2011-2013 Application Guide

SAFE ROUTES TO SCHOOL

Oklahoma Department of Transportation

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Introduction

The Oklahoma Department of Transportation (ODOT) is pleased to present the Oklahoma Safe Routes to School Program (SRTS). This 100% federally funded program was authorized by Congress as part of the August 2005 transportation reauthorization bill known as SAFETEA-LU (Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users).

The Program empowers communities to make walking and bicycling to school a safe and routine activity once again. The Program makes funding available for a wide variety of programs and projects, from building safer street crossings to establishing programs that encourage children in kindergarten through the eighth grade and their parents to safely walk and bicycle to school.

It is extremely important for Project Sponsors to read the information provided in the Application Guidelines prior to the completion and submittal of the final application document to ODOT for funding consideration. ***The application format must be followed exactly*** and all required information must be provided in a neat legible matter. Failure to follow the application format and directions may jeopardize funding for your project.

Each section of the application document is designed to help a Project Selection Committee learn as much about submitted proposals as possible. The answers you provide should communicate your vision and desired outcome for the proposed project. Answers should be complete and concise (brevity is key). Applicants are encouraged to contact ODOT's Safe Routes to School department with questions during any phase of the process.

Safe Routes to School (SRTS) Program Background

In just one generation nationwide, the number of children walking and/or bicycling to school has dropped from over 70 percent to less than 15 percent, and over 50 percent of school age children are routinely driven to school. The results have been costly in both dollars and most importantly in the health of our children. Some of the resulting actions are as follows:

- School traffic congestion has increased, leading to traffic jams and a decrease in safety around schools especially for the few that bike and walk to school. In some communities, school traffic accounts for approximately 25 percent of morning traffic congestion.

- School transportation operating costs in the U.S. exceed $14 billion annually (second only to salaries in annual school budgets).

- According to the Center for Disease Control and Prevention, over one-third of our children today are overweight or obese, as a result of poor diet and lack of physical activity. If nothing is done to reverse this trend, today's children could be the first to have a lower life expectancy than that of their parents.

This unique safety program was created in an effort to substantially improve the ability of primary and middle school students to walk and bicycle to school safely. The program purposes are to:

1. enable and encourage children, including those with disabilities, to walk and bicycle to school;
2. make bicycling and walking to school a safer and more appealing transportation alternative, thereby encouraging a healthy and active lifestyle from an early age; and
3. facilitate the planning, development, and implementation of projects and activities that will improve safety and reduce traffic, fuel consumption, and air pollution in the vicinity of schools.

Desired SRTS Program Outcomes

The listed desired outcomes are intended to help clarify the broad purposes stated in the SRTS legislation and can assist you with project implementation. Understanding the purpose of the program and realizing that it is more than a sidewalk program will ultimately result in a superior application document. Desired outcomes of the Safe Routes to School Program include:

- Increased bicycle, pedestrian, and traffic safety throughout the community
- More children walking and bicycling to and from schools
- Decreased traffic congestion
- Improved childhood health
- Reduced childhood obesity
- Encouragement of healthy and active lifestyles from an early age
- Improved air quality
- Improved community safety
- Reduced fuel consumption
- Increased community security
- Enhanced community accessibility
- Increased community involvement
- Improvements to the physical environment that increase the ability to walk and bicycle to and from schools
- Improved partnerships among schools, local municipalities, parents, and other community groups, including nonprofit organizations
- Increased interest in bicycle and pedestrian accommodations throughout a community

Application Process and Requirements

The Oklahoma Safe Routes to school Program employ a phased approach to the competitive application process. Application documents are available in a pdf fill format, and requires the latest Adobe Reader (down loads and application documents are available at www.okladot.state.ok.us/srts) to utilize. The program phases are as follows:

Phase 1: (February 23, 2011 - May 26, 2011) - Applicants must complete a SRTS Travel Plan (a needs assessment document) and submit to ODOT for review. Upon review, a "Notice to Proceed" letter will be sent to the applicant instructing them to proceed to phase 2, or additional information will be requested by ODOT.

Phase 2: (July 19, 2011 – October 27, 2011) – Upon receiving an approval letter for ODOT, the Applicant must make a determination based on the Travel Plan findings, whether the targeted school(s) and community is ready for a Non-Infrastructure, Infrastructure or both types of projects, and returning the appropriate application document(s) to ODOT by the assigned deadline.

NOTE: Planning ahead will be key to the success of your proposal, as you move from phase 1 to phase 2. It is recommended that you read the "Application Process and Requirements" section of this document before completing phase 1 of the application process.

Eligible Applicants

Eligible applicants for the SRTS program include:

- Schools
- School districts
- Private schools
- State and local governments
- Tribal and regional agencies
- Nonprofits may also apply by partnering with an approved ODOT sponsor (schools, school districts, private schools, state and local governments, tribal, and regional agencies). The sponsor must agree in writing to be the contracting authority.

Projects will be awarded through a competitive statewide application process to benefit kindergarten though 8th grade students.

NOTE: **All Applicants must have an ODOT approved "Safe Routes to School Travel Plan" (a need assessment document) and a "Notice to Proceed" letter from ODOT prior to applying for Infrastructure or Non Infrastructure project funds. The application documents are available at the ODOT Safe Routes web site at http://www.okladot.state.ok.us/srts.**

Eligible SRTS Program Activities

The SRTS Program funds are available for two types of activities, both of which are designed to benefit elementary and middle school students from kindergarten through the 8th grade who reside within a 2 mile radius of the targeted school(s). The activities are:

- Infrastructure projects – Activities that improve and enhance the physical or 'built' environment around schools. The activities include, but are not limited to: sidewalk improvements, traffic calming projects, signage, lighting and speed reduction improvements. See section on Infrastructure for additional examples.

- Non-Infrastructure - Activities that educate or encourage safe walking and bicycling practices for students. This can include, but is not limited to: In-school safety education, public outreach activities, and traffic enforcement related activities. See section on Non-Infrastructure for additional examples.

NOTE: A SRTS Travel Plan is required for consideration of any SRTS funding activity, and must be completed and approved by ODOT, prior to applying for Infrastructure or Non-Infrastructure project funding.

SRTS Funding Limitations

This program is 100 percent federally funded. Requiring matching funds is not permitted. However, the leveraging of additional funding resources is encouraged. Applicants are advised to be as cost-effective as possible, and to maximize available SRTS funds by leveraging other funding sources for proposed projects.

The program is a cost reimbursement program. Applicants must have sufficient financial resources to support project implementation until approved costs are reimbursed by ODOT (the claim process can take up to 45 days). Please be advised, any amount listed in your final cost estimate form as "Committed Local Funds" will have to be substantiated through receipts during the claim process.

SRTS TRAVEL PLAN:
A preliminary SRTS Travel Plan is the first requirement in the application process. There are no funding requirements nor any funds provided for this phase of the process. The Travel Plan is a user friendly needs assessment document designed to help appraise the barriers that hinder walking and biking to and from schools throughout a community.

Applicants may however, apply for funding to expand the preliminary SRTS Travel Plan into a long range comprehensive plan for the community's schools. Funding for this effort will be the same as that of a stand alone Non- Infrastructure project as described below.

Non-INFRASTRUTURE:
The maximum funding for Non-Infrastructure project(s) during this application cycle is $20,000.00, and the minimum is $5,000.00 for each ***stand-alone*** proposal. Applicants may request any amount up to $20,000.00 as part of the required educational component for an Infrastructure proposal (you are strongly encouraged to implement educational programs with a minimum cost of $5,000).

INFRASTRUTURE:
The maximum funding for infrastructure project(s) is $200,000.00. This is for design and construction.

Application Timeline

The schedule below is intended to help assist you in your planning, and subsequent submission of your application(s). **Please keep in mind that this is a guideline and may be subject to change. See Appendix D for the Application Process Flowchart.**

February 23, 2011	Open Application for SRTS Travel Plan
May 26, 2011	SRTS Travel Plan received in ODOT office by 4:00 pm.
July 05, 2011	Approval letters sent to SRTS Travel Plan applicants
July 19, 2011	Open Application for Infrastructure and Non-Infrastructure Projects
October 27, 2011	Infrastructure and Non-Infrastructure Applications received in ODOT office by 4:00 pm.
December 08, 2011	Applications distributed to Advisory Committee for review and scoring of projects.
May 24, 2012	Advisory Committee Selects Projects.
August 2012	Project recommendations submitted to the Oklahoma Transportation Commission for approval.
August 2012	Applicants notified.
October 2012	Contracts between ODOT and Applicants executed and a written Notice to Proceed issued.

