

# Idaho Safe Routes to School APPLICATION GUIDELINES



Preparing a successful Safe Routes to School application requires learning a little about legislation, regulations and programs at the federal, state and local levels. **This document explains the program, requirements for Idaho applicants, the process of applying, and tips for completing your application.**

**Applications are due to ITD Headquarters on March 31, 2008. Awards will be announced in mid-April 2008.**

The application form and additional information are available at [www.itd.idaho.gov/sr2s](http://www.itd.idaho.gov/sr2s). Questions regarding this document may be directed to Jo O'Connor, Safe Routes to School Coordinator, at 208-334-4475 or [joconnor@itd.idaho.gov](mailto:joconnor@itd.idaho.gov).



# TABLE OF CONTENTS

<b>Program Overview .....</b>	<b>3</b>
<b>How to Apply for SR2S Funding.....</b>	<b>4</b>
Getting started.....	5
<b>Application Requirements .....</b>	<b>6</b>
<b>Non-Infrastructure Projects .....</b>	<b>8</b>
Non-infrastructure funding limits.....	8
Non-infrastructure activity examples .....	8
<b>Infrastructure Projects .....</b>	<b>10</b>
Funding limits for infrastructure improvements.....	10
Infrastructure improvement examples .....	10
Infrastructure project requirements.....	12
<b>Contract Requirements .....</b>	<b>14</b>
<b>Directions for Completing the Application .....</b>	<b>16</b>

## Program Overview

### Background

Idaho's Safe Routes to School program is part of a national movement to enable and encourage children to walk or bicycle to school. Today, fewer than 15 percent of children travel to school by non-motorized transportation, while 30 years ago almost 66 percent of children walked or bicycled to school. This decline has added to traffic congestion, poor air quality and the deterioration of children's health.

To reverse this trend, in 2005 the federal government created Safe Routes to School. The program provides federal reimbursement for local initiatives that make bicycling and walking to school a safer, more appealing option for kids. Funding for Idaho projects is distributed through a statewide competitive process that is administered by the Idaho Transportation Department (ITD). No matching funds are required.

**The goal of the Idaho Safe Routes to School program is to make routes safer for children to walk and bicycle to school, and to provide guidance for every community on how to encourage more children to do so.**

### About the 5 E's

Safe Routes to School is based on a comprehensive philosophy called the "5 E's." Education, Encouragement, Enforcement, Evaluation and Engineering. Projects may involve engineering improvements to make the environment safer; however, all projects must involve education, encouragement and enforcement as part of the solution. Examples of each type of activity are included in the following pages.

- **Education** includes teaching children safety skills and the benefits of walking or bicycling.
- **Encouragement** activities promote walking and bicycling, especially to school, as a safe and healthy habit.
- **Enforcement** can include partnering with local law enforcement or community members to ensure that traffic laws are obeyed.
- **Evaluation** is the process of collecting data and documenting outcomes from a Safe Routes to School project to show how the program was successful.
- **Engineering** refers to infrastructure projects like building safer crosswalks, sidewalks or bicycle paths. All projects must follow Title 23 requirements.

## How to Apply for SR2S Funding

### **Attend training.**

ITD provides a Safe Routes to School training. Training is optional; however, it is highly recommended. A representative from both the Engineering and the Education or Encouragement sides should attend. The training session will include information about the overall goals of a SR2S program, completing your application and travel plan, implementing your program, and answers to applicants' questions. Training details, materials, including sample documents, will be posted to <http://itd.idaho.gov/sr2s>.

### **Identify a project leader, sponsor and partners.**

The Safe Routes to School **project/team leader** assumes project coordination and reporting responsibilities. The team leader is the main contact for the program. Identify team members who are committed to achieving the goal of increasing the number of students walking and bicycling to school and willing to take on the tasks involved. Identify community partners who will provide assistance and make it a priority to make the project a success. Community partners and a team of dedicated supporters are vital to a sustainable program.

### **Identify the problem and get your SR2S team together.**

Consider any risks and/or obstacles for students who would use the main walking and bicycling routes to your school. Consider traffic problems, street design and physical or perceived hazards that may discourage kids from walking or bicycling to school. Gather information about what's happening at your school, e.g., how many who live within walking and bicycling distance are walking; if not, why not?

### **Brainstorm a solution.**

Have your team consider ways to minimize or eliminate the risks and/or obstacles identified as the top three problems. Project eligibility requirements are listed on Page 6. Remember, if your project involves infrastructure (Engineering), it must incorporate non-infrastructure solutions (Education, Encouragement, Evaluation). Be sure to find out if there are existing programs or advocacy efforts in the community that educate or encourage walking or bicycling, and consider ways to involve them in your solution.

### **Submit an application.**

The Safe Routes to School application is available to download in Microsoft Word or Adobe Acrobat format at [itd.idaho.gov/sr2s/howtoapply](http://itd.idaho.gov/sr2s/howtoapply). It includes specifications about how to complete and submit the application. If you are not able to download the application, contact the ITD Safe Routes to School Coordinator at (208) 334-4475. Projects will be evaluated by the Safe Routes to School Advisory Committee, which includes representation of parents; education; business; pedestrian, bicycle and public health advocates; law enforcement and transportation planners.

