

SafeRoutes

Colorado Safe Routes to School



Guidelines and Application for Non-Infrastructure Projects (education, encouragement, enforcement) FY 2016-17

Applications due December 2, 2016



COLORADO

Department of Transportation

This document can be found at <http://www.codot.gov/programs/bikeped/safe-routes/funding-evaluation> in PDF and Word formats.

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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 barriers to walking and bicycling, private vehicles still account for half of school trips for children living within 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. The Colorado Department of Transportation manages the Colorado SRTS program. In Colorado today, about 20% to 24% of

Colorado K-8 students are walking and bicycling to and from school with higher rates in schools with active SRTS programs.

In 2015, the Colorado Department of Transportation (CDOT) Transportation Commission approved the continuation of the SRTS program by committing to fund the program with \$2 million for infrastructure projects and \$0.5 million for non-infrastructure projects. Grants are awarded through a statewide competitive process.

SRTS funds available in Fiscal Year (FY) 2016-17 projects will support both non-infrastructure (education, encouragement, and enforcement) projects and infrastructure projects (which require a separate application).

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). We encourage all applicants to consider each of the Five E’s in their program.

Recent research reveals that there are four key elements of successful SRTS programs in getting more students to walk and bicycle. High performing programs are more likely to (1) have strong program leadership within the school, (2) conduct frequent activities that reinforce students to walk and bicycle, (3) have strong support from parent groups, and (4) have policies that support walking and bicycling to/from school.¹

¹ To read the complete study, go to www.saferoutesinfo.org/program-tools/comparative_analysis_program_outcomes

The following are a few general non-infrastructure examples. It 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 additional resources and definitions of these examples can be found in [Addendum A and B](#) of this application, or at the CDOT Safe Routes to School web site: www.codot.gov/programs/bikeped/safe-routes/resources. You can also view a snapshot of previously funded SRTS projects at www.codot.gov/programs/bikeped/safe-routes/funding-evaluation/funded-co-projects.html.

- Teaching Pedestrian and Bicycle safety 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



Eligibility

Applicants must be

- a local government;
- a regional transportation authority;
- a transit agency;
- a natural resource or public land agency;
- a school district, local education agency or school;
- a tribal government; or
- any other local or regional governmental entity with responsibility for or oversight of transportation or recreational trails that the State determines to be eligible, consistent with the goals of this grant application.

These funds are available for non-infrastructure projects, and for Safe Routes to School programs that benefit elementary and middle school **children in Kindergarten through 8th grade**. Grant funding is also available for infrastructure projects but these require a different application (please refer to <https://www.codot.gov/programs/bikeped/safe-routes/funding-evaluation>).

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.

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.

Key Factors to Consider When Applying for a SRTS Grant.

More details can be found in Section 6: Budget Proposal and Budget Narrative

- **Applicants for SRTS program funds must provide 20% of the total project costs in matching funds.**
- **The SRTS program is a cost reimbursement program.**
- **Indirect costs will not be reimbursed.**
- **Contingencies are not allowed.** Any cost overruns are the responsibility of the grantee.
- **All projects in this grant cycle must be completed no later than two years** following the date of the signed contract or by June 30, 2019. Projects that have not been completed within 2 years will be designated as inactive and any remaining unencumbered funds will be revoked and returned to the program.
- **Any work performed by the applicant prior to receiving written authorization to proceed** is not eligible for reimbursement.

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 of work for that contract.

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.

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 eligible 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.

Furthermore, any documents received after the application is submitted will not be added to the application.

Important Changes affecting the FY 2016-17 Grant Cycle

The Colorado Safe Routes to School (SRTS) program has \$500,000 to support SRTS non-infrastructure (education, enforcement, and encouragement) projects being selected in FY 16-17.

The Colorado Department of Transportation (CDOT) administers a statewide competitive process to select projects, distribute funds, and manage the program. There are several criteria that have changed from previous years grant applications:

- 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.

Federal or state funds may be used to fund SRTS projects. Applicants should be aware of federal and state requirements associated with funding and be willing and able to administer their projects within these parameters.

