

SafeRoutes

Colorado Safe Routes to School



Application for Non- Infrastructure (education) Projects FY 2012



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Background and Eligibility

Less than 40 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 have changed, and today, nearly 90% of our youth are driven to school either by bus or 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. As much as 27 percent of the country's morning traffic is made up of parents driving their children to school.

Safe Routes to School (SRTS) was established in 2005 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 include any political subdivision of the state (school district, city, county, state entity, tribal entity). Nonprofits may also apply by partnering with a state subdivision. The subdivision must be the contracting authority.

This program is 100% federally funded, and managed through the Colorado Department of Transportation (CDOT). Grants are awarded through a statewide competitive process, and in proportion to the geographic distribution of the student population K-8 grades. 10-30% of the total Safe Routes to School funds will be dedicated to non-infrastructure (education and encouragement) projects, with remaining funds going towards infrastructure (capital) projects and staffing a full-time Safe Routes Coordinator position at CDOT.

Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes the "5 E's" (Education, Encouragement, Enforcement, Engineering, and Evaluation). Following are a few general 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. A list of resources and definitions of these examples can be found in Addendum B of this application, or go to the CDOT Safe Routes web site at <http://www.coloradodot.info/programs/bikeped/safe-routes> for additional resource links.

- Teaching Pedestrian and Bicycle Education to Teachers and K-8 grade
- Implementing a Public Awareness Campaign
- Completing a Bicycle or Pedestrian Audit
- Teaching traffic safety to students and parents (Bike Rodeo)
- Creating a Crossing Guard Program
- Developing Walking & Bicycling School Bus Programs

Since the **SRTS program is a federal aid program**, all projects must be in compliance with the National Environmental Policy Act (NEPA). In many cases, a simple Categorical Exclusion may be filed. 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". However, to ensure applicants have time to provide appropriate documentation if necessary, applicants may have up to 90 days following a grant award to submit documents (categorical exclusion) to CDOT. If the NEPA documents are not submitted with the original application or are not received by the 90-day deadline, the project will be cancelled. Addendum D provides a list of questions to help you determine if your project will require more than a Categorical

Exclusion. It also contains the CDOT Categorical Exclusion Form 128. Please keep in mind this is only a partial tool and compliance is the responsibility of the applicant.

Applicants may apply for more than one project grant, but each project requires a completed and separate application (i.e. 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 (i.e. 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 Coordinator at 303-757-9088.

For the 2012 funding cycle, we estimate to have between \$1.5 and \$2.5 million to distribute to programs statewide. As always, applicants are encouraged to be as cost-effective as possible in order for us to stretch funds as far as possible. Minimum funding is set at \$3,500. Applicants who are not selected in this funding cycle are encouraged to apply the following year. 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 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. **This application will become part of the scope for that contract.** Grant payments will be made as reimbursements for project expenses after expenses have been incurred. Grant recipients may choose either a monthly invoice or quarterly invoice schedule.

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 will be required at appropriate intervals of your project and a final accomplishment report form is due at the project's completion. Dates of reports will be determined based on the timeline of your project. 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 or maximum funding amount, if they exceed the page limitations/ allotted space provided, or if they are received after the deadline. Furthermore, any documents received after the application is submitted will not be added to the application.

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 planners. 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 about your project as possible. We want to learn about your current situation. 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.**

December 2, 2011	Applications due to CDOT office by 4:00 p.m.
December 5, 2011- December 16, 2011	SRTS Coordinator's application review and administration.
December 19, 2011	Applications distributed to Advisory Committee for review and scoring of projects.
Mid February 2012	Advisory Committee selects projects.
Mid March 2012	Project recommendation to Transportation Commission for approval
Early April 2012	Applicants notified.
Mid August 2012	NI Contracts completed between CDOT and Grant Recipients.
November 1, 2012	All NI Contract NEPA requirements must be completed.
July 31, 2014	Last date for project completion.

Application Checklist

- Application's cover page is a completed Contact Information Sheet
- Sections 1-8 answered in concise narrative using the allotted page space provided
- You will not be able to save your edits to this PDF. It is recommended that you also save a version of your work in Word.
- The Budget Worksheet is complete (may be hand written and attached if legible)
- All appropriate documents are attached (i.e. maps, photographs, partnership roles, etc.)
- Proposals must be delivered by 4:00 pm December 2, 2011
- Return an original, ten photocopies and one CD (PDF copy) of the application to
Safe Routes to School
Colorado Department of Transportation, DTD
4201 East Arkansas Avenue, Shumate Bldg
Denver, CO 80222

Questions? E-mail: srts@dot.state.co.us Phone: 303-757-9088

**Colorado Safe Routes to School
Non-Infrastructure (education) Grant Application FY 2012
Contact Information Sheet**

Please complete the information below and **include this page as the cover page of your proposal**. The person identified as the Contact will be the main point of contact for CDOT staff.