## **Getting started**

The steps below provide a framework for a Safe Routes to School (SRTS) program based on what has worked in other communities. These steps are meant to provide guidance. Getting things done may require different approaches or using these steps in a different order. For more information on steps to get your Safe Routes to School Program started, [please visit the SRTS Online Guide](http://www.saferoutesinfo.org/guide/steps/index.cfm) at [www.saferoutesinfo.org/guide/steps/index.cfm](http://www.saferoutesinfo.org/guide/steps/index.cfm).

1. **Bring together the right people:** Identify people who want to make walking and bicycling to school safe and appealing for children. Sharing concerns, interests and knowledge among a variety of community members with diverse expertise can enable groups to tackle many issues.
2. **Hold a kick off meeting and set a vision:** A goal of the first meeting is to create a vision and generate next steps for the group members.
3. **Gather information and identify issues:** Collecting information can help to identify needed program elements and provide a means to measure the impact of the program later.
4. **Identify solutions:** Solutions to identified issues will include a combination of education, encouragement, engineering and enforcement strategies. Safety is the first consideration.
5. **Make a plan:** It doesn't need to be lengthy. Include encouragement, enforcement, education and engineering strategies. Create a time schedule for the plan.
6. **Get the plan and people moving:** Hold a kick off event starting with a fun activity. Participate in International Walk to School Day or celebrate a Walking Wednesday.
7. **Evaluate, adjust and keep moving:** To sustain the program, consider building additional program champions and letting people know about your successes.

## Application Requirements

**Selection criteria:** The Safe Routes to School Advisory Committee will make the final decision on which year your project will be funded. Safe Routes to School projects must address non-infrastructure activities. Applicants are permitted to show evidence that they are either planning these activities or already have adequate programs in place. Equal weight will be given to applications from schools or communities with fewer resources at their disposal.

Applications will be scored using the following criteria:

- Demonstrated needs
- Identification of safety hazards
- Potential of proposal to reduce child injuries and fatalities
- Potential of proposal to create a safer walking and bicycling environment within approximately two miles of a K-8 school
- Potential of proposal to encourage walking and bicycling among students
- Identification of current and potential safe walking and bicycling routes to schools
- Number of child pedestrians or bicyclists currently using routes
- Number of child pedestrians or bicyclists anticipated to use improved routes.
- Community support for application

**Eligibility: To be eligible for Safe Routes to School funding, a project must:**

- Support increased safety and convenience for K-8 grade students to bicycle or walk to school.
- Have the approval of the school's administration, staff and school board.
- Have the approval of the local jurisdiction, if infrastructure improvements are included.
- Be located within a two-mile radius of a K-8 grade school
- Meet all legal and environmental requirements described in this section.

**The following activities and projects** are ineligible for Safe Routes to School funding:

- |                             |  |
|-----------------------------|--|
| ▪ Landscaping               | ▪ Acquisition of land for right-of-way |
| ▪ Law enforcement equipment | ▪ Vehicle parking facilities           |
| ▪ Law enforcement salaries  | ▪ Fluorescent green paint              |
| ▪ Crossing guard salaries   | ▪ Engineering                          |
| ▪ Bus facilities            | ▪ New curriculum development           |
| ▪ Portable message signs    |  |

**Multiple locations** Programs may involve more than one location. The Safe Routes to School Advisory Committee recommends that an applicant submit multiple applications when improvements vary greatly between each location—for example, a school district applying to construct a sidewalk at one school and implement an encouragement program at another. When one type of improvement or education program is replicated at multiple locations, only one application is necessary. The Safe Routes to School Advisory Committee reserves the right to limit the number of awards to any one sponsor.

## Non-Infrastructure Projects

### **Non-infrastructure funding limits**

Funding for non-infrastructure projects (3 E's- Education, Encouragement, and Evaluation) is limited no more than \$50,000. The total project (infrastructure and non-infrastructure combined) cannot exceed \$150,000.

### **Non-infrastructure activity examples**

**Encouragement Activities** This category normally includes formulating ways for schools, towns, parents and teachers to increase active participation in walking and/or bicycling as a preferred mode of travel to and from school. Competitions among grades and schools, walking school buses and bicycle trains are typical encouragement actions. Minor incentives and low-cost articles that serve as rewards for participation are also common.

**Incentives** A wide variety of education and encouragement incentives are allowed. When considering education and encouragement programs there are two important things to consider: (1) making sure that any incentives or efforts are part of a comprehensive SRTS effort, and (2) keeping incentives modest and directly related to the goals of the program. Funding amounts requested for education and encouragement incentives or activities should be based on the number or rate of anticipated increase in students walking and bicycling.