New federal regulations (2CFR200, also known as the Uniform Guidance) require risk assessments of the awarded entity in areas including financial management, staff qualifications, experience in handling federal awards, and others. If an awarded project will include federal funds, the awarded entity will be required to complete an assessment prior to receiving the purchase order or contract.

The National Center for Safe Routes to School, which manages the SRTS database, is making some changes to their system this fall. Mailed paper forms (parent surveys and student in-classroom tallies) will no longer be accepted for input by the National Center after November 15, 2016. An online, mobile-friendly data entry option will be available or you will be able to enter the form responses yourself. The forms will still be available for downloading at www.saferoutesinfo.org. More information will be available, along with FAQs, on the www.saferoutesdata.org website as the changes are made. You may also call the Colorado SRTS Program Manager for assistance with this new system at 303.757.9088 or by email at dot_srts@state.co.us.

Some questions have been re-formatted or requested as attachments. Be sure to pay attention to the information provided in each section especially if you have completed SRTS applications in the past. We have also specified what documents should be included in the attachments and how they should be numbered and labeled.

Please contact the Colorado Safe Routes to School Program Manager at 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: bicyclists, pedestrians, parents, teachers, law enforcement, and rural and urban transportation planning partners. 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.

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, 2016	Applications due to CDOT Safe Routes to School office by 4:00 p.m. Safe Routes to School Colorado Department of Transportation, DTD 4201 E. Arkansas Avenue, Shumate Building Denver, CO 80222 Note: applications received after 4:00 p.m. will not be accepted.
December 5-12 2016	SRTS Program Manager’s application review and administration
Mid-December 2016	Applications distributed to Advisory Committee for review and scoring of projects
Mid-February 2017	Advisory Committee selects projects
Mid March-2017	Projects recommended to Transportation Commission for approval
Late March 2017	Applicants notified
Late April – early May 2017	FY16 SRTS Mandatory Grantee Orientation Training
April - June 2017	Contracts completed between CDOT and Grant Recipients
June 30, 2019	Deadline for Project Completion

Application Checklist

- Application’s cover page is the completed Contact Information Sheet
- Includes signature of person authorized to sign for your organization who also acknowledges the grant requirements
- Sections 1-6 answered in concise narrative not to exceed the maximum page requirements.
- Page margins are 1 inch and answers are 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 included as attachments and labeled (i.e., maps, photographs, partnership roles, letters of support, etc.). Dividers are recommended between sections to assist in the review process.
- All copies of applications must be stapled or bound. Paper clipped copies will not be accepted!
- Proposals must be delivered by 4:00 p.m., Friday, December 2, 2016 to the Safe Routes to School office.
- Return one original, ten photocopies and one CD or thumb drive of application (pdf format) 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 or call 303.757.9088

REMINDER: Applications will not be considered eligible 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. The application 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.

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
 - A – National Center for SRTS – Student Tally & Parent Survey reports
 - B – School Demographics
 - C – School or School District Wellness Policy (with walk/bike language highlighted)
 - D – Map of School(s)
 - E – Project Manager Letter
 - F – Letters of Support from Partners
 - G – Budget
 - H – Budget Narrative
 - I - Other

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 School District City County State Other

Project Title: [Click here to enter text.](#)

2-3 sentence summary of what your project entails: [Click here to enter text.](#)

Organization: [Click here to enter text.](#)

Mailing Address: [Click here to enter text.](#)

City, State, Zip: [Click here to enter text.](#)

Contact Name: [Click here to enter text.](#)

Contact Title: [Click here to enter text.](#)

Best Phone # to Call: [Click here to enter text.](#)

Contact E-mail: [Click here to enter text.](#)

Contact Fax: [Click here to enter text.](#)

Project Manager (if different than Contact): [Click here to enter text.](#)

Project Manager Contact E-mail: [Click here to enter text.](#)

Best Phone # to Call: [Click here to enter text.](#)

Total Project Cost: [Click here to enter text.](#)

SRTS Requested Amount: [Click here to enter text.](#)

20% Cash Match [Click here to enter text.](#)

School District(s): [Click here to enter text.](#)

School Name(s) & (Grades): [Click here to enter text.](#)

CDOT Region R1 R2 R3 R4 R5

Congressional District: D1 D2 D3 D4 D5 D6 D7

See Addendum F if you need help completing this information

Signature of Person Submitting the Proposal*

Date

Print Name

Title of Person Submitting Proposal*

*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.

