are a few sample problems with some corrective action ideas. This is not an exhaustive list but rather intended to provide ideas on how to approach your identified issues.

<b>AUDIENCE:</b>						
<b>PROBLEM:</b>	<b>PARENTS</b>	<b>CHILDREN</b>	<b>SCHOOL STAFF</b>	<b>NEIGHBORS</b>	<b>LOCAL TRAFFIC</b>	<b>PARTNERSHIPS &amp; OTHER</b>
Walking & Biking Knowledge	1) Open house- provide information (start of school) 2) Send brochures home	1) School assemblies – invite police, fire, health care 2) Classroom instruction (in-person, video)	1) Staff training and/or certification 2) Make curriculum available	1) Yard signs or banners 2) Letters to neighbors	1) Pace car program 2) Trailer signs with messages	1) Law enforcement 2) Injury prevention professionals 3) School transportation dept.
Walking & Biking Skills	1) Send home tip sheets 2) Offer a bike helmet promotion	1) Introduce bike & ped training in PE classes 2) Conduct bike rodeos 3) Develop after school bike clubs	1) Train-the-trainer program for PE teachers			1) Bike advocacy groups 2) Walking advocacy groups
Traffic Speed	1) Pace car program 2) Communication 3) Traffic education and enforcement			1) Yard signs – slow down	1) Trailer signs with messages	1) Law enforcement
Unlawful Driving	1) Communicate laws, rules, and regulations – public streets and on school property		1) Staff outside at drop off & pick up times 2) Trained crossing guards		1) Press releases & PSAs	1) Law enforcement
Traffic Congestion Around School	1) Promote everything other than driving alone (walk, wheel, bus, carpool)	1) Teach students about health benefits of not arriving alone 2) Develop reward system	1) Provide staff with support 2) Classroom competition or school-wide competition	1) Communicate with neighbors		1) Proper school siting 2) School transportation department 3) Local traffic engineers
Missing sidewalks, crosswalks, or other facilities	1) Provide map of preferred or alternate SRTS route if available	1) Educate them about roads w/o sidewalks, etc.		1) Include neighbors in planning	1) Inform local traffic of peds & bikes	1) Develop short and long term action plan 2) Public works dept
Bullying & Crime	1) Start Walking School Bus or Bike Trains 2) Work with PTA 2) Align with	1) Teach to walk with parents, or if older, with buddies 2) Teach them	1) Work with Safe2Tell program 2) Address issues immediately	1) Work with Neighbors and Watch groups		1) Law enforcement 2) PTA/PTO 3) Homeowners groups 4) Others working

	school's anti-bullying initiative	to report issue immediately and to whom				on neighborhood & school crime and bullying
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## Addendum E: Safe Routes to School Project Resources

Remember, the most successful way to increase bicycling and walking is through a comprehensive approach that includes the “Five E’s” (Education, Encouragement, Enforcement, Engineering, and Evaluation).

The following websites are resources we encourage you to review in developing an exciting and effective program in your school area. You can access them individually, or find them on the CDOT Safe Routes web site <http://www.coloradodot.info/programs/bikeped/safe-routes>.

### GENERAL RESOURCES

**Colorado Safe Routes to School** – <http://www.coloradodot.info/programs/bikeped/safe-routes>

This website contains information about Colorado Safe Routes to School with links to the resources contained here. Information on past grant recipients, current applications, bicycle and pedestrian curriculum are all available. Past issues of The Spin e-newsletter of the Colorado SRTS State Network can also be found here.

**National Center for Safe Routes to School** – <http://www.saferoutesinfo.org/>

The National Center serves as the information clearinghouse for the federal Safe Routes to School program. The organization also provides technical support and resources and coordinates online registration efforts for U.S. Walk to School Day and facilitates worldwide promotion and participation.

**National Center for Safe Routes to School – Parent Survey and Student Travel Tally** - <http://www.saferoutesdata.org>

The National Center for Safe Routes to School's online tracking system for local schools. This system provides a way for local and regional SRTS champions to enter and view data collected using the standardized Student Travel Tally and Parent Survey questionnaires.

**Safe Routes to School National Partnership** – <http://www.saferoutespartnership.org>

A network of hundreds of organizations, government agencies and professional groups working to set goals, share best practices, leverage infrastructure and program funding and advance policy change to help agencies that implement Safe Routes to School programs.