**Outreach and Promotion Activities** Actions meant to publicize and communicate the health, safety, economic and environmental benefits offered by walking and bicycling to school are considered outreach or promotion. Among the audiences for these activities are parents, city officials, developers, school boards and the media. Printed materials, such as safe route maps, print media and public service announcements are examples of outreach and promotion expenses. Paid media (e.g., newspaper advertising) is not eligible for reimbursement.

**Education Materials** Safe walking and bicycling pamphlets, video materials, training manuals, instructional coloring books, etc. for students, crossing guards and teachers are a few of the items typically considered under education materials. The purpose of these materials is to convey safe walking and bicycling techniques and skills to children and those in charge of teaching or monitoring the children's safety during travel to and from school. While new curriculum development is not included in the Safe Routes to School program, there are many excellent resources available.

**Parent and Teacher Training** These expenses often accompany the education items mentioned above. Training sessions for parents, teachers and school crossing guards are the most common activities. Local law enforcement can be consulted to provide this instruction. Associated expenses for crossing guard equipment would be eligible costs under this category.

**Student Training in Safe Walking and Safe Bicycling** This category includes instruction of students in various pedestrian and bicycling skills that enable children to walk or bicycle safely to school. Younger children, typically kindergarten through 3rd grade, are usually candidates for pedestrian safety training, while 4<sup>th</sup>- through 8<sup>th</sup>-grade children are generally old enough for learning safe bicycling techniques at a bicycle rodeo or other training format. Law enforcement agencies, physical education teachers and local bicycle club members might provide these kinds of training.

**Coordinator Positions** Funding for SR2S coordinator positions is allowed:

- Maximum allowed for positions serving a minimum of 25 schools is \$50,000.
- Maximum allowed for 10-25 schools is \$25,000.
- Positions serving more a minimum of 5 schools may also be funded for amounts less than \$25,000.

### **Tips for Success: Non-infrastructure Applications**

- Find a project “champion” who will keep the effort going and the project focused, someone who has passion and is willing to take the time to make it a success. Mention this in the application.
- Make sure you have the right players on your team who can help with access to information, engineering expertise for physical improvements, media contacts, safety and health education knowledge, etc.
- Show how you plan to involve the children as campaigners and initiators. Show that you have thought out creative ways to get them motivated to be more active and educate them along the way.
- Show how you plan to bring it to parents and get their buy-in. Without them, nothing really changes.
- Do you have good community support? SR2S programs are good for kids, but the whole community benefits.
- Show that the school is committed to building a sustainable program. Principals and teachers must be involved to make the process successful.
- Show how you plan to inform students, parents and community about successes along the way.
- Show that there are concurrent efforts to improve bicycle and pedestrian safety in other areas of your community.

## Infrastructure Projects

### **Funding limits for infrastructure improvements**

Funding for infrastructure (engineering) improvements is limited to no more than \$100,000 in Safe Routes to School funding per sponsoring agency. Infrastructure projects must be part of an overall project that also includes the other E's, even if the other E's are not part of the funding request. The total project (infrastructure and non-infrastructure combined) cannot exceed \$150,000. Infrastructure projects must be sponsored by the agency with jurisdiction at that location. The sponsor must assume responsibility for maintenance.

### **Infrastructure improvement examples**

*All improvements must be located within two miles of a school serving K-8 grade students.*

**Sidewalk Improvements** This work category includes new sidewalks, widened sidewalks, sidewalk gap closures, significant sidewalk repairs, curb ramps, and curb and gutter.

**Pedestrian/Bicycle Crossing Improvements** This work category includes new or upgraded traffic signals for bicyclists or pedestrians, crosswalks, median refuges, pavement markings, traffic signs, pedestrian and/or bicycle overpasses or underpasses, flashing crossing beacons, traffic signal phasing extensions, bicycle-sensitive signal activation devices, pedestrian-activated signal upgrades, and sight distance improvements that enhance the safety of children bicycling or walking to school.

**On-Street Bicycle Facilities** This work category is for new or upgraded bicycle lanes that benefit bicyclists traveling to and from school. Related geometric improvements, turning lanes, channelization, roadway realignment, traffic signs and pavement markings would also be eligible if clearly intended to improve bicycle lane travel to and from schools serving K-8 grades.

**Traffic Diversion Improvements** This work category is intended to improve the safety of pedestrians and bicycles by removing or reducing motor vehicle traffic adjacent to school facilities, school zones or designated routes to school.

**Off-Street Bicycle/Pedestrian Facilities** This work category includes shared-use trails or paths that serve bicyclists and pedestrians traveling to and from schools.

**Traffic Calming Measures** This work category features measures that clearly benefit walking and bicycling to schools, such as curb extensions to reduce curb-to-curb crossing distances, roadway median pedestrian refuges, full and half-

street closures, speed humps or speed tables, and other speed reduction techniques.

**Bicycle Parking Facilities** This work category refers to bicycle racks, bicycle lockers, bicycle parking shelters and any other equipment designed to encourage bicycling to school and provide safe and secure bicycle parking for students to use while attending school. These parking facilities need to be located on school property in a prominent, convenient, high-visibility location.