The applicant also confirms understanding the following grant requirements by signing.

- This is a reimbursement program. The grantee must finance the project until reimbursement funds are available. Invoices must be submitted with proper documentation on a regular basis (monthly, but no longer than quarterly) and must include a progress report documenting work completed on the project since the last billing period.
- The grantee understands they are responsible for providing a cash match to cover 20% of the total project and that CDOT will reimburse 80% of the total expenses on each invoice with proper documentation of expenses.
- The grantee must fund any project cost in excess of the amounts indicated in the attached budget (i.e., project cost overruns) at no expense to state/federal funding sources.
- The grantee must not incur costs for any aspect of the project until authorized by CDOT with a formal contract or purchase order and letter to proceed. Otherwise, the grantee risks incurring costs that will not be reimbursed.
- The grantee understands that they must submit all required progress reports, final reports , and invoices to CDOT no later than September 30, 2019.
- The grantee agrees to use the National Center for SRTS Parent Survey and Student Tally record before beginning the project and at completion. The survey data must be made available to the Colorado SRTS program for evaluation purposes.
- The grantee agrees to complete a sub-receptient risk assessment in compliance with 2 CFR 200 prior to receiving a contract/purchase order.

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? Include information from parent surveys, student travel tallies, and/or audits that help describe barriers or risks to children walking and biking.*

Extra credit: Collect AND provide highlights from the National Center for Safe Routes to School (NC SRTS) pre-evaluation Parent Survey and Student Tally (<http://www.saferoutesdata.org/>) and provide the reports in **Attachment A**.

- b) *Provide other significant data such as relevant crash statistics, traffic counts, speed limits, environmental factors, crime statistics (abductions, sex assaults, bullying) or other safety issues, within 2 miles of the school, that have had an influence on children walking and/or biking to and from school. 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 included in your proposal and include as **Attachment B**:*

EXAMPLE CHART (Blank Chart can be found in [Addendum H](#))

School Name	Address (street, city, zip)	# of Students	Grades	Demo-graphics*	# Walk	# Bike	# within 1-mile	Busing Distance	# Benefit**	% F/R Lunch***
A	1234 Azar St, Any town 80111	560	K-5	AS2% B33% C30% L33% 24%	84	11	302	1m	302	37%
B	10321 King St Secondtown 80111	434	K-5	A1% B27% C49% L23%	65	8	204	1m	204	14%
C	9975 N. Oak St Anytown 80111	801	K-8	A2% AS2% C89% L5% O1%	120	32	400	2m	400	57%

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

**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 1 mile 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 was (were) the target school(s) selected and prioritized?*
- e) *Describe any previous or existing programs at the affected school(s) that educate, encourage, or enhance walking or bicycling to school. This information can be provided 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*
- *Infrastructure/built environment changes already undertaken*
- *Language that encourages walking and biking to and from school in the school wellness policy*
- *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 as **Attachment C**.

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?

REQUIRED: To receive the extra credit you must 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 as Attachment D. 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 **Attachment D**.

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 (e.g., all students, 3-5 grades, parents, etc.) 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. How will your suggested solution solve the problem(s) you identified?*
- d) *How will your proposed project increase the number of students walking and biking to and from school?*
- e) *Parents can be a major barrier to getting students to walk and bike to and from school. Explain your plan to engage and educate parents, and the neighborhoods/community, to encourage more children biking and walking to and from school? How will you generate support from parents in planning and carrying out your SRTS program? Posting Safe Routes to School information on the school(s), school district and/or partner organization websites is strongly encouraged but a well-designed plan should be in place for engaging parents.*
- f) *Who will manage the project? Please include in **Attachment E** a signed statement from the project manager stating his or her role and responsibilities including relevant background and qualifications*

See Addendum A for examples of non-infrastructure project ideas and descriptions.