Minimum Requirements for the SRTS Program

Federal law requires that Safe Routes to School projects be administered as a traditional federal aid highway project with all applicable rules and regulations during all phases of project development. The following is a list of notable requirements associated with federal aid projects. All or some may apply depending on the scope of the proposed project:

SRTS Travel Plan: Applicants requesting consideration for Infrastructure and Non-Infrastructure funds are ***required*** to complete and receive written approval for a SRTS Travel Plan prior to submitting an application for Infrastructure and/or Non-Infrastructure related projects.

Applicants are advised to submit a Travel Plan for: 1) each stand alone proposal; 2) Non-Infrastructure requests totaling more than $ 5,000.00, and finally, if you would like the Committee to consider the educational component of an Infrastructure proposal as a stand- alone project if the engineering portion of your proposal is not recommended for funding.

A SRTS Travel Plan is a written document that assesses needs, outlines a school community's intentions to make active transportation to and from school sustainable and safe. This is accomplished by reducing individual car trips, increasing walking, bicycling and other active modes of transportation around schools and communities. It is the first step in a successful Safe Routes to School program. The SRTS Travel Plan worksheet is available on the Oklahoma SRTS website http://www.okladot.state.ok.us/srts.

Contractual Agreement with ODOT: Project Sponsors will be required to enter into a contract with ODOT, agreeing to oversee/manage the implementation of their proposed project in accordance with State and Federal requirements. The awarded application document will be used to develop the project scope for the agreement. If aspects of the proposal are deemed ineligible, it will be deleted from the final scope of the project agreement.

TIP/STIP: All funded projects must be coordinated, and programmed into the local Metropolitan Planning Organization's Transportation Improvement Program (TIP) and the Statewide Transportation Improvement Program (STIP). The TIP is part of the Long Range Transportation Plan.

Required Metropolitan Planning Organization Resolution: A Metropolitan Planning Organization (MPO) is an agency created by federal law to provide local input for transportation planning and allocating federal funds to urbanized areas. Applicants located within MPO's jurisdiction (the metropolitan areas of Lawton, Tulsa and Oklahoma City) must receive approval from the appropriate MPO as part of the application process. Contact the MPO administrator to find out the deadline for approval (advise doing this early in the process), and their requirement for SRTS applications. Refer to Appendix E to see if your city/school is within an MPO jurisdiction.

Proposed Projects within an MPO area must include a resolution from the MPO stating the willingness to add the project into their current Transportation Improvement Program (TIP).

ODOT Field Division Involvement: ODOT reserves the right to remove any project that is not maintained if it is located within the state right-of-way. Early coordination (prior to planning and subsequent submittal) with the appropriate Field Division Office is necessary if proposed projects are within ODOT right-of-way. ODOT Field Division Office contact information is listed in Appendix E.

Project Duration: Non-infrastructure projects must be established within **one year** from the written "notice to proceed" date. Infrastructure projects must be complete (from design to construction) within **two years** from the written "notice to proceed" date.

Progress Reports: will be required as a condition of the agreement at appropriate intervals during the life of the project. Dates of reports will be determined based on the timeline submitted in your application.

Plan Design Development: Engineering design for proposed projects must be developed by a registered Professional Engineer or registered Landscape Architect. Proposed projects must be surveyed, and developed in a manner approved by ODOT. Sample plan sets are available upon request.

NEPA: Selected projects will be reviewed for their potential impact to the environment, and must be in compliance with the National Environmental Policy Act (NEPA). In many cases, a simple Categorical Exclusion may be filed. Categorical Exclusions are "a category of actions which do not individually or cumulatively have a significant effect on the human environment, and for which, therefore, neither an environmental assessment nor an environmental impact statement is required". The NEPA process may take up to 90 days to complete (longer if park land is involved), so plan accordingly, but be advised, **any work performed prior to NEPA approval will not be reimbursed**. A list of questions are provided in the Infrastructure application document which will help you

determine if your project will require more than a Categorical Exclusion. Please keep in mind this is only a partial tool and compliance with NEPA requirements is the responsibility of the applicant.

Permitting: Applicants are responsible for any and all local permitting relevant to their project. Applicants should work with their appropriate governmental entity to determine necessary permits.

Project Maintenance Obligations: The Project Sponsor will be responsible for the maintenance of implemented engineering projects, and must provide a plan for how educational programs and activities will be sustained. Early coordination with the appropriate ODOT field division office is necessary when Infrastructure projects occur within ODOT right-of-way.

Private Land Easement: For projects on private land, there must be a written legal easement or other written legally binding agreement that ensures public access to the project. There must be an easement filed on record, which specifies the minimum length of time for the agreement to maximize the public investment in the project. The project agreement should clearly state in writing:

- The purpose of the project.
- The minimum time frame for the easement or lease.
- The duties and responsibilities of the parties involved.
- How the property will be used and maintained in the future.

The project must remain open for general public access for the use for which the funds were intended for the timeframe specified in the easement or lease. The public access should be comparable to the nature and magnitude of the investment of public funds.

Reversionary clauses may be appropriate in some instances. These clauses would assure that if the property is no longer needed for the purpose for which it was acquired, it would revert to the original owner.

Real Property Acquisition: For real property acquisition, all project sponsors must comply with the provisions of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970. Regulations implementing this act are found in 49 CFR Part 24. These regulations will be applied to evaluating the acquisition of real property and any potential displacement activities. See http://www.fhwa.dot.gov/realestate/ua/index.htm

Construction Bid Process: The project sponsor is responsible for the advertising and letting of construction projects through a competitive bid process in accordance to all applicable federal and state laws. The process is subject to approval by ODOT.

Construction Inspection: Construction inspection activities will be the responsibility of the Project Sponsor. ODOT may make unscheduled or scheduled inspections of projects during the construction phase. The inspection of projects during this phase of development will help determine if the contractor is proceeding in accordance to the approved set of plans. Documentation of all activities involved with the project during construction, and a final inspection report is required.

Parent and Student Surveys: An important component of a successful SRTS Program is the evaluation of before and after trends in behavior, health and attitudes related to children walking and biking to school. The National Center for the SRTS Program will be gathering such information from each state, and reporting back to Congress at the end of the reauthorization bill in an effort to substantiate the effectiveness of the program, and to justify the continuation of federal funding.

Applicants are required to conduct surveys of both parents and students at targeted school(s) as part of your SRTS Travel Plan. The electronic surveys are located at: www.saferoutesinfo.org/data (appendix A-1will help you navigate through the data system). The survey information will help generate parent and student interest and participation in the program and provide vital data for understanding the overall environment and attitudes regarding walking and bicycling to school in the community. Successful applicants will repeat the surveys to measure progress (surveys are ideally administered when conditions are most favorable for bicycling and walking to school).

SRTS Training Workshop: **All funding recipients will be required to attend a free one day SRTS training workshop.** The workshop is designed to help communities create successful comprehensive programs that are based on community conditions, best practices and responsible use of resources. The dates and times for the workshop will be posted on the SRTS website located at http://www.okladot.state.ok.us/srts.

Project Reimbursement: SRTS is a reimbursement program for eligible project costs incurred. **Costs incurred prior to receiving a written "notice to proceed" document from ODOT will not be a reimbursable expense.** Unless otherwise agreed to in writing, the following process will be used for the reimbursement of eligible costs during the life of the project (please note: unapproved expenses, and expenses over the agreed amount specified within the executed contract agreement will be the responsibility of the Project Sponsor):

1. Project Sponsor procures services from a Service Provider in a manner approved by ODOT.
2. The Service Provider invoices the Project Sponsor for expenses incurred.
3. The Project Sponsor pays the entire invoice in full.
4. The Project Sponsor invoices ODOT using the ODOT invoicing form provided, and attaches supporting documentation such as, but not limited to: bids, detailed cost break down, and evidence of having paid the Service Provider.
5. ODOT will process claim and issue a check for payment (process takes approximately 45 days in optimum conditions).