### **Tips for success: Infrastructure Applications**

- Strong preference is given to projects where the safety and encouragement of students walking, cycling or using any other non-motorized transportation is given clear priority.
- Strong preference is given to proposals recommending sidewalks no less than 5 feet wide (not including curb width). Show that you have considered these guidelines, and if they are not justified, explain why.
- Fences should be held back a minimum of 1' so the full sidewalk width is usable.
- Sidewalk width of 6' should be considered on school frontage, or 5' elsewhere, with a planting strip that separates the sidewalk and curb.
- Bicycle/pedestrian shared pathways should be wide enough to permit multiple modes to pass each other without conflict (e.g. minimum 8').
- Sidewalks or pathways where mature trees are located a 4' minimum width is recommended, and 6' minimum width for shared pathways.
- Justify why and to what extent pathways being proposed on public right-of-way must accommodate landscaping or other obstacles.
- Concrete is preferred to asphalt because of durability.
- Corner radii not more than 6.5' for new construction unless otherwise justified.
- State how sidewalks and multi-use pathways will be kept clear of snow or other obstructions year round.
- If the project involves public utilities, provide evidence of agreements in place or letters of support detailing who will pay for moving utilities.
- If the project involves building over or next to railroads or canals, provide documentation of support and evidence of agreements in place to accommodate changes.
- Provide details on how the general public and neighbors have been informed about the proposed project.
- Please see the AASHTO Pedestrian and Bicycle Facilities Guidelines for more information on how to design bicycle and pedestrian facilities.

## **Infrastructure project requirements**

All Safe Routes to School projects must comply with strict federal procedures to ensure complete reimbursement. Award recipients will be issued an Idaho SR2S Project Manual that explains these procedures. Your ITD District Contact will help ensure that these requirements are met.

The following requirements apply to all infrastructure projects:

**Engineering costs** The project sponsor is responsible for all engineering costs associated with the development and management of a Safe Routes to School project. Funding can only be used for construction costs.

**Design standards** Sidewalks and other incidental facilities must be designed using ITD's standards if they are located on the National Highway System (NHS). Facilities constructed outside the "roadbed" and **off** the NHS, such as a separated bicycle/pedestrian paths, may be designed using the sponsor's standards or the Idaho Standards for Public Works Construction Manual.

Program funds cannot be used for fluorescent green paint **on or off** the National Highway System. Standard drawings for a wide range of infrastructure projects are available free of charge. The standard drawings are obtainable at [www.itd.idaho.gov/manuals/ManualsOnline.htm](http://www.itd.idaho.gov/manuals/ManualsOnline.htm) or on CD by request.

**Plans, Specifications & Estimates (PS&E)** Design plan packages (PS&E) for Safe Routes to School infrastructure projects must be submitted to ITD **by July 1** of the Fiscal Year the funds were awarded. The PS&E package must contain the project design plans, bid specifications and requirements for a Federal-Aid funded project as outlined in the SR2S Manual. Standard drawings for a wide range of infrastructure projects are available free of charge to the public through the [ITD Design Manual](#). Information on the contents of a design plan package (PS&E) can be found in the SR2S Manual at <http://www.itd.idaho.gov/SR2S/>.

**Projects that involve moving public utilities** or building next to or over canals or railroad tracks must provide documentation to show support and evidence of agreements in place to accommodate changes.

**Federal Funding Requirements** With the adoption of the SAFETEA-LU transportation bill in 2005, which created the Safe Routes to School program, Congress inserted language saying that Safe Routes to School projects must comply with applicable provisions in Title 23.

This is the chapter that governs federal-aid highways, meaning that SRTS projects are subject to the same rules and regulations as a federally-funded highway project. The same language was applied to the Non-motorized Transportation Pilot Program. Here are some of the key requirements of Title 23:

- Requires project agreements between the grantee and the state DOT.
- Requires several layers of approval and processes before the project can be bid out, including:
  - Submission of plans, specs and estimates to the state DOT. Plans must follow existing design standards.
  - Right-of-way clearance.
  - Public meetings or hearings.
  - Environmental review process (often called NEPA). Depending on the scope of the project, this may include an environmental review, a larger environmental impact study, or a categorical exclusion (like a waiver) from the environmental review process. **The Safe Routes to School program will not fund anything higher than a Categorical Exclusion.** The environmental review process includes an assessment of whether the project will have a positive, negative, or no impact on parks or recreational property, historic sites or features, threatened and endangered species, and water resources like wetlands, floodplains, or bodies of water.
  - A Cultural and Historical report is necessary if the project is located in a neighborhood more than 50 years old.
  - The project must be programmed in the statewide and metropolitan transportation plans (STIP and TIP).
  - If the project is in an air quality attainment or maintenance area, it must meet transportation conformity regulations (Clean Air Act).
- For each of the items listed above, the project sponsor must submit proof of completion/forms/etc. to the ITD. The state must then submit forms to the Idaho FHWA district attesting that all requirements are complete. The FHWA district administrator will then give the authorization to proceed, which the state will then provide to the local project.
- Title 23 requires the use of free and open competitive bidding, including equal opportunity for disadvantaged business enterprises (DBEs) during bidding and contracting to comply with the Civil Rights Act of 1964. It lays out a specific process for how bids are received and tabulated, and how the final decision is to be made.
- All work on the project must be done following the Davis-Bacon rules about prevailing minimum wages. City /state employees can only be used in circumstances where they can document that it is not cost-effective to go through a competitive procurement process and approval is given prior to bidding (called “force account construction”).