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 CDOT by June of 2017, 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 time period 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 June 30, 2019.

EXAMPLE TIMELINE:

DATE(S)	MILESTONE
June 2017	Authorization to proceed (estimate)
2017-2018 School Year	Integrate K-8 bike/ped lesson plans into classrooms ² Walking and Wheeling Wednesdays encouragement program
September 2017	Pre-Parent Survey and Student Travel Tally / School walkability audit / Photovoice Present SRTS program to PTA/PTO Walk to School Encouragement Event kick-off
October 2017	Walk/Bike to School Events. Recruit Parent volunteers
November 2016 – May 2018	Continue Walking ‘n Wheeling Wednesday encouragement program
February 2018	Adjust program plan based on Parent Surveys and Travel Tally results
May 2018	Measure progress: Student In-classroom Travel Tally #2
March - April 2018	Spring Education Kick-off & Bike to School Encouragement Events
May 2017	Bike to School Events. Recruit Parent volunteers
2018-19 School Year	K-8 bike/ped lesson plans in classrooms Walking ‘n Wheeling Wednesdays encouragement program
September 2018	Measure progress: Repeat Parent Surveys and Student Travel Tally #3 Present SRTS updates to PTA/PTO
October 2018	Walk to School Events

² CDE-reviewed lesson plans are available at www.coloradodot.info/programs/bikeped/safe-routes

March 2019	Spring Education Kick-off and Bike to School Encouragement Events
May 2019	Bike to School Events
May 2019	Measure progress: Parent Survey and Student Travel Tally #4
June 30, 2019	Last date for project completion

SECTION 4: Who are your partners?

Do you have a SRTS coalition or similar? 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 there is collaboration among various groups. We want to know who your partners are and what role they will play in your project. (Maximum 1 page.)

Please provide the following information about your partners:

- a) Name of Participating Organization/Partner and contact person for that partner.
- b) The role they will play in the development of your project. Please be specific.

Name of Partner/Organization	Specific role(s) they will play in your project
<p>Example: XYZ Elementary School – John Smith, Principal (PRINCIPAL REQUIRED)</p>	<p>Example: 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 & 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) Attach a letter of support from the partners confirming their support and role in the project. Include the letters as **Attachment F**.
 - a. A letter from the school principal(s) is **required** indicating their awareness and support of the SRTS project. If this is a district-wide project, a letter from a district administrator (preferably the superintendent) should also be included.
 - b. Partners should include a statement about their specific role and responsibilities in the project and their long-term commitment to your SRTS efforts.
 - c. **Form letters and generic letters of support are not acceptable!**
 - d. All letters should be on the partner’s letterhead and include a signature.

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

- School Officials
- Before and After School Programs
- Local traffic engineers
- Law enforcement agencies
- School-based associations such as PTA/PTO
- Local elected officials
- Nonprofit groups including local bicycle and walking advocacy groups
- Local Bike Shops
- Students!!
- Parents
- Media (Local newspapers love to cover Safe Routes to School community efforts)
- Neighbors and neighborhood associations surrounding school and project area
- Public health agencies or organizations (e.g., County public health department, local LiveWell community, Kaiser Permanente, local hospital, local Safe Kids coalition, YMCA/YWCA)

SECTION 5: How will you measure your success?

- 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 you described in Section 2.*
- b) *Describe how you will evaluate the success of the project and 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. Include in your timeline and describe methods you will use for collecting the data. In addition to the REQUIRED collection and reporting of pre- and post-evaluation SRTS student in-class tally and parent survey, describe how you will evaluate the success of the project and measure your project's impact and effectiveness. How will you know whether more children are walking and/or biking to school?*
 - 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*
- TIPS:**
- A useful resource on evaluation might be:
<http://saferoutespartnership.org/resources/evaluation/safe-routes-school-evaluation-handbook>*
 - A return rate of 50% or more of the school population would be ideal, according to SRTS.*
- iv) **The committee will look favorably upon projects that provide ongoing data collection to track performance throughout the seasons.***
- c) *Describe how you plan to ensure the long-term success of Safe Routes to School. How will you create a culture of walking and bicycling to and from school at your project schools? 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? Who will take over the project once the grant is finished?*

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 a health and wellness committee or SRTS teams or coalitions*
 - *Yearly train-the-trainers program*
 - *Establish bicycle and pedestrian safety education as a module in PE classes*
 - *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.³*
 - *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?*

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.