Project Selection Process

A SRTS Project Selection Committee will review submitted proposals based on a pre-established project selection criteria, and make final funding recommendations to the Transportation Commission for approval. The Project Selection Committee included representatives from the following agencies/organizations:

- Oklahoma Highway Safety Office (OHSO)
- Oklahoma State Department of Education
- Association of Central Oklahoma Governments (ACOG)
- Indian Nations Council of Governments (INCOG)
- Lawton Metropolitan Planning Organization (LMPO)
- Oklahoma State Department of Health
- Oklahoma Department of Public Safety
- SRTS National Partnership Network Organizer
- Oklahoma Department of Transportation (ODOT)

Submitted projects meeting the minimum application requirements will be evaluated by the selection committee utilizing an established scoring system to analyze a project's:

- Current Problem(s)
- Proposed Project
- Proposed Time Lines/Schedules
- Established Partnerships/Collaborations
- Proposed method for measuring success
- Proposed Project Estimate (a nonrealistic estimate may disadvantage an otherwise great proposal. Professional estimates are encouraged).

Each applicant will be notified by mail as to whether or not their proposed project was selected for funding during this application cycle. In some instances, the Committee may recommend funding for a project which contains ineligible components. In such a scenario, only the eligible components of the proposal will be funded, and the final scope revised.

SRTS Travel Plan Requirements

What is a SRTS Travel Plan?

A SRTS Travel Plan is a written document outlining a school community's intentions for making active transportation to and from school more sustainable and safer for students and the community. The SRTS Travel Plan is developed in consultation with the entire community, and is an important tool in improving student and community health, safety, traffic congestion and air quality. This is accomplished by decreasing individual car trips, increasing walking/bicycling and making the necessary improvements for safety. It is the first step in a successful SRTS program.

The SRTS Travel Plan is created through a team-based initiative that identifies barriers to active transportation alternatives and formulates solutions to address them. It is an important component of a long-term plan for community health and wellness.

Benefits of the SRTS Travel Plan

The SRTS Travel Plan is not just about school travel; it also addresses the goals and objectives necessary for the development of a healthy and livable community. Communities that promote a healthy lifestyle by providing walking and bicycling facilities are desirable to residents. A solid planning initiative is critical for achieving this outcome.

The SRTS Travel Plan provides results in many beneficial ways for schools, including but not limited to:

- ***Greater community awareness and involvement*** regarding travel related issues;
- ***A prioritized set of needs*** and targeted resources;
- ***A mechanism for securing funds*** for projects and programs;
- ***School Wellness Policy fulfillment*** by planning for increased student physical activity;
- ***Continuity of action*** when leadership and participation levels change;
- ***A plan for evaluation*** that tracks progress and outcome;
- ***Creation of new partnerships*** between the school, families, local officials, transportation professionals, police departments, health advocates and communities.

By implementing a SRTS Travel Plan, a community commits to the vision of a healthier world for its children and, ultimately, its residents.

The Travel Plan - How to Get Started

The SRTS Travel Plan worksheet is designed using a 'check box' approach to school planning. It provides a variety of choices to assist in determining a school's active transportation situation, problems and solutions. It also provides opportunities for you to provide information that is not listed in the check boxes in order to fully assess your specific situation.

The SRTS Travel Plan can address the needs of an individual or multiple schools. This flexibility allows for planning at a single school, a multi-school district level, municipal level and more. If your Travel Plan addresses multiple schools, be certain to approach the planning process collectively.

Tips for a successful Travel Plan:

Writing the SRTS Travel Plan requires some effort, but with forethought and good

organization the process can be smooth and efficient. The following provides the framework for gathering information required in putting the SRTS Travel Plan together (resource contacts are listed in Appendix E).

- **Bring together the right people:** Forming a Planning Team is the first step in beginning the work. Identify a diverse set of people who want to make walking and bicycling to school safe and appealing for children (example of team members are: teachers, local governments, PTAs, parents, State officials, students, nonprofit organizations, engineers, planners, and community leaders).

- **Hold a kick off meeting and set a vision:** A goal of the first team meeting is to create a vision and generate next steps for the group members. Gather participants' input on priorities for school travel and get a commitment from the group to continue working together to complete the SRTS Travel Plan.

- **Gather information and identify obstacles:** Collect information regarding the current travel situation as well as barriers which exist for walking and bicycling to and from school within a 2 mile radius.

- **Identify solutions:** Solutions to identify obstacles will include a combination of education, encouragement, engineering, evaluation and enforcement strategies, otherwise known as the "Five Es" (see Section 7). Safety is always the first consideration.

- **Write the SRTS Travel Plan:** Keep your SRTS Travel Plan clear, concise and prioritized and always use the *SRTS Travel Plan worksheet* and format. Detail each strategy and create a realistic time schedule.

- **Get the SRTS Travel Plan and people moving:** Host a knowledge-sharing event to start building enthusiasm for your efforts. Participate in International Walk to School Day or celebrate a Walking Wednesday (see Appendix G). Distribute your Travel Plan to local officials and publicize it in the media for exposure and community buy-in.

- **Evaluate, adjust, and keep moving:** To sustain the program, consider building additional program champions and communicate your success to the public.

SRTS Travel Plan Worksheet Contents

The Travel Plan Worksheet is designed to assist you with the completion of the Travel Plan application document. The sections correspond with the sections in the application document and will help clarify questions you may have while completing the document. Contact ODOT's Safe Routes to School program representatives with additional questions.

SECTION 1: Introduction and Start of the Travel Plan

The introduction section of the SRTS Travel Plan will assist in explaining your understanding and motivation for developing a SRTS Travel Plan. Your introduction should be brief, but capture the essence of what your community hopes to accomplish through the plan.

What to include: Choose a name for your plan. **You will use this same name on your subsequent Infrastructure or Non-Infrastructure applications**. What you select will help explain why the school has chosen to implement a SRTS Program. It will explain your school's main motivations for wanting to improve walking and bicycling to school.

Tips on completing this section: Engaging all stakeholders is the key to accurately representing your community's priorities for school travel. The questions stated above

can be posed to the school community during public input activities such as meetings, interviews, and surveys.

SECTION 2: Team Members

A SRTS Team is a core group of people who are committed to preparing, writing and following through with the SRTS Travel Plan and strategies. The Team includes representatives from a range of stakeholders. In this section you will identify each member of your team.

What to include: List each member of your team and his/her affiliation using the space provided. You may enter as many members as you like. Choose a primary contact person for the team members listed.

Tips on completing this section: The most successful SRTS Travel Plans are created by a variety of stakeholders who are concerned with safe and active transportation alternatives to and from school within their community. School officials have an intimate knowledge of how students travel to and from school. Neighbors can testify to the impact that school-related traffic congestion has on the community. Students can express what is important to them with respect to their journey to and from school. Local traffic engineers can contribute expertise related to physical improvements along school routes. By including a diversity of perspectives during the SRTS Travel Plan process, you will ensure a more comprehensive plan, and increase the likelihood of a successful program.

Keep your team to a manageable number of participants. You will have an opportunity to consult the larger community as you work to identify obstacles and solutions.

SECTION 3: The Public Input Process

In addition to building a great SRTS Team, your efforts should include consultation with the larger school community and the public. There are many ways to accomplish this efficiently while still gathering critical information. This section requires you to report your public input processes.

What to include: This section of the worksheet, identifies a number of ways to engage the public. The bulk of the public input process is designed to assist you with gathering both baseline data and information regarding barriers and obstacles to walking and bicycling to school. However, be sure to remember to bring your finished Travel Plan back to the public for review and approval. Revision of your Travel Plan may be needed.

Following is a list of the types of public input processes included in the Section 3 checklist, and ideas on how to carry them out:

- **Administer parent surveys (this is required)** – The National Center for Safe Routes to School recommends using a parent survey to capture critical attitudes of parents and caregivers regarding walking and bicycling to school and opinions of both real and perceived dangers. Surveys can also gather information regarding problems along the walking route and how far students reside from school. A standard Parent/Guardian Travel Survey is available on the Oklahoma SRTS web site http://www.okladot.state.ok.us/srts.
- **Host public meetings** – This involves a 'town hall' style gathering where general members of the public are invited to participate and offer their opinions. Set a date, publicize the meeting and use the time to discover the community's vision for walking and bicycling to school and brainstorm obstacles and solutions. Meetings can be held at schools, city hall, local library or church.
- **Interview key stakeholders** – Talking individually with those directly involved with student travel can provide valuable insight into the issues at hand. Principals, crossing guards, parents, local traffic engineers and law enforcement are good people to contact for interviews. A Stakeholder Interview Sheet is available on the Oklahoma SRTS web site http://www.okladot.state.ok.us/srts.