**Colorado Safe Routes to School State Network** - <http://livewellcolorado.org/healthy-schools/articles/safe-routes-to-school>

The Colorado SRTS State Network links individuals, agencies, and organizations throughout the state who are working to maximize and promote opportunities for children to safely walk and bike to and from school in order to elevate what is working, identify new opportunities and galvanize support for policy and culture changes that will increase the number of students walking and biking to and from school in every Colorado community. The Network produces a monthly e-newsletter, *The Spin*, which is designed to facilitate information sharing about programs and ideas around Colorado SRTS.

### RESOURCES FOR LOW COST BIKES AND BIKE HELMETS

SRTS programs will at times try to find bicycle helmets and bicycles for students at their schools. It is not always easy to find a source for free helmets and bicycles but here are a few ideas for low cost helmets and recycled bicycles. Also keep in mind there is not good evidence to support that giving helmets away for free

changes long-term compliance with kids wearing helmets. Helmets should be at least “CPSC certified” as required by law). CDOT does not endorse any bicycle helmet products.

**HelmetsRUs** – [www.helmetsrus.net](http://www.helmetsrus.net)

A non-profit company that works directly with non-profit organizations and schools in effort to promote bicycle safety. They “supply quality helmets that meet the highest safety standards at the lowest prices”. They have bicycle, multi-sport, skate, and recreational ski/snowboard helmets.

**ProRider** – [www.prorider.com](http://www.prorider.com)

ProRider is a helmet manufacturer that distributes both bicycle and ski helmets. They have a CNS (Children-N-Safety) Bike Helmets Program for Organizations and CHS Bike Helmets Program for Schools.

**Safe Kids Colorado** - <http://www.safekids.org/coalition/safe-kids-colorado>

Is there a local Safe Kids coalition in your area? They may be able to connect you with discounted Bell Sport helmets.

**Local Non-Profits, Bike Clubs, and Advocacy Groups**

**Bike Depot (Denver)** - [www.bikedepot.org](http://www.bikedepot.org)

The Bike Depot is a 501(c)(3) nonprofit community bike shop that supports Denver communities with a wide range of bicycling programs, services and products. They have a full service Bike Shop offering new and used bikes and accessories, an affordable Service menu and a Fix Your Bike program where you can go to their shop and utilize their space and tools with the help of their Volunteer Mechanics.

Donated Bicycles are recycled to low income local residents through their Earn A Bike programs or refurbished and sold in their bicycle shop to support community service programs.

**Community Cycles (Boulder)** - [www.communitycycles.org](http://www.communitycycles.org)

Community Cycles is a nonprofit organization of bicycle enthusiasts whose mission is to educate and advocate for the safe use of bicycles as an affordable, viable and sustainable means of transportation and personal enjoyment within our community. They provide re-cycled bikes and space to learn about bicycle repair, maintenance and operation through outreach and advocacy activities. Community Cycles supports schools, businesses and other organizations interested in establishing a bike fleet program. Kids Holiday Bike Giveaway for kids 10 and under plus Boulder Community Hospital provides each child with a new helmet.

**Fort Collins Bicycle Co-Op (Fort Collins)** - [www.fcbikecoop.org](http://www.fcbikecoop.org)

Mission is to keep the Fort Collins community riding, including those who can't afford to buy a bike; to educate their neighbors in all things bike-related including bike maintenance, bicycle education and safety; to keep good bikes out of the landfill and to recycle poorly built or unsafe bikes; and to refurbish and donate bicycles for a wide variety of charity events and programs for those in need.

**Golden Optimists (Golden)** - [www.goldenoptimists.org](http://www.goldenoptimists.org)

The Optimist's recycle and repair bicycles and give them to those in need. They receive donations from various organizations including the Lakewood Police Department and Colorado University-Boulder. Last year they recycled and donated almost 200 bicycles to low income and the physically challenged individuals.

**Kids On Bikes (Colorado Springs)** - [www.kidsonbikes.net](http://www.kidsonbikes.net)

Let's Pedal Earn-A-Bike program IS offered to 3<sup>rd</sup> to 5<sup>th</sup> graders who can earn their own bicycle. BikeMobile fleet and repair stations visits neighborhood parks. They also provide a Bike Library Clinic and host a variety of rides for kids and families that are free and open to the public.