³ See CDOT Website for Colorado Department of Education-reviewed curriculum - <http://www.coloradodot.info/programs/bikeped/safe-routes/srts-lesson-plans.html>

SECTION 6: Budget Proposal and Budget Narrative

See Addendum D for an example of a completed budget.

You will need to 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 your expenses 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 grant 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.**
3. **Contingencies are not allowed.** Any cost overruns are the responsibility of the grantee.
4. **20% cash match is required and should be calculated into the total project cost.**
5. If this project is contingent upon other funding, please attach a separate budget with that funding included and indicate when you will be notified of grant award.
6. **Because low-cost bike helmets are available from many resources, bike helmets used for promotion or giveaways 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 on the SRTS website at www.codot.gov/programs/bikeped/safe-routes/resources.
7. **Bicycles are an allowable item** but we ask that you research other sources for bikes such as discounts from bike shops, as a match from partners, bicycle recycling programs, etc. Funds are limited for non-infrastructure projects and we want to assure the most equitable distribution of funds to as many applicants as possible. The cost of maintenance, check-out procedures, storage, and how bikes will be used after the grant period should all be considered and described.
8. **Individuals, such as parents, who spend a significant amount of time on your project can be compensated.** You should include how they will be selected, how much time they will spend on the project, what their responsibilities will be, etc. in the narrative section. The expenses should be reflected in your budget. You will need to follow your organization's policies and procedures for hiring and paying these individuals.

9. **When considering incentives for your program be sure they are used to motivate students to walk and bicycle to and from school, rather than just reward the activity.**
10. CDOT is not responsible for any costs incurred by the applicant in preparation of the application or any expenses incurred prior to receiving a contract and letter to proceed. Once submitted, all proposals will become public information.
11. Colorado SRTS will abide by the rules established under the Federal-aid guidelines for allowable costs. For information on allowable expenses, visit the electronic Code of Federal Regulations which can be found at: http://www.ecfr.gov/cgi-bin/text-idx?SID=191c7ea34d015b16a587c102c8ad79f6&mc=true&node=sg2.1.200_1419.sg16&rtn=div

PROJECT BUDGET. A sample Project Budget is shown in [Addendum D](#).

The template for the budget also available in Excel format. Please contact dot_srts@state.co.us to obtain a copy or go to <https://www.codot.gov/programs/bikeped/safe-routes/funding-evaluation/funded-co-projects.html#srtsapps> to download a copy.

Include your budget as **Attachment G** with your application.

ATTACHMENT G				
FY 2016-17 SRTS Non-Infrastructure Project Budget				
Organization Name:				
Project Title:				
Item	Quantity	Unit	Unit Price	Total
Personnel - Internal				
Personnel - External / Subcontractors				
Equipment and Supplies				
Promotions / Advertising				
Printing				
Other				
Match				
Total SRTS Project Cost				\$ -
Requested SRTS (80% of Total Project Cost)				\$ -
Cash Match (20% of Total Project Cost)				\$ -
Any overmatch to your project will not be reflected in your grant award.				
Insert more rows if needed				

BUDGET NARRATIVE

Explain and justify the funds requested in your Project Budget. The budget narrative should be included as **Attachment H**.

Personnel - Internal	
	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.
Personnel – External / Subcontractors	
	Explain why proposed consultant services cannot or should not be provided by project staff. Explain the procurement process you will use to select your subcontractor(s). What will be the scope of their work (tasks, # of hours on project, rate)? Include details of the sub-contractor’s scope of work(e.g., “Will provide bike rodeos at x# of schools lasting 2 hours each using 2 staff members for grades 2 through 6”.)
Equipment and Supplies	
	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.
Promotion/Advertising	
	Explain how the costs were determined and justify the need for the various activities. Provide an explanation of the link between the promotion 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 http://www.ecfr.gov/cgi-bin/text-idx?SID=191c7ea34d015b16a587c102c8ad79f6&mc=true&node=sg2.1.200_1419.sg16&rgn=div7 . Food is not an allowable expense and will not be reimbursed. Bike helmets for distribution to students is also not an allowable expense, however, bike helmets purchased for use with a bike rodeo or in-classroom instruction is allowed.
Printing	
	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.
Other	

