

# SafeRoutes

Colorado Safe Routes to School



**Application for Non- Infrastructure  
(education) Projects  
FY 2013**

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## Important Changes affecting the 2013 Grant Cycle

### 80/20 Cash Match

Local agencies who are considering an application should be prepared for a 20% local cash match for funds requested. Due to recent legislation changes at the federal level, CDOT may not be able to fund SRTS projects at 100% federal dollars and wants agencies to be prepared in the event an 80/20 match is required. More information regarding match requirements will be forthcoming as guidance from the Federal Highway Administration is released.

Sources of local cash match could be your local government, Metropolitan Planning Organization (MPO), school district, law enforcement, regional transportation authority, or local fundraising. Federal funds cannot be matched with other federal sources.

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

## 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 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; and 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.

This program is 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.

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).

The 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 and C** 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
- Implementing a Remote Drop-Off Program
- Walking & Bicycling School Bus Programs

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 Program Manager at 303-757-9088.

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 7, 2012	Applications due to CDOT office by 4:00 p.m.
December 10, 2012- December 21, 2012	SRTS Coordinator's application review and administration.
December 21, 2011	Applications distributed to Advisory Committee for review and scoring of projects.
Mid February 2013	Advisory Committee selects projects.
Mid March 2013	Project recommendation to Transportation Commission for approval
Early April 2013	Applicants notified.
Mid August 2013	NI Contracts completed between CDOT and Grant Recipients.
November 1, 2013	All NI Contract NEPA requirements must be completed.
July 31, 2016	Last date for project completion.

### Application Checklist

- Application's cover page is a completed Contact Information Sheet
- Sections 1-6 answered in concise narrative not to exceed the maximum page requirements. Page margins must be 1 inch and answers must be typed in Times New Roman 12 point font. Applications that exceed page maximums or are not formatted according to the margin and font requirements will not be accepted.
- 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 7, 2012

- Return an original, ten photocopies and one CD (PDF copy) of 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](mailto:srts@dot.state.co.us) Phone: 303-757-9088

- All copies of applications must be stapled or bound. Paper clipped copies will not be accepted!**

## 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:                      Click here to enter text.

Contact Name:                      Click here to enter text.

Contact Title:                      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.

Best Phone # to Call:                      Click here to enter text.

Contact E-mail:                      Click here to enter text.

Contact Fax:                      Click here to enter text.

Amount of Funding  
Requested:                      Click here to enter text.

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

School Name(s)  
& Address(es):                      Click here to enter text.

CDOT Region                      R1                       R2                       R3                       R4                       R5                       R6

(See Addendum E)

Congressional District:                      D1                       D2                       D3                       D4                       D5                       D6

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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.

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

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

(Maximum 1 page narrative, plus attachments.)

- 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 relevant crash data, traffic counts, speed limits, environmental factors, or other safety issues, as appropriate. Make sure to explain how this data relates to the problem. If no relevant crash data is available, how are you preventing future crashes?*
- c) *Complete the following chart for schools affected by proposal:*

### EXAMPLE CHART

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%

\*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

*Attach 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 2: Tell us about your project.

How do you propose to help solve the problem you will identify in Section 1? (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 1?*
- c) *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? If you're applying as a single school, how will you share your efforts with the broader school district?*

*Sustainability Examples:*

- *Ongoing data collection regarding student participation in bicycle and walking programs for use in annual reports, school webpages, and SRTS project evaluation after completion of the project*
  - *Establishment of wellness committees or SRTS teams*
  - *Yearly train the trainers*
  - *Integration of bicycle and pedestrian lesson plans in core subjects. (See CDOT Website)*
- d) *How will you ensure parents and the neighborhoods/community are engaged and educated about more children biking and walking safely? Posting Safe Routes to School information on the school(s), school district and/or partner organization websites is strongly encouraged and a plan should be in place for engaging parents.*
  - e) *Who will manage the project if different from the contact person? Please provide a signed statement from the project manager stating his or her role.*
  - f) *Who are you going to target with your program?*

### SECTION 3: Project Timeline

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

*Is your project ready to implement? What is the timeline for your project? Based upon receiving written "authorization to proceed" from Colorado DOT, 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 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.*