**Lucky Bikes Recyclery (Denver)** - <http://www.luckybikesrecyclery.org/>

Lucky Bikes Re-Cyclery is a community based retail bike shop selling used and new bicycles, parts, apparel, as well as offering a full service menu to underserved communities of Denver.

**Recycle Bicycles (Denver)** - [www.recyclebicycles.net](http://www.recyclebicycles.net)

Recycle Bicycles receives donations of used bicycles and related items and their volunteers repair and redistribute them at no cost to inner city shelters, housing projects and schools.

### **Local Service Organizations**

Local service organizations such as the Elks, Kiwanis, Jaycees, or Rotary sometimes have funding for local projects. This might be a good place to look for funding and even volunteer support for your bike rodeos.

### **Local Organizations**

Talk to your local chamber of commerce, local businesses (e.g., local automobile dealership), a local foundation, an endowment, a union, or the local hospital or clinic. Some hospitals, as part of their trauma program, have brain trauma/bike safety education programs and some have bike helmets to distribute.

### **Retailers**

Look to retailers as a source for inexpensive helmets (but with the same impact protection of more expensive helmets) – Target, WalMart, Toys “R” Us, Amazon.com

## **DATA, PROGRAM, AND POLICY RESOURCES**

**America Bikes** – [www.americabikes.org](http://www.americabikes.org)

A national coalition of leaders from the bicycle and pedestrian movement ensuring an increased role for bicycling as a healthy means of everyday travel and recreation. Focus is on the federal transportation bill and other federal policy that affects bicycling and walking. Website provides state and district data on federal legislators’ support of bicycle friendly legislation, number of bicycle retail restores and jobs and other “biking matters” information.

**Pedestrian and Bicycle Information Center (PBIC)** – [www.pedbikeinfo.org](http://www.pedbikeinfo.org)

A national clearinghouse of pedestrian and bicycle information about health and safety, engineering, advocacy, education, enforcement, access and mobility, The Pedestrian and Bicycle Information Center is funded by the Federal Highway Administration and housed within the UNC Highway Safety Research Center in Chapel Hill, NC.

The PBIC manages several websites, produces a variety of reports, guides and case studies, and offers training and technical assistance.

#### **PBIC Websites**

- [pedbikeimages.org](http://pedbikeimages.org) – A searchable collection of more than 3,000 categorized images related to walking and bicycling.
- [biketoworkinfo.org](http://biketoworkinfo.org) – A resource for planning and holding a bike-to-work event.
- [walkfriendly.org](http://walkfriendly.org) – Walk Friendly Communities is a national recognition program to encourage towns and communities to establish or recommit to supporting safer walking environments.

**Association of Pedestrian and Bicycle Professionals (APBP)** – [www.apbp.org](http://www.apbp.org)

The mission of the Association of Pedestrian and Bicycle Professionals (APBP) is to grow the pedestrian and bicycle profession and its influence by facilitating the exchange of professional and technical knowledge, elevating practitioners’ skills and defining the field. APBP offers technical training and resources to build capacity for sustainable transportation, including a monthly webinar series, the biennial Professional Development Seminar, Complete Streets and pedestrian accessibility workshops, and the *Bicycle Parking Guidelines, 2<sup>nd</sup> Edition*.



**Bicycle Colorado** – [www.bicyclecolorado.org](http://www.bicyclecolorado.org)

Bicycle Colorado’s mission is to encourage and promote bicycling, increase safety, improve conditions and provide a voice for cyclists in Colorado. They work with schools and communities to teach children to walk and bike to school safely.

**People for Bikes (formerly Bikes Belong)** – [www.peopleforbikes.org](http://www.peopleforbikes.org)

People for Bikes provides a unified front for advocating for bicycling on a national level, a strategic center to ensure collaboration among each piece in the bicycling movement, and the ability to support local efforts through their financial, community and communication resources. In the “Get Local” section of their website, they provide key stats, local shops, grants, and protected bike lanes in Colorado.

**Centers for Disease Control & Prevention – KidsWalk-to-School** –

<http://stacks.cdc.gov/view/cdc/11316>

This is a guide to promote walking to school from the National Center for Chronic Disease Prevention and Health Promotion (NCCDPHP), 2000.