	Explain how the costs were determined and justify the need for any other proposed expenses. Provide an explanation of the link between the item or activity and the project outcomes.
Match	
	Describe your cash match for your project. Where does the match come from and what expenses will they cover of your project. Funds from other Federal grants cannot be used for the match. The expenses for these match dollars must be included in your invoicing for reimbursement, if awarded a grant. Be sure your cash match is reflected in your total project cost.

SECTION 7: Previous SRTS Grants

Has your organization/school district submitted any SRTS grant applications previously? If not, state that you have not and then skip the rest of this section and proceed to Section 8. (Maximum 1 page)

- a) List each application with year you applied, amount requested, whether you received the grant, and whether it was infrastructure or non-infrastructure. Contact the CDOT SRTS program manager if you need help with this question.
- b) Did you complete the project for which you received funding? If so, please estimate (based on the data obtained by the pre and post student tallies, parent surveys, and 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? Are there plans to complete it? If yes, when? If not, why not?
- d) Please summarize the major accomplishments detailed in the final accomplishment report and include data on how the program has changed behavior and/or culture at the school(s).
- 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 or school district?

	#1	#2	#3	#4	#5
Year Applied					
Project Type- Inf or Non-Inf					
Amount Requested					
Funded?					
Project Completed?					
Project On-going?					
Major Accomplishments					

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:*
- 1) *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.*
 - 2) *For all completed projects, please provide data documenting changes in the number of students walking or biking to school.*
 - 3) *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 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, parent and student education, 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, 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. These programs can be informal or very structured. Both SRTS National Partnership (www.saferoutespartnership.org) and PedNet, a national consulting firm, (www.pednet.org) provide technical assistance and trainings on establishing walking school bus programs.

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 “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.codot.gov/programs/bikeped/safe-routes>.

GENERAL RESOURCES

Colorado Safe Routes to School – <http://www.codot.gov/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, and 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.

- Getting More Students to Walk and Bicycle: Four Elements of Successful Programs – <http://saferoutesinfo.org/sites/default/files/resources/Getting-More-Students-to-Walk-and-Bicycle-for-Practitioners.pdf>

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>

This provides 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 to implement Safe Routes to School programs. They also have a number of resources on SRTS program development.

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

LiveWell Colorado and CDOT work together to produce a monthly e-newsletter, *The Spin*, which is designed to facilitate information sharing about programs and ideas around Colorado SRTS.

Walk and Bike to School Day – www.walkbiketoschool.org

The National Center for Safe Routes to School provides registration and resources for Walk to School Day and Bike to School Day events. Walk to School Day is held in October each year and Bike to School Day in May.

DATA, PROGRAM, AND POLICY RESOURCES

There are additional resources on CDOT's Safe Routes to School website that may be helpful as you develop or expand your SRTS program. Find the list at www.codot.gov/programs/bikeped/safe-routes/resources.

INFRASTRUCTURE/ENGINEERING PROJECT RESOURCES

As you consider all possible solutions for your safe routes to school barriers, infrastructure and engineering solutions should be a strategy that you consider in your long-range plans. This resource may be helpful.

Colorado Department of Transportation – Designing Streets for Pedestrians and Bicyclists-
<https://www.codot.gov/programs/bikeped/design-policy.html>

This provides various sources of information on designing and engineering bicycle and pedestrian facilities. New technologies and a wide variety of design tools are available to guide the development of multimodal facilities that are truly bicycle and pedestrian friendly.

Addendum C: 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, and 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.