**EXAMPLE TIMELINE:**

DATE	MILESTONE
August 2013	Authorization to proceed
2013-2014 School Year	Integrate K-8 bike/ped lesson plans into classrooms (Lesson plans are available at <a href="http://www.coloradodot.info/programs/bikeped/safe-routes">www.coloradodot.info/programs/bikeped/safe-routes</a> )
September 2013	Pre- Parent Survey and Student Tally (If not already completed for application extra credit)/ School walkability audit / Photovoice
October 2013	Walk/Bike to School Events
January 2014	Mid-Term Evaluation
March 2014	Spring Education Kick-off & Bike to School Events
June 30, 2012	Last date for project completion and final report to CDOT
April 1, 2012	Spring Education Kick-off & Walk/Bike to School Events
April 30, 2012	Post- Parent Survey and Student Tally
June 30, 2012	Last date for project completion and final report to CDOT

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

## SECTION 4: Who are your partners?

What collaborations have you created to ensure the success of your project? (Maximum 1 page.)

Please provide the following information for your partners:

- a) *Participating Organization/Partner*
- b) *The role they will play in the development of your project. Please be specific.*
- c) *Please attach a letter of support from the partners you identify. **Form letters and generic letters of support are not acceptable!***

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

- School officials
- Local traffic engineers
- Law enforcement agencies
- Public health agencies or organizations (LiveWell, Kaiser Permanente, Children's Hospital)
- School-based associations
- Local elected officials
- Nonprofit groups
- Local Bike Shops
- Students!!
- Media (Local newspapers love to cover Safe Routes to School community efforts)
- Home Owner Association (HOA)
- Neighbors and neighborhoods surrounding school and project area

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

**Pre- and Post-Safe Routes to School Evaluations (i.e. student tally and parent survey), progress reports, and a final accomplishment report form are required. (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. The committee will look favorably upon projects that provide ongoing data collection to track performance like seasonal participation rates.*
- 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 application appendix. <http://www.saferoutesinfo.org/data/>*

*Your measurements 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*

## **SECTION 6: Budget Proposal**

See Addendum A for an example of a completed budget.

**Remember to factor in a 20% local cash match in your budget proposal, unless notified otherwise by CDOT.**

Sources of local cash match could be your local government, Metropolitan Planning Organization (MPO), school district, law enforcement, regional transportation authority, or local fundraising. Federal funds cannot be matched with other federal sources.

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: Previous SRTS Grants

**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.) Maximum: 1 page**

- a) Briefly summarize your previous SRTS 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(s)? How were your efforts sustainable? Why is additional SRTS grant funding necessary for your school?*

## SECTION 8: Subcontractors

**Will you be subcontracting with an individual or organization to perform any of the activities included in this SRTS grant application? (If not, you may skip 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 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 Project Budget

### SAMPLE COMPLETED BUDGET FOR NON-INFRASTRUCTURE PROJECT

Item	Requested SRTS Funds
<b>External Personnel</b>	
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
<b>Internal Personnel</b>	
2 Lead PE Teachers to get LCI trained (\$50/hr non-paid time or overtime, plus fees)	2500
<b>Equipment and Supplies</b>	
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
<b>Promotion/Advertising</b>	
Press Release announcing events...	0
Newspaper ads promoting SRTS safety (Oct & Apr)	500
<b>Printing</b>	
500 Brochures by In-Kind Printing	0
<b>Facility Rental</b>	
City Center Rec Room (Committee Meetings, etc)	0
<b>Total</b>	<b>\$13,350</b>

**Remember to factor in a 20% local cash match in your budget proposal, unless notified otherwise by CDOT.**

## 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](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](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](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: Sample Non-infrastructure Program Descriptions

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

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

**Crossing Guard Program:** 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. Free resources available on CDOT SRTS website.

**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 conducting outreach or other action. Also see Bicycle of Pedestrian Audit defined above.

**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.

**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 and carpool programs. A park and walk program makes use of an off-site location (such as a nearby church or park) as a parking area for parents who then walk their child to school or join a regularly scheduled walking school bus to complete their journey.