**Children’s Safety Network Pedestrian Safety 2014 Resource Guide -**

<http://www.childrendefsafetynetwork.org/resource/pedestrian-safety-2014-resource-guide>

This resource guide provides a comprehensive, annotated list of resources for pedestrian safety. The guide is divided into eight sections: Data; Safe Routes to School; Pedestrian Safety for Preschoolers; Other Programs, Strategies and Campaigns; Program Planning; Implementation and Evaluation; Policy; Research; and Distracted Walking.

**CDOT – Safety Data Sources & Information -** <http://www.coloradodot.info/programs/safety-data-sources-information>

The Office of Transportation Safety (OTS) conducts an annual analysis of Colorado crashes and traffic safety data and presents the information in the Problem Identification Report. They also provide the Colorado Integrated Safety Plan and other traffic safety statistics on this website.

**Federal Highway Administration (FHWA) Bicycle & Pedestrian Program** –

[http://www.fhwa.dot.gov/environment/bicycle\\_pedestrian/index.cfm](http://www.fhwa.dot.gov/environment/bicycle_pedestrian/index.cfm)

The FHWA Bicycle & Pedestrian Program issues guidance and is responsible for overseeing that requirements in legislation are understood and met by the States and other implementing agencies.

On this site you can find information about the amount of federal funding spent on pedestrian and bicycle projects in your state, available federal funding sources, existing legislation, and guidance about accessible design.

FHWA also sponsors resources such as the Pedestrian and Bicycle Information Center to provide information on a wide variety of engineering, encouragement, education, and enforcement topics. The Center was established with funding from the US DOT and is operated by the University of North Carolina Highway Safety Research Center.

**Federal Highway Administration (FHWA) Safe Routes to School** –

[http://www.fhwa.dot.gov/environment/safe\\_routes\\_to\\_school/](http://www.fhwa.dot.gov/environment/safe_routes_to_school/)

The information on the Safe Routes to School (SRTS) webpages remains in effect for SRTS funds apportioned in Federal fiscal years 2005 through 2012.

The **Moving Ahead for Progress in the 21st Century Act** (MAP-21) authorized the Transportation Alternatives Program (TAP), which replaced the funding from pre-MAP-21 programs including the Transportation Enhancement Activities, Recreational Trails Program, and Safe Routes to School

Program (SRTS). MAP-21 does not provide specific funding for SRTS, but SRTS projects are eligible for TAP funds and for Surface Transportation Program (STP) funds. TAP provisions and requirements apply to projects using TAP funds.

For information about SRTS under TAP, see:

- [Transportation Alternatives Program \(TAP\) Webpage](#)
- [Transportation Alternatives Program Guidance](#)
- [Transportation Alternatives Program Q&A](#)

**Fire Up Your Feet Colorado** – <http://co.fireupyourfeet.org/about/fire-your-feet-co>

Fire Up Your Feet, supported by SRTS National Partnership, Kaiser Permanent, and the National PTA, offers many ways to help motivate families and schools or PTA groups to walk more, play more and realize the joy of being physically active. In just three simple steps, get fired up and on your way to a healthy school! Challenge Awards and other fundraising ideas are available.

**League of American Bicyclists** – <http://bikeleague.org/>

The League has been protecting the rights to safe and enjoyable bicycling since 1880. What started as a movement by “Wheelmen” on high-wheel bikes to get roads paved continues today with their advocacy on the federal level. They also provide education programs, help create better biking environments, promote bicycling as the option of choice and help create bicycle-friendly communities.

**National Center for Biking and Walking** – <http://www.bikewalk.org/>

The National Center for Bicycling & Walking (NCBW) is a resident program at Project for Public Spaces, Inc. The NCBW provides support to help make your community more physically active and healthier, with resources, direct assistance, and training. They offer workshops and trainings. Their consulting services include Safe Routes to School, and they host the Pro Walk/Pro Bike national conference.