- Solicit student opinions – Students often have a unique perspective on walking and bicycling to school. After all, they are the ones doing it! Get their input by including them as members of the SRTS Team and in other general public input activities, or you can specifically ask students what they think through the student council, during an assembly or as part of an essay assignment.
- Provide public comment period – One simple way to gather public opinion is to announce a public comment period. Pose a single question to the public: How can we improve walking and bicycling to school in our community? Publicize the question through newsletters, web sites and email and provide a feedback mechanism.
- Conduct an engineering study – Professional traffic engineers and planners have tools at their disposal to audit both the school zone and travel routes for safety and access of walking and bicycling students. Contact your municipal or county transportation office and see if they are available to study your school area. Contact for crash data information can be found in Appendix E.
- Conduct a community 'walkabout' or 'bikeabout' – Although traffic professionals are required for the planning and design of infrastructure improvements, citizens can participate in analyzing pedestrian and bicycle facilities and accommodations. Neighborhood walkabouts and bikeabouts are environmental analysis exercises used in many SRTS programs to raise awareness of the obstacles and conditions impacting walking and bicycling, to garner support for needed changes and to gather information needed to help create school route maps. Have participants use the Walkability and Bikeability Checklist (located on the SRTS website) to record their impressions during any community walking exercise.
- Incorporate your town's existing bike or pedestrian Travel Plan recommendations – Some communities may have approved bicycle or pedestrian plans in existence. These documents may already have accomplished some of the same work you are seeking to carry out through the SRTS Travel Plan process. Consult your local jurisdiction or Metropolitan Planning Organization (MPO) (see resource contacts in Appendix E) to find out if an existing plan is available, see where your goals overlap, and tailor your Travel Plan to include any strategies that serve both sets of needs.
- Incorporate School Wellness Policy objectives – Schools participating in the National School Meals Program (also known as the Title One Program) are required to develop and adopt a local School Wellness Policy, including student nutrition and physical activity goals. Check your school's Wellness Policy to see if these goals correspond to any of the SRTS activities.

There are other examples of public input processes not identified in the checklist. Make certain you note these activities in your SRTS Travel Plan.

Tips on completing this section: The different processes for consulting the public require different levels of participation. Some processes reach a targeted group of people; others reach a wide variety of individuals. Similarly, some processes capture the input of many people; others only consult a handful. Utilize the processes that best suit your school's availability of time, energy and resources.

SECTION 4: **Description of the School(s)**

In this section, you will provide some background information about your school(s) and community.

What to include: The scope of your SRTS Travel Plan must be addressed. Does the Plan address the needs of a single school, a school district, a municipality, a county, a region, the entire state, or some other area?

Tips on completing this section: Think strategically about the size and breadth of your SRTS Travel Plan, and how many schools will be included. Some communities may

wish to do a large Travel Plan, covering the needs of as many schools as possible, while others may wish to start with a single pilot school to test out strategies and evaluate effectiveness before broadening the effort.

SECTION 5: **Current School Travel Environment**

Section Five paints a picture of how students and families currently make the trip to and from school. This includes important baseline data that will help your school determine the impact of their initiatives and also measure success. **If your plan includes multiple schools, make a combined estimate of the following information for all sites.**

What to include:

- Current travel modes and numbers - Identify the types of transportation modes currently being used by students for the trip to and from school, and provide the number of students utilizing each mode of transportation.
- Distance lived from school – How many students live within walking distance (under 1 mile radius) or bicycling distance (under a 2 mile radius).
- Supports during student travel times – Many schools have supports in place to assist with processes and procedures during student arrival and dismissal. These mechanisms can help with directing traffic, ushering students across busy streets or helping provide students with safe homes or businesses in case of threats to personal safety or security. Please detail any supports unique to your school that are not included in the checklist.
- Arrival/dismissal procedures – Explain the process by which students arrive and leave the school each day, whether by foot, bike, daycare, bus or family vehicle etc. Include any special procedures involving teachers or staff. Details may include the time periods for each, which/how many doors are used, number of personnel involved, morning line-up procedures, etc. Describe the location of parking lots, school bus and private vehicle pick-up and drop-off zones, bike parking areas, etc. For multiple school locations, summarize as best as possible.
- School travel policies – List any official or unofficial school policies relating to student travel, such as bicycling bans, early dismissal of walking/cycling students, age restrictions or special permissions related to walking/bicycling, etc.
- School Safety (or 'Hazard') Busing – Communities in Oklahoma sometimes provide special bus service to students who do not qualify for regular bus service (living less than 1 ½ miles from school) yet experience a specific road or traffic hazard which prevents them from safely walking or bicycling to school. These hazards can be eliminated through a Safe Routes to School initiative. Check with your school district to find this information.
- What is your school already doing – This section should include anything your school is currently doing or has done in the past that promotes active transportation, health lifestyles, traffic safety, etc.

Tips on completing this section: Use the Student Travel Tally Sheet (available on the National Center for SRTS web site www.saferoutesinfo.org/data to determine current modes of transportation. The Student Travel Tally Sheet is a hand-raise survey completed in the classroom with students for one week that measures how each student travels to and from school each day.

To discover the distance students live from school, investigate whether your school district transportation office has a map that plots student addresses and make estimates from there. You can also gather distance information by administering the Parent/Guardian Travel Survey, discussed in the next section.

If your school has specific travel policies, they may be included in a parent handbook. Interview the school principal or other school officials to obtain information about these items.

SECTION 6: **Current Barriers to Active Transportation**

Section 6 identifies obstacles that hinder student's ability to walk or bicycle to school. Obstacles can include physical barriers (missing or poor walkways and bikeways, distance, lack of access or street lighting, difficult crossings), traffic problems (driver recklessness, vehicle volumes and speeds) public safety issues and attitudes toward walking and bicycling. Knowing which problems to address first will help you make progress towards a positive change.

What to include: The checklist provided in Section 6 of the worksheet identifies a number of common barriers to walking and bicycling, but is by no means comprehensive. It is important to add specific obstacles common to your community in addition to what is provided.

Following is a summary of the types of barriers included in the Section 6 checklist:

- Traffic crashes – You may or may not be aware of the crash history of your community. A pattern of traffic crashes is often a strong indicator of areas needing improvements. Summarize any available data regarding the number of traffic crashes within a 2 mile radius of the school. Describe the locations and conditions under which crashes occur, as well as the applicable years (example crashes between 2007 and 2009, etc.) Your local Law Enforcement, Public Health Department, Department of Public Safety and Department of Transportation may be able to help with these statistics (see Appendix E for resource contact information).
- Missing or insufficient walkways – Sidewalks and side paths are the primary pedestrian facilities that permit children access to school by foot. Many communities are missing this critical and basic component; others have "start and stop" sidewalk networks with gaps along the way.
- No safe place to ride a bike – People tend to bicycle more when they have a safe, comfortable space in which to ride. However crowded streets, high traffic speeds, poor connectivity and broken or rough pavement can prevent people, particularly children, from riding a bike in their community.
- Crossing streets and intersections is difficult or dangerous – A common obstacle to walking and bicycling is the inability to cross streets due to a lack of safe crossing points. Some streets are extremely wide creating an unreasonable crossing distance for children. Others have no traffic controls, thus preventing safe navigation, and many crosswalks are poorly marked or not visible to motorists.
- Primary arterials and expressways act as dividers – Some roadways are so busy, dangerous or wide, they effectively dissect parts of a community from each other. Multi-lane roadways with high speeds can separate residential areas from schools. When major highways or expressways pass near a school, it can create difficult and dangerous situations such as exit and entrance ramps, overpasses and interchanges that are not navigable by foot or bike.
- Walkways are not accessible to students with disabilities – Students who utilize alternative mobility supports, such as wheelchairs, require curb ramps with a particular slope in order to navigate walkways safely. Additionally, visually disabled students require special accommodations and 'warning' features, to alert them of hazards along walkways (as required by Americans with Disabilities Act).
- Distance to school is too far – Many schools are now being built outside of residential areas on fringe property, several miles away from students' homes. This effectively prevents many students from walking or bicycling to school.
- Bike parking at school is missing, insufficient or non-secure – Many students would choose to bicycle to school if bicycle racks or other parking facilities existed. Existing bicycle racks at schools are sometimes in disrepair, or are not

situated in secure locations, leaving student bicycles vulnerable to vandalism or theft.