AUDIENCE:	PARENTS	CHILDREN	SCHOOL STAFF	NEIGHBORS	LOCAL TRAFFIC	PARTNERSHIPS & OTHER
PROBLEM: 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	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			Yard signs – slow down	Trailer signs with messages	Law enforcement
Unlawful Driving	Communicate laws, rules, and regulations – public streets and on school property		1) Staff outside at drop off & pick up times 2) Trained crossing guards		Press releases & PSAs	Law enforcement
Traffic Congestion Around School	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	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 2) Conduct walking audit	Educate them about roads w/o sidewalks, etc.		Include neighbors in planning	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 3) Align with school's anti-bullying initiative	1) Teach to walk with parents, or if older, with buddies 2) Teach them to report issues immediately and to whom	1) Work with Safe2Tell program 2) Address issues immediately	Work with Neighbors and Watch groups		1) Law enforcement 2) PTA/PTO 3) Homeowners groups 4) Others working on neighborhood & school crime and bullying

Addendum D: Sample Project Budget

SAMPLE COMPLETED BUDGET FOR NON-INFRASTRUCTURE PROJECT

Item	Qty (# or Hours)	Unit (e.g., hours, each)	Unit Price or Rate	Total
Personnel – Internal				
Project Coordination	300	Hrs	\$35	\$10,500
Contractual Services				
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	18	Hrs	\$50	\$900
Equipment and Supplies				
Approved Incentives for student encouragement	4	Schools	\$500	\$2,000
Safety saucer cones for bicycle training	4	Set	\$25	\$100
Safety cones for bicycle training	4	Set	\$20	\$80
Bicycles for bicycle training	10	Ea	\$250	\$2,500
Bike & Ped Education Library books	4	Schools	\$150	\$600
Bike helmets – provided by XYZ group	25	Each	\$10	\$250
Promotion/Advertising				
Press release announcing events	2	Ea	\$0	\$0
Newspaper ads promoting Walk/Bike to School events	3	Ea	\$250	\$750
Printing				
Parent surveys & student tallies	4	Schools	\$200	\$800
SRTS newsletters	4	Schools	\$200	\$800
Total Project Budget				\$43,280
Requested SRTS Funds (80% of total project budget)				\$34,624
20% Cash Match (20% of total project budget)				\$8,656

Addendum E: Scoring Criteria for Non-Infrastructure Projects

Each section of the application has a determined number of total points available. The Advisory Committee considers the following criteria to evaluate eligible applicants as outlined in state statute:

- The demonstrated need of the applicant;
- The potential of the proposed project to reduce injuries and fatalities among children;
- The potential of the proposed project to encourage walking and bicycling to and from school;
- The extent to which the application identifies existing safety hazards;
- The extent to which the application identifies existing and potential walking and bicycling routes and the extent to which the proposed project would improve or connect them (infrastructure projects); and
- Support for the proposed project from local school-based associations, traffic engineers, elected officials, law enforcement agencies, and school officials.

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 25 points available (27 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. Map of school(s) with 1 or 2-mile radius indicated included. School wellness policy attached.

Extra credit (1 point): The NCSRTS pre-evaluation reports, including both the parent survey and student tally, are attached to the application **AND** results are incorporated into your action plan.

Extra Credit (1 point): School district wellness policy contains language which supports students walking and biking to and from school **AND** page number in policy is indicated.

SECTION 2: Tell us about your project. Total of 25 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 manager is clearly identified and statement on roles and responsibilities and relevant experience and qualifications is included. Project incorporates both bicyclists and pedestrians.

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.

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).

SECTION 5: How will you measure your success? Total of 25 points available

_____ 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. In addition to the REQUIRED pre- and post-evaluation SRTS student in-class tally and parent survey, you describe how you will evaluate the success of the project and measure your project’s impact and effectiveness. 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.

SECTION 6: Budget Proposal and Budget Narrative. Total of 10 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.