**National Highway Traffic Safety Administration (NHTSA)** - <http://www.nhtsa.gov/>

NHTSA has a number of resources that are relevant to Safe Routes to School programs. Among the many resources available on their website:

- *Everyone is a Pedestrian* - <http://www.nhtsa.gov/nhtsa/everyoneisapedestrian/index.html>
- *Bicycle safety education for children from a developmental and learning perspective* (January 2014) - [http://www.nhtsa.gov/staticfiles/nti/bicycles/pdf/Bicycle\\_Safety\\_Education\\_For\\_Children-811880.pdf](http://www.nhtsa.gov/staticfiles/nti/bicycles/pdf/Bicycle_Safety_Education_For_Children-811880.pdf)
- *Child Pedestrian Safety Education: Applying Learning and Developmental Theories to Develop Safe Street-Crossing Behaviors* (2009) - <http://www.nhtsa.gov/DOT/NHTSA/Traffic%20Injury%20Control/Articles/Associated%20Files/811190.pdf>

**U.S. Department of Transportation (DOT) – Livability** – <http://www.dot.gov/livability>

This website focuses on assisting communities with building more livable communities. Areas of focus include:

- Livability Discussion Board
- Livability Resources Online
- Sustainable Rural Communities Report

**U.S. EPA – Sustainability** – [www.epa.gov/sustainability/](http://www.epa.gov/sustainability/)

Among a number of environmental protection resources, this website provides resources that support the principles of smart growth to educational facility planning. A school that is safe and easy for

students, teachers, parents, and other community members to reach on foot or by bicycle helps reduce the air pollution from automobile use, protecting children's health. Building schools compactly and in the neighborhoods they serve minimizes the amount of paved surface they create, which can help protect water quality by reducing polluted runoff.

**Walk Bike to School** – <http://www.walkbiketoschool.org>

This website is maintained by the National Center for SRTS at the University of North Carolina Highway Safety Research Center and is funded by U.S. DOT. This site provides many resources for setting up, promoting, and supporting your on-going Walk to School Day or Bike to School Day event. Register your WTSD/BTSE events each year on this website.

## **INFRASTRUCTURE/ENGINEERING PROJECT RESOURCES**

As a reminder, Colorado SRTS is not funding infrastructure projects in FY2015. We are providing these for your reference only as you consider all possible solutions for your safe routes to school barriers.

**Access Board** – [www.access-board.gov](http://www.access-board.gov)

The U.S. Access Board is a federal agency that promotes equality for people with disabilities through leadership in accessible design and the development of accessibility guidelines and standards for the built environment, transportation, communication, medical diagnostic equipment, and information technology.

New guidelines the Board is developing will cover access to public rights-of-way, including sidewalks, intersections, street crossings, and on-street parking. The Board is also addressing access to shared use paths providing off-road means of transportation and recreation.

**American Association of State Highway and Traffic Officials (AASHTO)** – <http://www.transportation.org>

**AASHTO** is a standards setting body which publishes specifications, tests protocols and guidelines which are used in highway design and construction throughout the United States. Despite its name, the association represents not only highways but air, rail, water, and public transportation as well.

- **Guide for the Development of Bicycle Facilities, 4<sup>th</sup> edition**
- **AASHTO Guide for the Planning, Design, and Operation of Pedestrian Facilities, 1<sup>st</sup> edition**

**CDOT – Local Agency Manual** –

[http://www.coloradodot.info/business/designsupport/bulletins\\_manuals](http://www.coloradodot.info/business/designsupport/bulletins_manuals)

The main purpose of the CDOT Local Agency Manual is to assist local agency personnel (a public agency, local public agency, established public owned organization, or private interest that can legally enter into an agreement with CDOT for a transportation project) involved in the design, construction, and management of State and Federally funded projects. The Manual is also recommended for CDOT personnel who manage Local Agency projects.

**CDOT Roadway Design Guide, Chapter 14 Bicycle and Pedestrian Facilities -**

<http://www.coloradodot.info/programs/bikeped/design-policy.html>

This chapter provides detailed design criteria, standards, and guidance for the development of bicycle and pedestrian facilities to meet federal and CDOT standards.