- Dangerous driving and speeding on streets – Reckless driving greatly impacts the safety of walking and bicycling students. Many communities grapple with the difficult task of calming traffic and increasing adherence to traffic laws. High posted speed and poor street design can contribute to unsafe driver behaviors.
- Drop-off and pick-up process creates congestion and unsafe behaviors – The amount of traffic on Oklahoma streets is increasing every year, and a major source is attributed to vehicle trips to and from school. Student arrival and dismissal times are often characterized by long lines of vehicle traffic, clogged streets and parking lots, and illegal parking. Many schools complain about impolite or even aggressive behavior by drivers – including parents.
- Public safety concerns – Anxiety surrounding public safety and security can also impact student walking and bicycling. Fears of crime and violence can range from gang activity to stranger abduction to stray dog attacks. Whether real or perceived, peoples' level of confidence in the safety of their community can act as a powerful barrier to walking and bicycling among students.
- School policies – Occasionally schools will enact a policy that dissuades or outright prohibits active student transportation practices. Bicycle and walking bans can be found at some schools. Sometimes these policies have existed for years, with no one remembering why or when they were enacted.
- Local ordinances negatively impact pedestrians and bicyclists – Some communities prohibit the construction of pedestrian or bicycle infrastructure along certain types of roads. Cities and other agencies can often create environments that favor motorized vehicles over pedestrians and cyclists. Check and see if any of these conditions exist in your area.

Tips on completing this section: Refer back to Section 3 on public input processes to see if one of these activities can assist you in gathering information on barriers. In particular, community walkabouts and professional engineering audits may prove extremely valuable, as well as conducting the Parent/Guardian Travel Survey (available on the National Center for SRTS web site www.saferoutesinfo.org/data.

Assign a small group to observe student drop-off and pick-up times. It can be an eye-opening experience for those who are not familiar with the procedures. Videotaping these scenarios to be shown later at public sessions or at Safe Routes to School Team meetings can provide a meaningful context to your SRTS Travel Plan process.

Your local police department often keeps information on crime hot spots and crash locations. Check to see if they have any recommendations for areas you should pay particular attention to.

SECTION 7: **Creating Solutions**

You will no doubt have developed a varied and diverse list of barriers to walking and bicycling to school. Similarly, your solutions will be multi-faceted, addressing barriers on a variety of different levels. You will also require the participation of experts and stakeholders from several different groups and organizations with different perspectives to make your Travel Plan as effective as possible.

Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes what is termed the "5 E's" (Engineering, Education, Enforcement, Encouragement, and Evaluation).

- Engineering – Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails, and bikeways.

- Education – Teaching children, parents, neighbors, as well as city and school officials about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity of schools.
- Enforcement – Partnering with local law enforcement to improve compliance with traffic laws in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement such as crossing guard programs.
- Encouragement – Using events and activities to promote walking and bicycling.
- Evaluation – Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the intervention(s).

The National Center for Safe Routes to School has an excellent online guide that provides detail and resources on 5 "E's" activities. Visit their website at www.saferoutesinfo.org.

What to include:

1. **Goals** – The goals of your SRTS Travel Plan are generally broad statements that express the overall focus of your Travel Plan. Goal statements answer the question, "What do I want to achieve?" You may choose one or both goals listed as checklist items in the *Travel Plan.* Some schools may desire higher levels of walking and bicycling among students. Other schools already experience high levels of walking among students, and are primarily concerned with improving safety.
2. **Strategies** – Strategies are specific, measurable activities that answer the question, "How will I meet my goal?" Your strategies should directly address the barriers identified in the previous section. They will be framed using the 5 "E's" approach, with "evaluation" being expressed as a measurable target and timeframe for implementation. Select as many strategies as you like to help you achieve your goal(s).

   You must choose at least one strategy from each of the following categories to be considered for Oklahoma SRTS funding: Education, Encouragement, Enforcement and Evaluation. Engineering strategies may or may not be indicated for all School Travel Plans and are optional.

Tips on completing this section: Your team will be called upon to truly work together and pool its expertise. The number of strategies listed in "Creating Solutions" may seem overwhelming, and you may not be familiar with all of them. Many of the strategies are self-descriptive: constructing sidewalks, teaching safety skills, training crossing guards etc.

Due to the technical nature of engineering strategies, be sure to involve your local traffic engineer or planner for this phase of planning. Even if they are not regular members of your SRTS Team, their expertise can assist you in proper selection and cost estimation for any construction projects.

Make sure the solutions you choose are reasonable and achievable. Take into account the amount of energy, time and resources that will be required of school staff, volunteers and others. Try and identify activities that correspond with other community efforts and programs, such as existing local law enforcement projects and infrastructure improvements. With regard to engineering improvements, choose low-cost projects wherever possible. Many of the most effective improvements are the least expensive to implement, such as improved crosswalks and traffic calming measures.

SECTION 8: Mapping Proposed Improvements/Targeted Location(s)

It is important to be able to visually depict the school travel routes, the existing infrastructure as well as proposed changes. A color aerial map of your school and the vicinity within a 2 mile radius must be submitted (mapping sources, such as the

County, City, MPO, Google Maps, and Maps Live will be acceptable). Map size shall be no bigger than 8 ½"X11". Color photos are also permitted (limited to 2 - 8 ½" X 11" pages).

If your Travel Plan seeks to outline infrastructure improvements at multiple locations, you must create a separate map for each site.

Tips on completing this section: You may need the assistance of a professional traffic engineer or planner to help you plan for a more in-depth infrastructure project. Be sure to contact your local jurisdictional transportation office (municipal, county, regional) and seek their involvement and review of your improvements map.

SECTION 9: A Plan for Action

This is the section where you put everything together into a single chart (table below) that details a schedule for each Travel Plan objective, identifies team members and responsibilities, timelines, and how proposed activities will be funded.

What to include: You must complete the following columns for each strategy, including the amount of time for implementation, the person or persons responsible for that strategy, the status of the strategy and any potential funding sources. An example is depicted below:

STRATEGY	STRATEGY TYPE	STRATEGY DETAILS	TIME LINE	RESPONSIBLE TEAM MEMBER	STATUS	FUNDING SOURCE
Teach pedestrian and bicycle safety skills	Education	Police presentation on walking and biking safely	3-6 months	Officer Rossi, Principal Jackson	Under Development	None required
Create on-street bicycle facilities	Engineering	Stripe lane on both sides of Main between King and Elm	12-24 months	Ms. Hoyne, Dept. of Roads	Not yet begun	Current SRTS Applicatio n cycle
Initiate a mileage club	Encouragement	Prizes for every 10 miles walked or biked	6-12 months	Mr. Robinson, P.E. Teacher	Under development	Other funding (PTA)

Tips on completing this section: By now, you will have most of the information you need to complete the Travel Plan. It is very important for the Safe Routes to School Team to consult with each of the partners that are responsible for implementing the various strategies before setting timeline targets.

This section should remain simple, reasonable and achievable. Include only as much strategy detail as you require.

Be creative with your funding sources. Many private foundations provide grants to schools to support active and healthy living programs. Your activities may make you eligible for other federal education and transportation funding programs. Local businesses, hospitals and nonprofit organizations are also great potential sources of support.

The SRTS Travel Plan should be revised routinely to reflect the current implementation status of each strategy. The Team should have regular meetings to amend, update and discuss the progress of the Travel Plan.

SECTION 10: Travel Plan Endorsement and Approval

Once your SRTS Travel Plan is completed, make sure the individual schools and the school district provide their approval. If infrastructure, or engineering improvements

are included in your SRTS Travel Plan, the local jurisdiction (town, city, village, county, MPO, etc.) must also be made aware of your plans.

It is important for all parties involved, to agree with the proposed plan so that expectations are shared, methods are sanctioned and commitments are guaranteed. The people signing the Travel Plan should be in a decision-making capacity and have the authority to speak for either the school or entity.

If administered properly, the information gathered within your Travel Plan should give you a clear indication whether your community is ready for an Infrastructure (all infrastructure projects must have an educational component) or a Non-Infrastructure project.