Organization (check one) School District City County State Other

Project Title: _____

Contact Name: _____

Contact Title: _____

Organization: _____

Mailing Address: _____

City, State, Zip: _____

Best Phone # to Call: _____

Contact E-mail: _____

Contact Fax: _____

Amount of Funding Requested: _____

School District(s): _____

School Name(s) & Address(es): _____

CDOT Region (See Addendum E) R1 R2 R3 R4 R5 R6

Congressional District: D1 D2 D3 D4 D5 D6 D7

Signature and Title of Person Submitting the Proposal* _____ Date _____

*By signing, applicant admits to being authorized to sign for _____ (name of organization) and that all the information contained herein is true and correct to the best of his/her knowledge.

APPLICATION QUESTIONS

SECTION 1: Tell us about your project. How do you propose to help solve the problem you identified in Section 2? (Maximum 1 page.)

Describe the proposed project –

- a) Describe the activity you plan to implement.*
 - b) How will it address the identified participation and safety problems in Section 2?*
 - c) How will you ensure parents will encourage the children to bicycle and/or walk?*
 - d) Who will manage the project if different from the contact person? Please provide a signed statement from the project manager stating their role.*
 - e) Who are you going to target with your program?*
-

SECTION 2: What is the Problem? Tell us the current condition for biking and walking in your school area. (Maximum 1 page narrative, plus attachments.)

Describe the problem in detail. If the question is not applicable to your particular situation, please indicate by stating "n/a".

- a) *What are the current risks and/or obstacles (physical or perceived) to walking and/or bicycling to and from your school site(s), including children with disabilities?*
- b) *Please provide other significant information such as crash data, traffic counts, speed limits, environmental factors, or other safety issues, as appropriate.*
- c) *Complete the following chart for schools affected by proposal (EXAMPLE):*

School	Population	Grades	Demographics*	# Walk	# Bike	% 2-miles	Busing Distance	# Benefit	% F/R Lunch
1	560	K-5	B33% C30% L33% O4%	84	11	54%	1m	336	37%
2	434	K-5	A1% B27% C49% L23%	65	8	47%	1m	260	14%
3	801	K-8	n/a	120	32	50%	2m	240	57%

*Optional: 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

- d) *Describe any existing programs at the affected school(s) that educate or enhance walking or bicycling to school. This should be completed by the principal of the school and include information pertaining to any:*
 - **Attach** school or school district wellness policy to application
 - Walking/biking/safety curriculum taught by the school and at what grade levels
 - Frequency of and participation in Walk to School/Bike to School events
 - Programs taught by those outside the school (police, fire, bicycle organizations, etc.)
 - Crossing Guard programs

Optional. Provide a map indicating a 2-mile radius of the school and identify the affected area. Please limit map sizes to no larger than 8.5" x 11". You may also provide photos indicating existing conditions.

SECTION 3: Please describe your timeline from project start to finish. (Maximum 2 pages.)

- a) *Is your project ready to implement? What is the timeline for your project? Based upon receiving written “authorization to proceed” from Colorado DOT in August, 2012, how quickly can you begin your project? Please indicate milestone dates from which progress can be indicated. Note that the dates indicated will become part of the Project Agreement 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.*

DATE	MILESTONE
<i>Early August, 2012</i>	<i>Authorization to proceed</i>
<i>Early September, 2012</i>	<i>Pre- Parent Survey and Student Tally</i>
<i>Early October, 2012</i>	<i>Fall Education Kick-off & Walk to School Events</i>
<i>Early April, 2013</i>	<i>Spring Education Kick-off & Bike to School Events</i>
<i>Late April, 2013</i>	<i>Post- Parent Survey and Student Tally</i>
<i>Late June, 2013</i>	<i>Last date for project completion and final report to CDOT</i>

DATE	MILESTONE

SECTION 4: Who are your partners – what collaborations have you created to ensure the success of your project? (Maximum 1 page.)

Provide information on the consultation and support for the project.