All projects are to be reimbursed as work progresses. Funding can only be provided in advance in special circumstances under a “working capital advance” process. Any funds expended before the authorization to proceed is given may not be reimbursed.

## **Contract Requirements (Infrastructure and Non-infrastructure)**

**State/Local Agreement** is the contract between ITD and the local entity sponsoring the project. This agreement clearly defines the project sponsors responsibilities. An example of a State/Local Agreement is located at [www.itd.idaho.gov/SR2S](http://www.itd.idaho.gov/SR2S).

**Evaluation** Successful applicants must fill out and return quarterly progress reports regarding the all aspects of the 5 E's involved in the program, and travel plan status. In addition, all projects must conduct periodical surveys of student travel patterns and parent perceptions using the National Center for Safe Routes to School forms, available under the Evaluation section at [www.saferoutesinfo.org/resources/evaluation](http://www.saferoutesinfo.org/resources/evaluation).

Sponsors are asked when they submit an application to certify that this project will meet the evaluation requirements for the Idaho Safe Routes to School program, including before-and-after NCSRTS surveys, ITD quarterly progress reports, and a commitment to compile an Idaho School Travel Plan during the one or two-year program. Failure to submit survey information and progress reports could result in the termination of the project. Based on your project timeline, you will be asked to identified the month and year that the plan will be submitted.

All successful applicants are required to develop a School Travel Plan. A School Travel Plan is a long-term commitment that outlines how students, parents, schools and the community will:

- reduce car trips to and from school
- increase walking and bicycling to school
- reduce congestion and pollution
- improve safety and health measure progress in future years

**Project Timeline** All infrastructure projects in this funding cycle must be completed no later than two years following the date of the signed contract. Extensions beyond two years may be requested, but must be agreed upon by the sponsor and ITD. Construction projects must have PS&E (Plans, Specification and Engineering) packages to ITD HQ Roadway Design Section by July 1 of the Fiscal Year they are awarded.

**Reimbursements** Safe Routes to School recipients may choose to submit monthly or quarterly invoices to request reimbursement. Requests for reimbursements must be accompanied by verification of payment (copy of check or warrant) and a copy of an invoice. Payments will be made as reimbursements for incurred project expenses that occur following authorization to proceed only. Work performed by the applicant prior to receiving written authorization to

proceed is not eligible for reimbursement. Contingencies are not allowed within this program. Any cost overruns would be the responsibility of the applicant.

**Indirect costs** Indirect costs will NOT be reimbursed unless previously agreed upon by ITD. Indirect costs include, but are not limited to, general administration and general overhead, project administration expenses, operation and maintenance expenses, depreciation and use allowances, etc. If allowed, backup documentation for all indirect costs must be provided (invoices and copies of checks).

## Directions for Completing the Application

### Section 1: Summary

Provide details on the date the application has been submitted, the names of the schools affected, the school district and a brief description of the proposed project. Also provide the project leaders contact information and the year of previous SR2S funding awards if applicable. Identify which ITD District your project is located within.

### Section 2: Project Partners

Different communities will find different organizations and individuals ready to be involved. This list is not exhaustive, but is intended to provide ideas for the creation of a well-rounded group that represents a wide range of interests and expertise that are related to SR2S.

#### School:

- Principal and other administrators
- Parents and students
- Teachers (physical education or health teachers are a good place to start)
- PTA/PTO representative
- School nurse
- School district transportation director
- School improvement team or site council member
- Adult school crossing guards

#### Community:

- Community members
- Neighborhood or community association members
- Local businesses
- Local pedestrian, bicycle and safety advocates

#### Local Government:

- Mayor's office or council member
- Transportation or traffic engineer
- Local planner
- Public health professional
- Public works representative
- Law enforcement officer
- Local pedestrian and bicycle advocate

Provide details on who the project partners are. Letters of support defining each project partner's roles must be included with the Safe Routes to School application.

**Examples of letter stating partnership commitment:** A letter from local law enforcement might state that the agency will ensure traffic laws are obeyed (including enforcement of speeds, yielding to pedestrians in crossings and proper walking and bicycling behaviors) and initiate community enforcement activities.

Other examples of partner support for SR2S projects may include items such as:

- Assist with student bicycle and pedestrian safety education.  
Support special Safe Routes to School events and attend meetings.
- Raise awareness in the community by educating drivers at each traffic stop during school commute times.
- Assist with training an adult and/or student crossing guard program.
- Crosswalk traffic violation enforcement.
- Vehicle speed feedback signs.
- Neighborhood watch program.