Upon receiving your Travel Plan, ODOT will review and confirm that required surveys are administered and submitted to the National Center for SRTS. If all aspects of the application are satisfactory, you will receive a "notice to proceed" letter with instructions to proceed to phase 2 of the application process, otherwise, you will be contacted by a SRTS representative. If you do not hear from ODOT by the start date for Phase 2 of the process, contact ODOT immediately.

SRTS Non-Infrastructure Project Requirements

Eligible Non-Infrastructure Activities

Non-Infrastructure projects must directly support increased safety, convenience, promote and encourage walking, bicycling and active transportation alternatives to and from school for kindergarten through middle school children (grades K-8). Schools with grades that extend higher than grade 8, but include grades that fall within the eligible range are eligible for funding for Non-Infrastructure activities.

Research has shown the most successful way to increase bicycling and walking with a Non-Infrastructure proposal is through a comprehensive approach that includes four out of what is termed the "5 E's" (Engineering, Education, Enforcement, Encouragement, and Evaluation). It is strongly advised that the minimum spent/requested for the implementation of an educational program be at a minimum $5,000.

Non-Infrastructure projects will generally involve Education, Enforcement, Encouragement and Evaluation. Applicants requesting funding for Non-Infrastructure activities are required to address and incorporate at least one of these components as described below in the proposed projects.

- Education – Teaching children, parents, neighbors, and city and school officials about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity of schools.
- Enforcement – Partnering with local law enforcement to improve compliance with traffic laws in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement such as crossing guard programs.
- Encouragement – Using events and activities to promote walking and bicycling.
- Evaluation – Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the intervention(s).

Applicants may apply for individual school-based projects, multi-school projects, or statewide activities as described below:

- **Individual school-based projects:** This is an opportunity for individual schools (or a cluster of schools in close proximity) to submit applications for the funding of a comprehensive community program.

- **Multi-school projects:** This category includes school district-based projects, multi-district, city, county or other sub-state or regional configuration. These projects

will be primarily related to training, education, encouragement, and enforcement. Projects that address school curriculum, training, walk to school day promotion, and media-oriented strategies are likely to be more effectively administered and implemented at a collective level beyond that of an individual school.

- **Statewide activities:** Examples of Statewide activities include training, publication and distribution of materials, providing a pool of engineering expertise and/or safety educators (for schools to draw upon), mounting a media campaign or State curriculum initiative.

General Examples of Non-Infrastructure Projects

This is by no means a complete list, but is provided to stimulate your own ideas for the educational component of your Safe Routes to School program.
Eligible Non-Infrastructure activities are *activities to encourage walking and bicycling to school* including, but not limited to:

- Public awareness campaigns and outreach to press and community leaders
- SafeCyclist (grades 4-6) or the WalkSmart (grades K-2) Curriculum
- School Safety Patrol program sponsored by the American Automobile Association (AAA)
- Walk to School Day Events
- Traffic education and enforcement in the vicinity of schools
- Student sessions on bicycle and pedestrian safety, health, and environment
- Funding for training, volunteers, and managers of safe routes to school programs
- Creation and reproduction of promotional and educational materials
- Bicycle and pedestrian safety curricula, materials and trainers
- Modest incentives for SRTS contests, and incentives that encourage more walking and bicycling over time
- Safety and educational tokens that also advertise the program.
- Photocopying, duplicating, and printing costs, including CDs, DVDs, etc.
- Mailing costs
- Costs for data gathering, analysis, and evaluation reporting at the local project level
- Pay for substitute teacher if needed to cover for faculty attending SRTS functions during school hours
- Costs for additional law enforcement or equipment needed for enforcement activities
- Equipment and training needed for establishing crossing guard programs

The above categories are broad in nature. There are several sources of information available nationally that provide further guidance on Non-Infrastructure activities, such as the National Highway Traffic Safety Administration's (NHTSA) *Safe Routes to Schools: Practice and Promise*, and NHTSA's *Safe Routes to School Toolkit*.

Ineligible Non-Infrastructure Activities

Non-Infrastructure activities that are ineligible for funding include, but are not limited to the following:

- The purchase of right-of-way.
- Projects that do not specifically serve or support the SRTS initiatives.
- Costs that are expected to reoccur (salaries for example).
- Educational programs focusing on bus safety.
- Computers/electronic games such as Wii.
- The purchase of items that do not improve the overall safety of children walking or biking to school

SRTS Infrastructure Project Requirements

Eligible Infrastructure Activities

Infrastructure projects must directly support increased safety and convenience for kindergarten and middle school children bicycling and/or walking to school. Proposed projects must comply with the Americans with Disabilities Act (ADA), applicable federal and state laws, and reside on public right-of-way. This may include projects on private land that have public access easements. Proposed construction and capital improvement projects also must be located within a 2 mile radius of a primary or middle school (grades K – 8). Schools with grades that extend higher than grade 8, but which include grades that fall within the eligible range, are eligible to receive infrastructure improvements.

Research has shown the most successful way to increase bicycling and walking is through a comprehensive approach that includes what is termed the "5 E's" (Engineering, Education, Enforcement, Encouragement, and Evaluation).

- Engineering – Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails, and bikeways.
- Education – Teaching children, parents, neighbors, as well as city and school officials about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity of schools.
- Enforcement – Partnering with local law enforcement to improve compliance with traffic laws in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement such as crossing guard programs.

- Encouragement – Using events and activities to promote walking and bicycling.
- Evaluation – Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the intervention(s).

Applicants requesting funding for infrastructure improvements are also required to have an educational component as part of their proposal. Do not underestimate the importance of your educational component. The SRTS legislation requires 10 to 30 percent of all Infrastructure cost to be obligated for the implementation of an educational program or activity.

An applicant must prove that there is a strong existing educational program in place which encompasses any of the "4 E's" with a monetary value equal to 10 to 30 percent of the requested engineering funding in order to exempt from this requirement.

Applicants may apply for more than one project. Each stand-alone proposal will require a separate application and Travel Plan document. For example, if the applicant wanted to develop a crosswalk at one school, and a sidewalk at another school, the applicant would need to submit two separate applications if; 1) there is greater than a two mile radius between the schools; and 2) the estimated costs for the improvements is greater than $200,000.00 for engineering, all of which are to be funded with SRTS funds.

A project can have multiple scopes (i.e. there may be several improvements required around one school or a cluster of schools within a 2 mile radius). This would be considered one project with multiple scopes/components if the applicant does not exceed the $200,000.00 limit for engineering or the 2 mile radii requirement.

> Note: If seeking SRTS funds to implement the educational component of your infrastructure project, and are requesting $5,000 or less, then include your request as part of the infrastructure application. If the amount requested is

more than $5,000.00, It is recommended that you use the Non-Infrastructure (this document provides an opportunity for greater detail of your proposed project) application for the educational component, **only if** you would like the Selection Committee to consider the educational component as a stand-alone project if your engineering proposal is not recommended for funding. Plan ahead, because this scenario will require a separate Travel Plan.

General Examples of Infrastructure Projects

Below are examples of eligible infrastructure projects to assist with your planning. This list is not intended to be comprehensive. Other types of projects not listed may also be eligible if they meet the objectives of reducing speeds and improving pedestrian and bicycle safety and access around schools.

- **Sidewalk improvements**: new sidewalks, sidewalk widening, sidewalk gap closures, sidewalk repairs, curbs, gutters, and curb ramps.
- **Traffic calming and speed reduction improvements**: roundabouts, bulb-outs, speed humps, raised crossings, raised intersections, median refuges, narrowed traffic lanes, lane reductions, full or half-street closures, automated speed enforcement, and variable speed.
- **Pedestrian and bicycle crossing improvements**: crossings, median refuges, raised crossings, raised intersections, traffic control devices (including new or upgraded traffic signals, pavement markings, traffic stripes, in-roadway crossing lights, flashing beacons, bicycle-sensitive signal actuation devices, pedestrian countdown signals, vehicle speed feedback signs, and pedestrian activated signal upgrades), and sight distance improvements.
- **On-street bicycle facilities**: new or upgraded bicycle lanes, widened outside lanes or roadway shoulders, geometric improvements, turning lanes, channelization and roadway realignment, traffic signs, and pavement markings.
- **Off-street bicycle and pedestrian facilities**: exclusive multi-use bicycle and pedestrian trails and pathways that are separated from a roadway.
- **Secure bicycle parking facilities**: bicycle parking racks, bicycle lockers, designated areas with safety lighting, and covered bicycle shelters.
- **Traffic diversion improvements**: separation of pedestrians and bicycles from vehicular traffic adjacent to school facilities, and traffic diversion away from school zones or designated routes to a school.