- a) *Participating Organizations. List the participants and the roles they will play in the development of your project. Be specific. **Generic letters of support or form letters are not acceptable.** You must provide proof that your partners are in agreement with the project and will play a specific role in the project. Partners could include but not be limited to: school officials, local traffic engineers, law enforcement agencies, public health agencies or organizations, school-based associations, local elected officials, nonprofit groups, local businesses, etc.)*
-

SECTION 5: How will you measure your success? Pre- and Post-Safe Routes to School Evaluations are required. As well as progress reports and a final accomplishment report. (Maximum 1 page.)

Progress reports will be required at appropriate intervals of your project. Dates of reports will be determined based on the timeline of your project.

- a) *Identify your project outcomes.*
- b) *What method will you use to determine your project's effectiveness (increased knowledge or awareness, whether more children are walking or biking to school, etc)? 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.*
- c) *How are you going to work with your data after the project is completed?*
- d) *What type of information-sharing will you do as a follow-up to your project?*
- e) *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 in the appendix.*

Your measurements should minimally include before and after data of the following:

- *Total number of students reached*
 - *Number of students biking*
 - *Number of students walking*
 - *Number of students busing*
 - *Number of students driven*
-

**SECTION 6: BUDGET PROPOSAL FOR NON-INFRASTRUCTURE
 (EDUCATION) PROJECTS ONLY**

Local funds and in-kind donations are not required, but encouraged. If more room is needed, you may attach a separate sheet. See Addendum A for an example of a completed budget.

Item	Requested SRTS Funds
External Personnel (include hourly rate)	
Internal Personnel (overtime or non-paid time only)	
Equipment and Supplies	
Promotion/Advertising	
Postage	
Printing	
Facility Rental	
Other	
Totals	

Indirect costs will not be reimbursed. Indirect costs are those that are incurred for common or joint objectives and therefore cannot be identified readily and specifically with a particular project, but contribute to the ability of the applicant to support the program. Samples of indirect costs include but are not limited to: depreciation and use allowances, general administration and general overhead, project administration expenses, operation and maintenance expenses, etc. If this project is contingent upon other funding, please attach a separate budget.

Contingencies are not allowed. Any cost overruns are the responsibility of the grantee.

SECTION 7: Has your organization received a SRTS grant for any of the schools identified in this application in a previous year? (If not, you may skip this section.)

- a) Briefly summarize your grant activities and the amount of funding you received.
 - b) Is your project complete? 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) Please summarize the major accomplishments detailed in the final accomplishment report.
 - d) Is the SRTS program still continuing at the school? How were your efforts sustainable? Why is additional SRTS grant funding necessary for your school?
-

Section 8: Will you be subcontracting with an individual or organization to perform any of the activities included in this SRTS grant application? (If not, you may skip to the next section)

- a) Please list any subcontractor(s) included in this grant application.
 - b) Has your subcontractor ever performed work on another project funded by a SRTS grant? If not, you may skip questions c-f. If so, please have your subcontractor complete the following:
 - c) 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.
 - d) For all completed projects, please provide data documenting changes in the number of students walking or biking to school.
 - e) Are SRTS programs continuing at the project school(s)? How have these efforts been sustained at each project site?
 - f) 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
SAMPLE COMPLETED BUDGET FOR NON-INFRASTRUCTURE PROJECT

Item	Requested SRTS Funds
External Personnel	
20 Hour Teacher-Training Workshop for Elementary Traffic Education for 15 Teachers	\$5000
Non-Profit to provide evaluation surveys and reporting only	1000
Parent Volunteers for Encouragement Events	0
Bike Shop Volunteers for Bike Maintenance	0
Internal Personnel	
2 Lead PE Teachers to get LCI trained (\$50/hr non-paid time or overtime, plus fees)	2500
Equipment and Supplies	
Videos for School Assemblies	50
10 Bicycles	1000
Juice and Bars for Walking and Wheeling Wednesdays	800
Elementary Traffic Education Program: K-5 (6 tapes)	300
Chalk and Safety Cones for Bicycle Training	500
Blinking safety lights - 100	500
Pedometers - 100	1000
Crossing Guard Vests & Paddles	200
Promotion/Advertising	
Press Release announcing events...	0
Newspaper ads promoting SRTS safety (Oct & Apr)	500
Printing	
500 Brochures by In-Kind Printing	0
Facility Rental	
City Center Rec Room (Committee Meetings, etc)	0
Total	\$13,350

Indirect costs will not be reimbursed. Indirect costs are those that are incurred for common or joint objectives and therefore cannot be identified readily and specifically with a particular project, but contribute to the ability of the applicant to support the program. Samples of indirect costs include but are not limited to: depreciation and use allowances, general administration and general overhead, project administration expenses, operation and maintenance expenses, etc. If this project is contingent upon other funding, please attach a separate budget.