### **Section 3: Project Information**

**Part A Students:** In this section, provide details on the number of students currently attending the school, and how many walk, bicycle, and are bused or driven to school. An informal “hands up” survey of students is sufficient. If safety busing (i.e., bus routes less than 1.5 miles from school due to unsafe conditions) is needed, please specify how many students are safety bused. Include information on whether the community or school applying is considered disadvantaged. Provide details on the number of students receiving reduced or free lunch. State the rate/number of anticipated increase.

**Part B Barriers:** List the top three barriers, either real or perceived, to walking or bicycling to school as identified by the partners involved, e.g., lack of sidewalks, high visibility signs or crosswalks.

**Part C Current Efforts:** Please include information describing the effects of current and future school policies regarding walking and bicycling to school if there are any.

Applicants who were previously funded must provide information about the program's achievements, including the number of students walking and bicycling (both pre- and post-project) for each year funded, or attach their School Travel Plan.

## Section 4: Project Goals

**Part A Goals:** The SR2S team should have met to establish both long- and short- term goals for the project. Provide details on what your project hopes to achieve through this proposal, e.g., reduce car trips to school, increase the number of children walking or bicycling, alleviate congestion to make it safer for children to walk and bicycle. Give a time frame within which you hope to achieve these goals.

**Part B Strategies:** What are the strategies being considered to help reach these goals, and how will they be implemented?

### Example:

Goal:	Reduce congestion at pick-up and drop-off times.
Short-term strategy:	Encourage parents to arrive at different times for different grades, 10 minutes apart.
Long-term strategy:	Eliminate parent drop-off and pick-up within .25 miles of school.
Plan:	Encourage parents to park and walk remainder of trip every day.
Timeline:	<p><u>August</u>- Plan education campaign to inform parents about the need for safety, lower congestion and fewer emissions around the school grounds.</p> <p><u>September</u>- Send home maps of suggested meeting locations and names of volunteers willing to help organize walking or cycling groups.</p> <p><u>October</u>- In conjunction with International Walk to School Day, kick-off new parking and pick-up policy. Have PTO/PTA set an example and use their influence to help create better pick-up and drop-off practices.</p> <p><u>November</u>- Recognize and thank parents who are cooperating and reward students with incentives for regularly walking and cycling.</p> <p><u>April</u>- Gather data to find out how many are participating. Motivate everyone by having a special event with an emphasis on walking and cycling to school.</p> <p><u>May</u>- Survey parents to find out if they can increase the drop-off and pick-up location to .50 miles from school. Send home flyers with maps of the new meeting locations.</p>

## Section 5: Community Support

**Part A Advocacy:** Advocates help take action to accomplish a goal by targeting the community efforts towards those who make the decisions at the state and local level is needed to get. Building advocacy across the community benefits SR2S programs and the community as a whole. Find out who the bicycle and pedestrian advocates are in your area and ask them to get involved and be part of your team. If you cannot locate the advocates in your area, contact Mark McNeese (ITD Bicycle and Pedestrian Planner) at (208) 334-8272.

**Part B Existing Policies:** Does your community have a policy or an overall plan to foster pedestrian and bicycle accessibility, e.g., requiring developers to install sidewalks on new construction? Applications will not be disqualified if no policy exists. Please indicate your understanding of the value of such policies and how you plan to work toward this goal.

For examples of model policies, please go to:

- <http://www.saferoutespartnership.org/state/5638/5666>
- [www.planning.org/policyguides/smartgrowth](http://www.planning.org/policyguides/smartgrowth)
- [www.completestreets.org](http://www.completestreets.org)

## Section 6: Engineering

Parts A and B of Section 6 are not required if your application does not include infrastructure improvements.

**Infrastructure Projects** must be sponsored by the agency with jurisdiction over their location. The sponsor must also agree to provide maintenance for infrastructure projects upon completion. All infrastructure projects must be built within 2 miles of a K-8 grade school and comply with Title 23 federal funding requirements.

Standard drawings for a wide range of infrastructure projects are available free of charge to the public through the [ITD Design Manual](http://www.itd.idaho.gov/manuals) available at [www.itd.idaho.gov/manuals](http://www.itd.idaho.gov/manuals).

**Environmental Requirements** Only projects that meet the requirements of a Categorical Exclusion shall be considered for this program. Categorical Exclusions are "a category of actions which do not individually or cumulatively have a significant effect on the human environment . . . and for which, therefore, neither an environmental assessment nor an environmental impact statement is required."

Each infrastructure application must complete the ITD Environmental Evaluation (ITD 0654) contained in the application. The ITD District Environmental Planner's

signature must be on the 0654 for the application to be accepted. For assistance with this form, call the ITD Environmental Section at (208) 334-8260.

**Right-of-way Requirements** Right-of-way may not be purchased or acquired with Safe Routes to School funds. Each infrastructure application must complete the ITD Safe Routes to School Concept Report (ITD 0190), contained in the application. For assistance with this form, call the ITD District Office.