Planning, design, and engineering expenses, including consultant services, associated with developing eligible infrastructure projects are also eligible to receive infrastructure funds.

Ineligible Infrastructure Activities

Infrastructure activities that are ineligible for funding include, but are not limited to the following:

- Stand alone curb ramps which can be funded by other programs to comply with the Americans with Disability Act (ADA).
- The purchase of right-of-way.
- Projects that do not specifically serve or support the SRTS initiatives.
- Costs that are expected to reoccur (salaries for example).
- Projects that reorganize pick-up and drop-off primarily for the convenience of drivers rather than to improve the safety of children walking and bicycling to school.
- Improvements to bus stops.
- Sidewalks and ramps to nowhere.
- Improvements to streets

Appendix A

Sample Non-Infrastructure & Infrastructure Cost Estimates

SAMPLE NON-INFRASTRUCTURE COST ESTIMATE			
Item	Requested SRTS Funds	Committed Local Funds	Total Project Cost
Certified Traffic Safety Instructor	5,000		5,000
Consultant to implement Encouragement Program	3,500		3,500
Supplies for SRTS Encouragement Project		600	600
Maps for local bike and walk study	0	0	0
Traffic data collection fees	0	0	0
Traffic education materials	1,200		1,200
Printing of SRTS Promotional Materials		300	300
News Paper Ads promoting SRTS Events	300	500	800
Renting conference hall for SRTS Conference	1,700		1,700
Totals	11,700	1,400	13,100

SAMPLE INFRASTRUCTURE COST ESTIMATE						
Item	Quantity	unit	unit Price	Request SRTS Funds	Committed Local Funds	Total Cost
Consultant Engineer	1	LS	25,000	25,000		25,000.00
Excavation & Removal	166	CY	20	3,320		3,320.00
Tree Removal	8	Ea.	300.00		2,400	2,400.00
Concrete Removal	826	SF	1.50		1,239	1,239.00
Asphalt Removal	2000	SF	1.50		3,000	3,000.00
Tree Replacement	8	Ea.	500.00	4,000		4,000.00
Irrigation Adjustment	0	SF				0.00
Phone Ped. Relocation	1	Ea.	2,500	2,500		2,500.00
Permitting	0	Ea.				0.00
Sidewalk	5184	SF	5.50	28,512		28,512.00
Sidewalk Ramp	267	SF	13.00	3,471		3,471.00
Truncated Domes	32	SF	50.00	1,600		1,600.00
Curb & Gutter	550	LF	30.00	16,500		16,500.00
Striping	100	LF	.80	80		
Words & Arrows	10	Ea	100	1000		
Stop Bar	4	Ea	400	16000		
Sod Replacement	0	SF				0
Maintenance	1	LS			20,000	20,000
Materials Testing	1	LS	5,000	5,000		5,000
Mobilization	1	LS	5,000	5,000		5,000
Traffic Control	0					0
Promotion/Advertising	0					0
Printing – flyers	5000	Ea	.10			500
Educational Materials/Supplies	0					0
Totals				**111,983**	**26,639**	**137,522**

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. Contingencies are not allowed within this program. **Any overruns would be the responsibility of the grantee.**

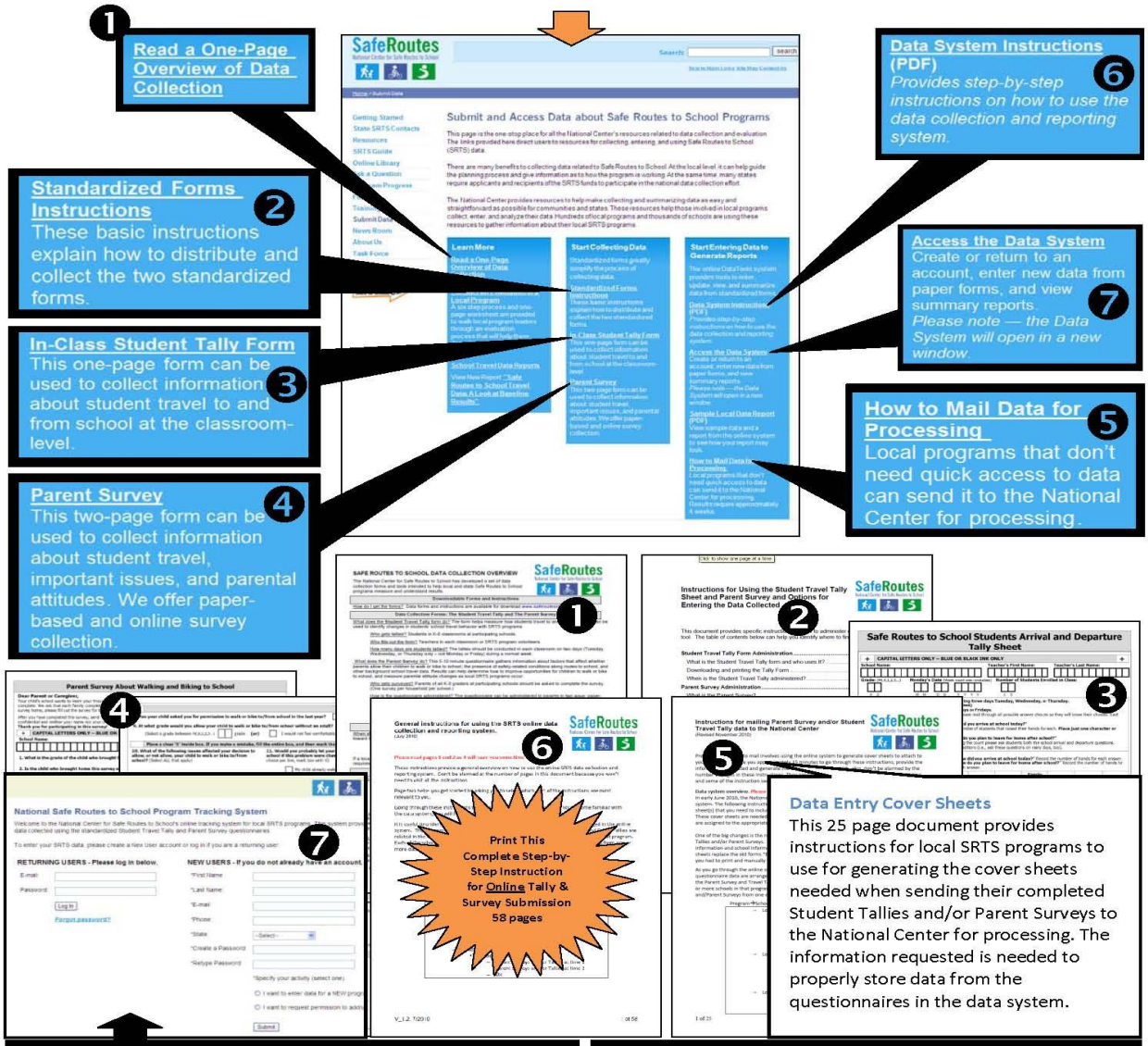
Note: The prices provided in this sample estimates are provided as an example only. Applicant is responsible for accuracy of prices submitted in their estimates. Please be advised, the design of Infrastructure projects will require the services of a Professional Engineer. The Engineer can be one in your employment or one procured using state and federal guidelines, so remember to plan for this expense.

Appendix A-1
Survey Submittal Flow Chart

Applicants are required to conduct a "Student Tally and Parent Surveys" during the Travel Plan phase of the application process. The completed surveys are to be mailed or transmitted electronically to the National Center for SRTS for processing. Appendix A-1 is a guide developed to assist you with accessing instructions for mailing hard copies of surveys or submitting electronically. Survey submittal will be verified prior to the issuing a notice to proceed letter, therefore plan accordingly to avoid missing application deadlines.

MAILING PAPER STUDENT TALLY SHEETS & PARENT SURVEYS

Go to www.saferoutesinfo.org/data/ which looks like the page below. Click, print and follow directions in links ❶ through ❺.