Contingencies are not allowed. Any cost overruns are the responsibility of the grantee.

Addendum B

Safe Routes to School Project Resources

Remember, the most successful way to increase bicycling and walking is through a comprehensive approach that includes the “5 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 all at the CDOT Safe Routes web site <http://www.coloradodot.info/programs/bikeped/safe-routes>.

Safe Routes to School Clearinghouse

<http://www.saferoutesinfo.org/>

American Association of State Highway and Traffic Officials (AASHTO), Guidelines for Bike and Pedestrian Facilities (publication)

https://bookstore.transportation.org/category_item.aspx?id=DS

Access Board

<http://www.access-board.gov>

America Bikes

<http://www.americabikes.org>

Association of Pedestrian and Bicycle Professionals (APBP)

<http://www.bicyclinginfo.org>

Bicycle Colorado

<http://bicyclecolo.org>

Bikes Belong Coalition

<http://bikesbelong.org>

Centers for Disease Control and Prevention (CDC)

<http://www.cdc.gov/nccdphp/dnpa/kidswalk/>

Colorado Dept. of Transportation Bicycle and Pedestrian Program

<http://www.coloradodot.info/programs/bikeped>

Colorado Dept. of Transportation Local Agency Manual

http://www.coloradodot.info/business/designsupport/bulletins_manuals

Federal Highway Administration Bicycle & Pedestrian Program

<http://www.fhwa.dot.gov/environment/bikeped/index.htm>

Federal Highway Administration Safe Routes to School

<http://safety.fhwa.dot.gov/saferoutes/>

Institute of Transportation Engineers – Traffic Calming

<http://www.ite.org/traffic/>

League of American Bicyclists

<http://www.bikeleague.org/programs/saferoutes/>

National Center for Biking and Walking

http://www.bikewalk.org/safe_routes_to_school/SR2S_introduction.htm

National Highway Traffic Safety Administration (NHTSA)

<http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2004/index.html>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.org/>

U.S. Department of Transportation - Livability

<http://www.dot.gov/livability/>

U.S. EPA - Sustainability

<http://www.epa.gov/sustainability/>

Addendum C

Definitions of Sample Non-infrastructure Programs

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.

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: providing 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.

Public Awareness Campaign: Any promotional activity that draws attention to 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.

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 D

Permitting and Environmental Assessments

According to the National Environmental Policy Act (NEPA) 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".

The following questions are provided as a resource to help you determine whether you qualify for a Categorical Exclusion. **This is not a comprehensive list, and it is highly recommended you meet with your community partners to determine specific requirements.** The CDOT Categorical Exclusion form can be found at <http://www.coloradodot.info/library/forms/form-numbers-broken-down/cdot-01>.

Will your project ...

- Affect any (a) federally listed endangered or threatened species or designated critical habitat or (b) species listed as wildlife of special concern in Colorado?
- Include introduction or exportation of any species not presently or historically occurring in the project location?
- Affect any recognized state natural area, prime or unique ecosystem, geologic feature, or other ecologically critical area?
- Involve habitat alteration or land use changes such as planting, burning, removal of native vegetation, clearing, grazing, water manipulation, or modification of public use?
- Involve any new or modified construction or development in floodplains or wetlands?
- Require ground or surface water through contract of acquisition for long-term project viability?
- Include use of any chemical toxicants?
- Result in any discharge which will conflict with Federal or State air or water quality regulations?
- Affect any archaeological, historical or cultural site that alter the aesthetics of the subject area?
- Impact designated wild or scenic river, wilderness area, national trail, or other protective national or state designation (i.e., Unique Waters, Area of Critical Environmental Concern, National Conservation Area, etc.)?
- Have any substantive environmental impacts not addressed above, or result in cumulative impacts, which separately do not require assessment but together must be considered substantial?

Addendum E

CDOT Engineering Regions

CDOT has six geographic engineering regions. Your project will be located within one of those regions. To find the appropriate region, go to: <http://www.coloradodot.info/about/regions.html>

Addendum F

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: Tell us about your project. How do you propose to help solve the problem you identified in Section 2? Total of 22 points available.

_____ Activity 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 2 and provide for more children to bike and walk safely to school; Response indicates sustainability; Project manager is clearly identified; Project audience and school demographics are clearly identified.

SECTION 2: What is the Problem? Tell us the current condition for biking and walking in your school area. Total of 22 points available.