**Part A Proposed solution:** Provide details on the type of infrastructure project proposed, and details on the general conditions in the area surrounding your school. Describe how the project will improve the physical environment. Will it provide direct or shorter walking routes, or enhance existing routes? Provide details here on what type of maps will be created to encourage walking and bicycling to school.

**Part B Routes:** Will the project establish shorter more direct routes to school, or enhance existing routes? Have the neighbors been informed about the proposed project? Include information on how you involved each key stakeholder including city, neighbors, utility companies, etc. about the infrastructure project.

**Part C Congestion:** Congestion at pick-up and drop-off times is often an issue at schools. If congestion and pedestrian conflicts with vehicles are a problem at this school, how will the proposed improvements address the congestion problem? If not what strategies are being planned to address the problem?

## Section 7: Pedestrian/Bicycle Safety and Skills Education

Children learn best by practicing safety rather than reading about how to interpret instructions. For example, one-time instruction, such as an assembly, generally offers the least information and requires the least time. Skills practice, which requires more time and extensive preparation, shows the greatest promise for children to adopt safety skills.

**Part A Proposed Educational Efforts** In this section you should describe the following educational methods, student education, classroom or physical education lesson, parent involvement and information, and community awareness planned.

For examples of educational efforts you can provide at your school, refer to:

**[Safe Routes to School Toolkit](#), National Highway and Traffic Safety Administration (NHTSA) (available on [itd.idaho.gov/sr2s](http://itd.idaho.gov/sr2s))**

This 90 page "How To" handbook is geared for local school SRTS coordinators, including parents, teachers, principals. It includes classroom activities, walk to school day event ideas, an introduction to bicycle and pedestrian safety and engineering techniques.

**[Tips for Parents and Other Adults For Teaching Pedestrian Safety to Children,](#)  
**National Center for Safe Routes to School ([www.saferoutesinfo.org](http://www.saferoutesinfo.org))****

This one-page tip sheet provides parents and other adults information on pedestrian safety that can be taught to children. This tip sheet is available in Spanish.

**National Center for Safe Routes to School: Education**

**[www.saferoutesinfo.org/education](http://www.saferoutesinfo.org/education)**

This page includes examples of programs that have been successful in other areas.

**Part B Training** In this section you should describe the following educational methods, e.g. community support for bicycle and pedestrian education/skills training. Provide dates and type of skills and safety training/education planned.

**Part C Maps** Creating a walking or bicycling map for your school is one of the best ways to encourage more children to walk and bicycle to school. Maps also help parents to work with their child decide the preferred route to school. Creating maps can help identify hazards and assist with prioritizing improvements. Go to the Google Maps system for mapping directions. Be sure to identify how you intend to create walking maps, including who is responsible.

**Tips on creating a walking map**

- Make sure to keep the map simple and easy to photocopy.
- Include the date the map was created or updated.
- Send the map home with students and post it on the school's Web site. Include information about the school's walking and bicycling program, how to use the map, and basic safety guidelines.

**Your map should include the following:**

- School location
- Surrounding streets and street names
- Location of sidewalks and pathways within walking or bicycling distance
- Landmarks
- Traffic signals, stop signs and yield signs
- Crosswalk and crossing guard locations
- Speed limits
- Designated walking or bicycling routes, if they exist.
- Specific areas to avoid or where extra caution is needed such as railroad tracks, four lane roads, drainage ditches, poorly maintained roads or sidewalks, driveways with heavy truck traffic, etc.

Sometimes this information is available from the school district or local planning or traffic engineering department. In some cases it may be necessary to gather more information through a walkabout, bicycle about, audit or other assessment method. For more information on conducting walking and bicycling audits, please visit [www.saferoutesinfo.org/guide/engineering/walking\\_and\\_bicycling\\_audits.cfm](http://www.saferoutesinfo.org/guide/engineering/walking_and_bicycling_audits.cfm)

**Part D Effectiveness** The project will be a success if more children want to walk and bicycle to school. Describe the potential the project has to make both

children and parents comfortable and confident about walking or bicycling to and from school.

**Part E Assistance** The Idaho Safe Routes to School program can help provide assistance following the award of funding if needed. Locals who have been funded in the past are willing to help communities who are trying to get established. Indicate the type of assistance you may require (e.g. assistance organizing project team, ideas on innovative ways to get parents involved, contact information for other project leaders).

## **Section 8: Encouragement**

Encouragement activities also play an important role moving the overall SRTS program forward because they:

- Can be quick and easy to start.
- Can be done with little funding.
- Can be organized by parents, students, teachers or community volunteers.
- Focus on fun and enjoyment.
- Jumpstart a community's interest in walking and bicycling.
- Show quick success and generate enthusiasm for other strategies that may require a greater investment of time and resources.
- Offer teachable moments to foster and reinforce safe walking and bicycling behaviors

**Part A Proposed Encouragement Efforts** Provide details of the type of encouragement efforts you will be providing at your school. Go to [www.saferoutesinfo.org/encouragement](http://www.saferoutesinfo.org/encouragement) for examples of the types of programs that have been successful for other communities.