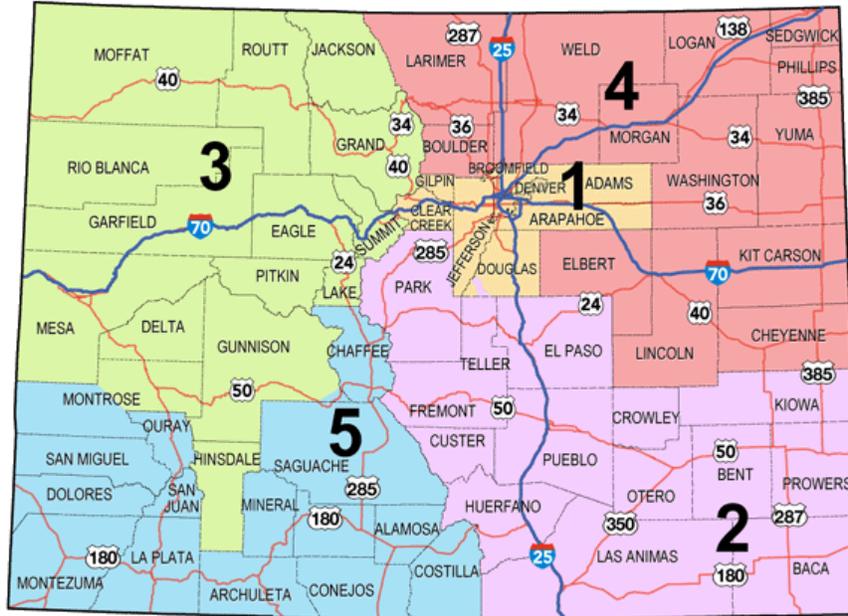
SECTION 7: Previous SRTS Grants. No points for this section.

While no points are awarded to this section, the advisory committee considers your past grant experiences and project achievements as an indicator of future program successes. You are not penalized for not having previous SRTS grants.

Addendum F: CDOT Regions Map and Congressional District Map

CDOT Regions Map

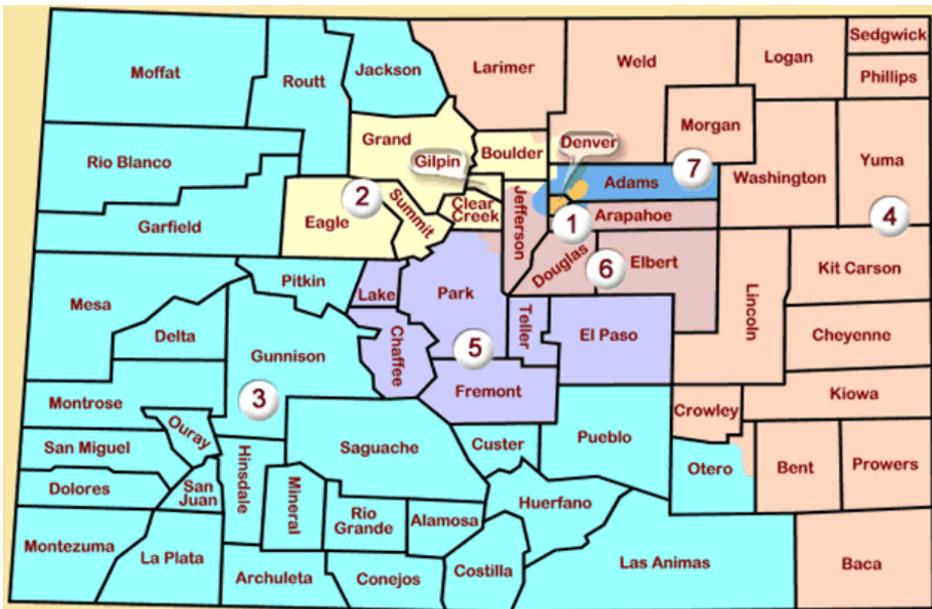
Use this map to identify which Colorado Department of Transportation region your school district, city or county falls within. Indicate your Region on your Contact Information Sheet.



<https://www.codot.gov/programs/planning/documents/resources/cdot-region-map/view>

Congressional Districts

Use this map to identify which Congressional District your school district, city or county falls within. Indicate your district on your Contact Information Sheet



For 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 for non-infrastructure projects.

Addendum H – School Demographics

Complete this chart and include as **Attachment B** in your application.

ATTACHMENT B – School Demographics

School Name	Address (street, city, zip)	# of Students	Grades	Demographics*	# Walk	# Bike	# within 1-mile	Busing Distance	# Benefit**	% F/R Lunch***

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