_____ Problem is clearly described in sufficient detail to provide an understanding. 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; There are existing programs or activities that support biking and walking to school; Project incorporates both bicyclists and pedestrians; School wellness policy attached.

SECTION 3: Please describe your timeline from project start to finish. Total of 5 points available.

_____ Timetable is complete and reasonable for planned activities.

SECTION 4: Who are your partners – what collaborations have you created to ensure the success of your project? 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; Partners have proven their understanding and roles in the project (partners do not simply “support” project, but are responsible for some aspect of the project).

SECTION 5: The program goal is to enable and encourage more students to walk and bike to school. How will you measure your success – what method will you use to determine whether more children are biking or walking to school? Total of 5 points available (6 points with Extra Credit).

_____ The response describes an accurate method for measuring or determining the success of the program – measures what it’s designed to measure. 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. **Extra credit:** If 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.)

SECTION 6: Project cost estimate for outreach and education projects. Total of 8 points available.

_____ All expenses are reasonable and related to program activities; Budget worksheet is complete.

Addendum G

Sample Problems and Corrective Tasks

PROBLEM & AUDIENCE	PARENTS	CHILDREN	SCHOOL STAFF	NEIGHBORS	LOCAL TRAFFIC	PARTNERSHIPS & OTHER
<i>WALKING & BIKING KNOWLEDGE</i>	1) OPEN HOUSE: PROVIDE INFORMATION (BEGINNING OF SCHOOL) 2) SEND HOME BROCHURES	1) SCHOOL ASSEMBLIES - INVITE FIRE, POLICE, HEALTH 2) CLASSROOM INSTRUCTION (IN-PERSON, VIDEO, LESSONS)	1) STAFF TRAINING AND/OR CERTIFICATION 2) CURRICULUM AVAILABLE	1) YARD SIGNS OR BANNERS 2) LETTERS TO NEIGHBORS	1) PACE CAR PROGRAM 2) TRAILER SIGNS W/ MESSAGES	
<i>TRAFFIC SPEED</i>	1) PACE CAR PROGRAM 2) COMMUNICATION			1) YARD SIGNS (SLOW DOWN)	1) TRAILER SIGN W/ MESSAGES	1) TRAFFIC STUDY 2) TRAFFIC CALMING
<i>UNLAWFUL DRIVING</i>	1) COMMUNICATE LAWS, RULES, AND REGULATIONS		1) STAFF OUTSIDE, INCLUDING TRAINED CROSSING GUARDS		1) PRESS RELEASES AND PSA	1) LAW ENFORCEMENT
<i>TRAFFIC CONGESTION AROUND SCHOOL</i>	1) PROMOTE ANYTHING BUT DRIVING ALONE (WALK, WHEEL, BUS, CARPOOL) 2) DROP-OFF LOCATIONS SUCH AS A LIBRARY OR PARK 3) POLICY TO DROP-OFF AGE APPROPRIATE CHILDREN 1 TO 2 BLOCKS AWAY	1) TEACH KIDS ABOUT HEALTH BENEFITS OF NOT ARRIVING ALONE 2) REWARD SYSTEM	1) PROVIDE STAFF WITH SUPPORT 2) CLASSROOM COMPETITION OR SCHOOL COMPETITION	1) COMMUNICATE WITH NEIGHBORS		1) PROPER SCHOOL SITING
<i>MISSING SIDEWALKS, CROSSWALKS, OR OTHER FACILITIES</i>	1) PROVIDE MAP OF PREFERRED OR ALTERNATE SRTS ROUTE IF AVAILABLE	1) TEACH THEM ABOUT ROADS W/O SIDEWALKS, ETC.	1) TEACH THEM ABOUT ROADS W/O SIDEWALKS, ETC.	1) INCLUDE NEIGHBORS IN PLANNING	1) INFORM LOCAL TRAFFIC OF PEDS & BIKES	1) DEVELOP ACTION PLAN
<i>BULLYING & CRIME</i>	1) START WALKING SCHOOL BUSES OR BIKE TRAINS 2) WORK WITH PTA 3) PROVIDE CLEAR INSTRUCTIONS	1) TEACH THEM TO WALK WITH PARENTS, OR IF OLDER WITH BUDDIES 2) REPORT ISSUES IMMEDIATELY	1) WORK WITH SAFE2TELL PROGRAM 2) ADDRESS ISSUES IMMEDIATELY	1) WORK WITH NEIGHBORS AND WATCH GROUPS		1) WORK WITH LAW ENFORCEMENT ON ISSUES 2) CLEAN UP ABANDONED BUILDINGS AND EMPTY LOTS