### [The Safe Routes to School Guide](#), National Center for Safe Routes to School

The Safe Routes to School Guide is a comprehensive online reference manual designed to support the development of Safe Routes to School (SRTS) programs. It provides links to other SRTS publications and training resources.

### [Walking School Bus Tip Sheet](#), National Center for Safe Routes to School

Tip sheet that offers the basics of getting a Walking School Bus off the ground.

**Part B Community** Programs that have strong community support are usually very effective and are more likely to be successful and sustainable. Provide information in this section on the type of community support the project currently has and any plans to develop greater support in the future.

**Part C Law Enforcement** Law enforcement is one of the key partnerships in most SR2S projects. Some agencies plan to assist programs through the education of students on safe walking and bicycling habits, or assist with practical lessons on the rules of the road. Most agencies agree to enforce school

zone speed limits and traffic laws in relation to pedestrian safety at crosswalks. Provide details in this section on how your local law enforcement agency will contribute to making the project a success.

**Part D Crossing Guards** School zones are busy places before and after school. The implementation of a school crossing guard program that uses either adult or student crossing guards can help at locations that are particularly difficult for students to cross. Provide details in this section on how crossing guards are/might be used to assist your project to increase safety and visibility at problem locations. If crossing guards are not a part of the solution for your school, show that they have been considered.

## Section 9: Evaluation

Evaluation is required to determine how successful your project is. You are required to submit National Center for Safe Routes to School parent and student survey forms, and periodic evaluations to the ITD SR2S coordinator.

**Attachments-** Copies of agreements with utility companies, railroads, canal companies and any stakeholder involved in your project must all be included with your application. Letters of support must identify the role of partners involved. All of the forms below must be signed by the designated signees.

- Maps and aerial photos
- Concept Report and Environmental Evaluation
- Cost Estimates
- Letters of support from stakeholders and partners

[Safe Routes to School: Practice and Promise](#), Center for Health Training, National Highway Traffic Safety Administration (NHTSA)

This 122-page case study and policy primer describes what local SRTS programs are, why they are needed, how to measure success, and from whom others can learn. It is full of case studies, references to national resources and basic information for policy makers

**Commit to the completion of an Idaho School Travel Plan** All awardees must complete a School Travel Plan as part of their project. The final travel plan is due to ITD before the last reimbursement is issued. It outlines how a school or other funding recipient will continue implementing its goals after Safe Routes to School funding is complete.

Applicants who are not selected in this funding cycle are welcome to participate in Safe Routes to School events and to begin developing a travel plan for the next funding cycle. To receive notification of events and other information, contact the Safe Routes to School Coordinator.

## **Section 10: Funding Requests**

### **Non- infrastructure and infrastructure**

Include all of the costs associated with the non-infrastructure activities on Page 6, and the infrastructure project on Page 7 of the application. Provide the signature and title of the person filling out this form.

## **Section 11: Environmental Evaluation**

Infrastructure only projects must complete the ITD Form 0654. The form must be signed by the ITD District Environmental Planner.

## **Section 12: Concept Report**

Infrastructure only projects must complete the ITD Form 0190. The form must be signed by the ITD District SR2S Contact.

- D1 Gregory Brands
- D2 Ken Helm
- D3 Phil Choate
- D4 Amanda Hoffmann
- D5 Charles Deitz
- D6 Jeff Call

## SR2S Project Tips for Success

The steps below provide a framework for a Safe Routes to School (SRTS) program based on what has worked in other communities. These steps are meant to provide guidance. Getting things done may require different approaches or using these steps in a different order. For more information on steps to get your Safe Routes to School Program started, [please visit the SRTS Online Guide](http://www.saferoutesinfo.org/guide/steps/index.cfm) at [www.saferoutesinfo.org/guide/steps/index.cfm](http://www.saferoutesinfo.org/guide/steps/index.cfm).

- **Involve the children** as campaigners and initiators (look what happened with antismoking and recycling campaigns when children got involved).
- **Bring it to parents** and get their buy in. Without them, nothing really changes.
- **Find a “champion”** who will keep the effort going and the project focused someone who has passion and is willing to take the time to make it a success.
- **Empower the “team”** and make sure you have the right players on the team who can help with access to information, funding sources for physical improvements, media contacts, etc.
- **Work from the bottom up** (grassroots) **and top down** (School Board/City Manager/Mayor) simultaneously. Both are needed to make the process successful.
- **Be persistent.** What didn’t work last year may have just needed more time for the seeds to germinate.
- **Have short** but frequent meetings and stay focused on small “do-able” tasks.
- **Celebrate** small successes along the way. Be creative, have pizza parties for the class with the largest number of children walking on Wednesdays, ask local business to donate certificates or gifts for the “walking school bus” volunteers, create a school banner and neighborhood signs announcing “Walk a Child to School Day,” a media story on the bicycle safety classes or interviews with the school crossing guards.
- **Most of all, keep the faith.** What you are doing is the right thing, and others long after you will benefit from your efforts. Thank you for caring.