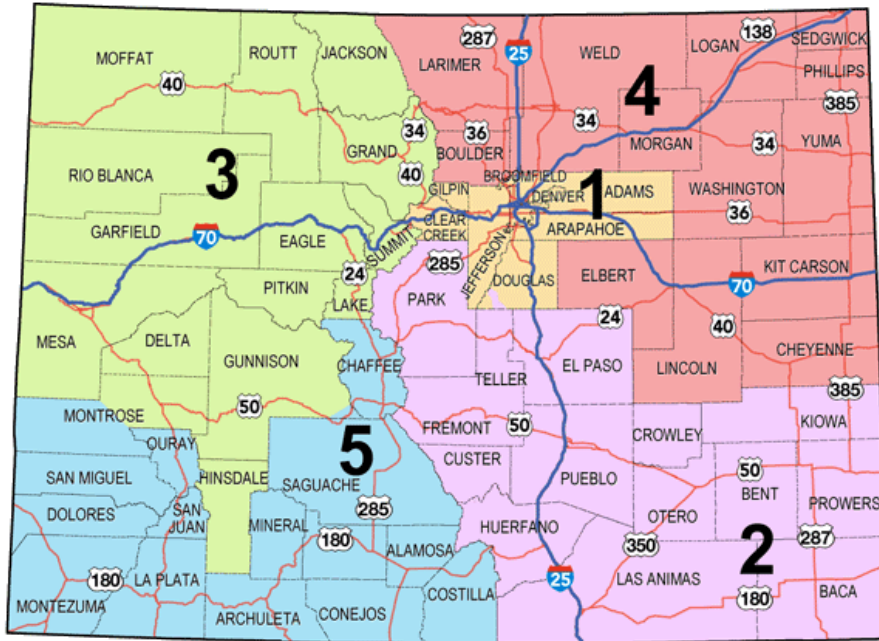
**Institute of Transportation Engineers – Traffic Calming** – <http://www.ite.org/traffic/>

The Traffic Calming Library contains a searchable database of reports, articles and other documents related to traffic calming.

## Addendum F: CDOT Regions Map and Congressional District Map

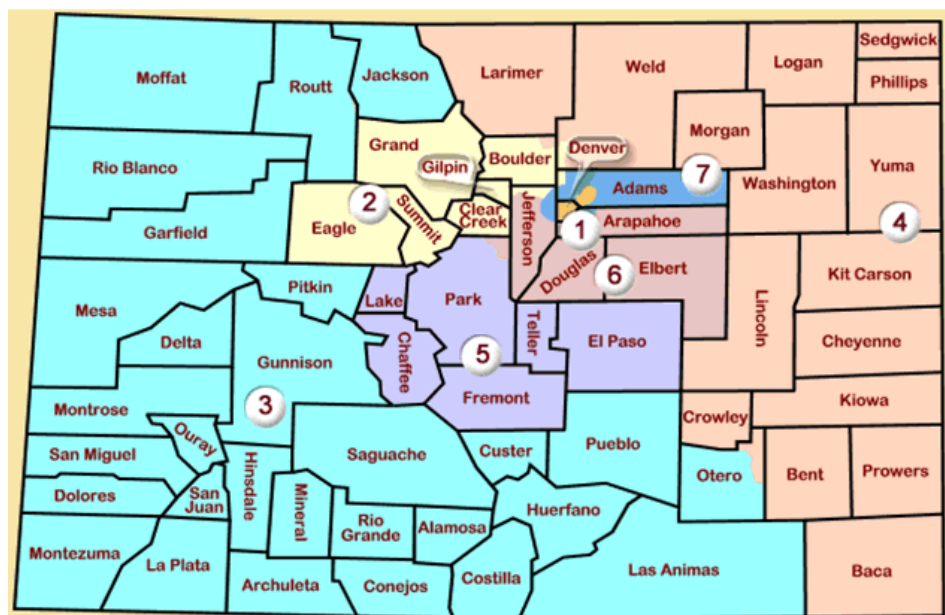
### CDOT Regions Map

Use this map to identify which Colorado Department of Transportation region your school district, city or county falls within. Indicate your Region on your Contact Information Sheet.



### Congressional District Map

For more information on the boundaries for Congressional Districts, visit <https://www.govtrack.us/congress/members/CO>



## Addendum G: Permitting and Environmental Assessments

NEPA, or the National Environmental Policy Act of 1969 (42 USC 4321-4335), was enacted to promote a national policy for protection of the environment and to raise awareness of the importance of natural resources. Except in unusual circumstances, SRTS projects fall under the categorical exclusions provisions (23 CFR Sec 771.117) of the law that recognize bicycle and pedestrian projects as not involving significant environmental impacts. CDOT's Safe Routes to School program manager files the necessary paperwork required for NEPA Categorical Exclusion.