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

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

## Addendum 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>.

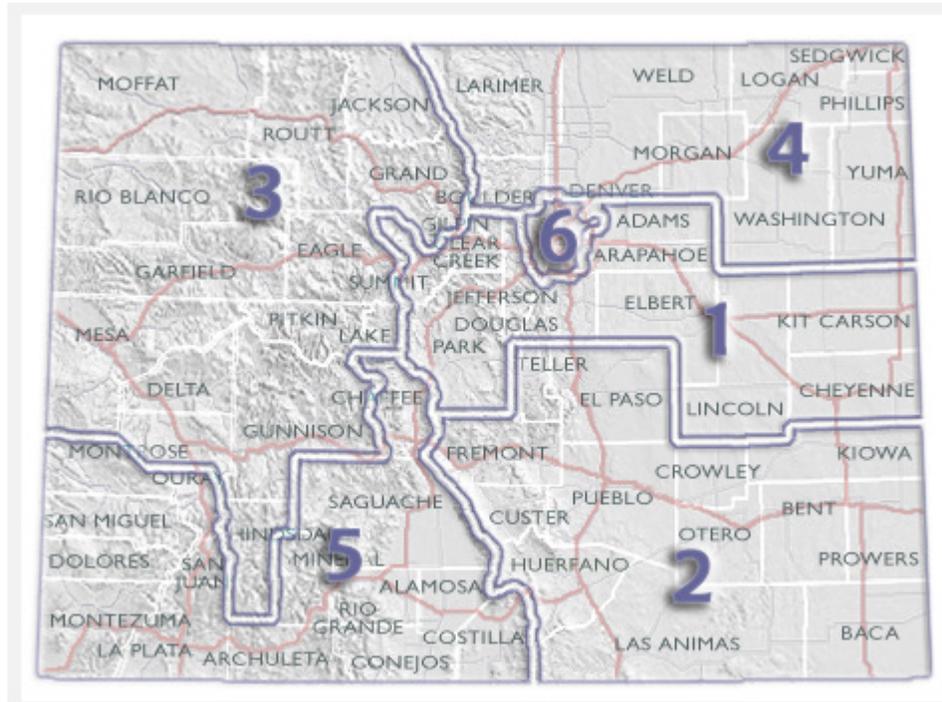
Will your project ...

- 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 these regions.

<http://www.coloradodot.info/about/regions.html>



### Region CDOT Contacts:

Region 1:           Azeb Hailu, Engineering  
(303)365-7337  
[Azeb.Hailu@dot.state.co.us](mailto:Azeb.Hailu@dot.state.co.us)

Darin Stavish, Planning  
(303)365-7047  
[Darin.Stavish@dot.state.co.us](mailto:Darin.Stavish@dot.state.co.us)

Region 2:           Wendy Pettit, Planning  
(719)546-5748  
[Wendy.Pettit@dot.state.co.us](mailto:Wendy.Pettit@dot.state.co.us)

Region 3:           Brian Killian, Engineering  
(970)683-6253  
[Brian.Killian@DOT.STATE.CO.US](mailto:Brian.Killian@DOT.STATE.CO.US)

Mark Rogers, Planning  
(970)683-6252  
[Mark.Rogers@DOT.STATE.CO.US](mailto:Mark.Rogers@DOT.STATE.CO.US)

Region 4: Abra Geissler, Engineering  
(970)350-2269  
[Abra.Geissler@dot.state.co.us](mailto:Abra.Geissler@dot.state.co.us)

Tim Tuttle, Engineering  
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## 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: 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.

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### **SECTION 2: 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 meaning SRTS activities/education will continue at school(s) after grant money is spent; Project manager is clearly identified; Project audience and school demographics are clearly identified.

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

\_\_\_\_\_ Timetable is complete and reasonable for planned activities.

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**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).

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**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.)

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**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

<b>PROBLEM &amp; AUDIENCE</b>	<b>PARENTS</b>	<b>CHILDREN</b>	<b>SCHOOL STAFF</b>	<b>NEIGHBORS</b>	<b>LOCAL TRAFFIC</b>	<b>PARTNERSHIPS &amp; OTHER</b>
<i>WALKING &amp; 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 &amp; 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