When the Access the Data System link is clicked at ❼ (top of page) or if you go to www.saferoutesdata.org, this is the page that will load. To submit your paper (hard copies) Tallies & Surveys by mail, please follow the instructions as outlined in ❺ above to generate and print the required cover sheet(s). The instructions will first have you identify the scenario which best describes your current stage of access to the data system – new or returning, then will guide you through the appropriate process.

Terms:

"Data" and "Data Collection" simply refers to electronic or paper (hard copy) information that is collected in the process of completing Student Tally Sheets, Parent Surveys, Travel Plans, etc.

The "Data System" is a repository for the data, providing immediate access for downloading data and sharing summary reports, etc.

Appendix B

Sample Photos with Descriptions

Photos provided as part of the application document(s) and on the CD (formatted for a Microsoft power point presentation) should provide enough information to help the Committee understand the obstacles and how they will be resolved by the proposed project. The descriptions should be brief, clear and concise. The following examples are provided only as a guide, applicants are encouraged to be creative with their photos.

Need for additional bike parking on the east side of the school.

56th Street and Pine
No sidewalks for students to walk safely to & from school. Proposal for new sidewalks, signage and crosswalks.

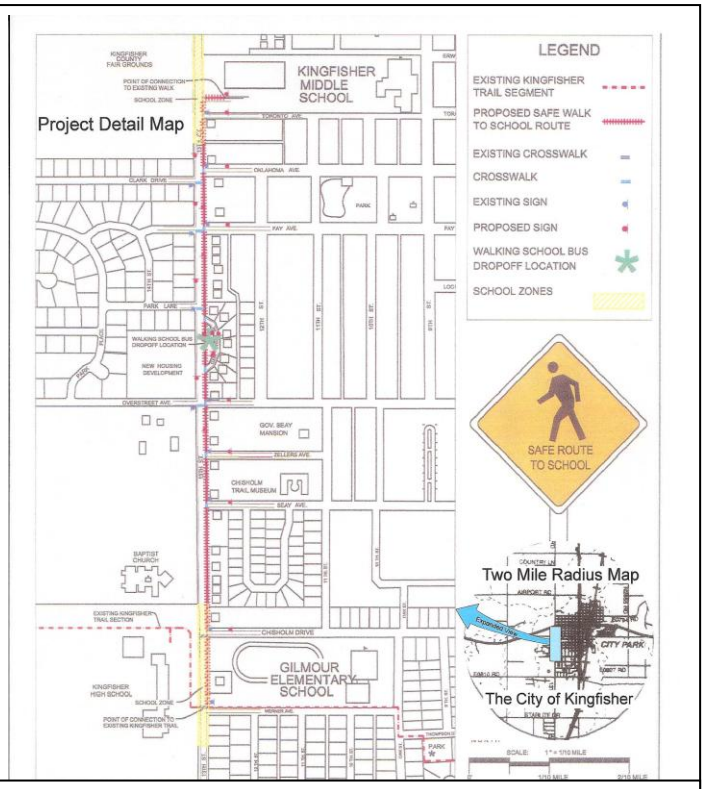
29th & Lincoln Street
Students taking short cut along dangerously over grown lots. Proposal to develop a walking school bus to guide students along a safer route to school.

Maple Street (south parameter)
Proposal to replace sidewalks and improve handicap accessibility.

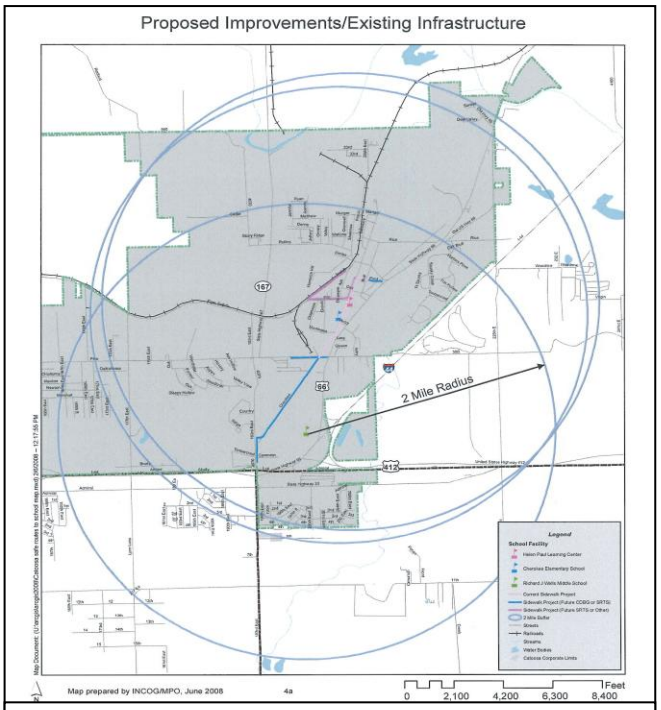
Appendix C

Sample Site Maps

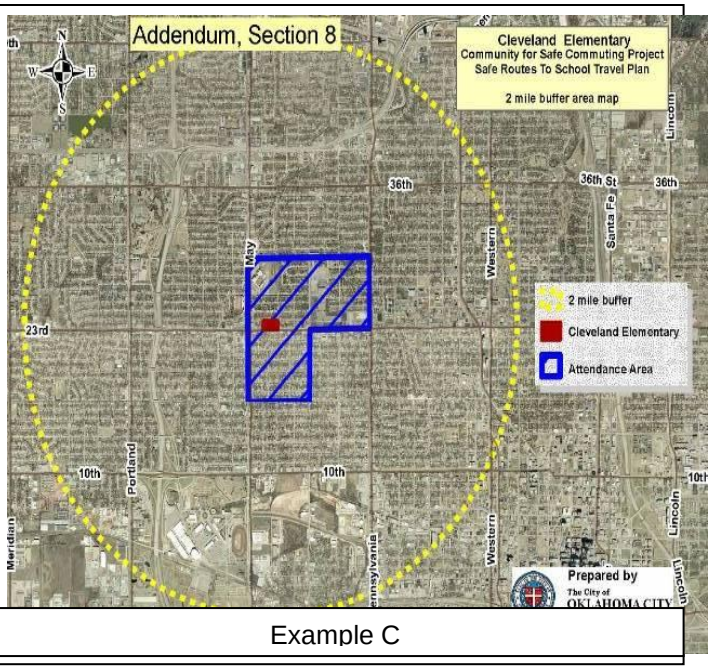
The examples below are samples of what is expected in terms of a site map. Example A,B & C are different approaches to depicting existing and proposed improvements for Infrastructure projects. Although it may be hard to see, each provides an easy to understand/read color legends, a scale and north arrow to assist with direction. Major streets and intersections are easily identified (coordinating photos with streets on your map helps the selection Committee to get a better understanding of your proposal). Example C is great for a Non-Infrastructure proposal, because it provides a complete view of the segment of the community which will benefit for the proposed project. The samples are provided only as a guide, applicants are encouraged to be creative with their maps.



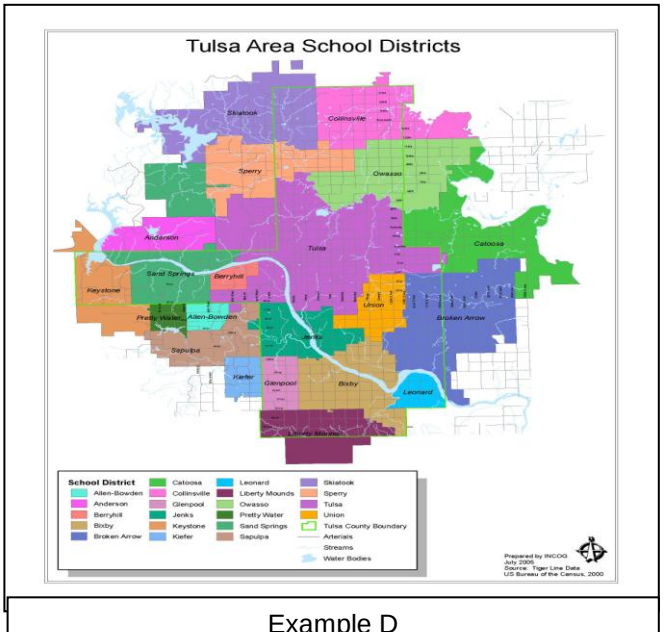
Example A



Example B



Example C

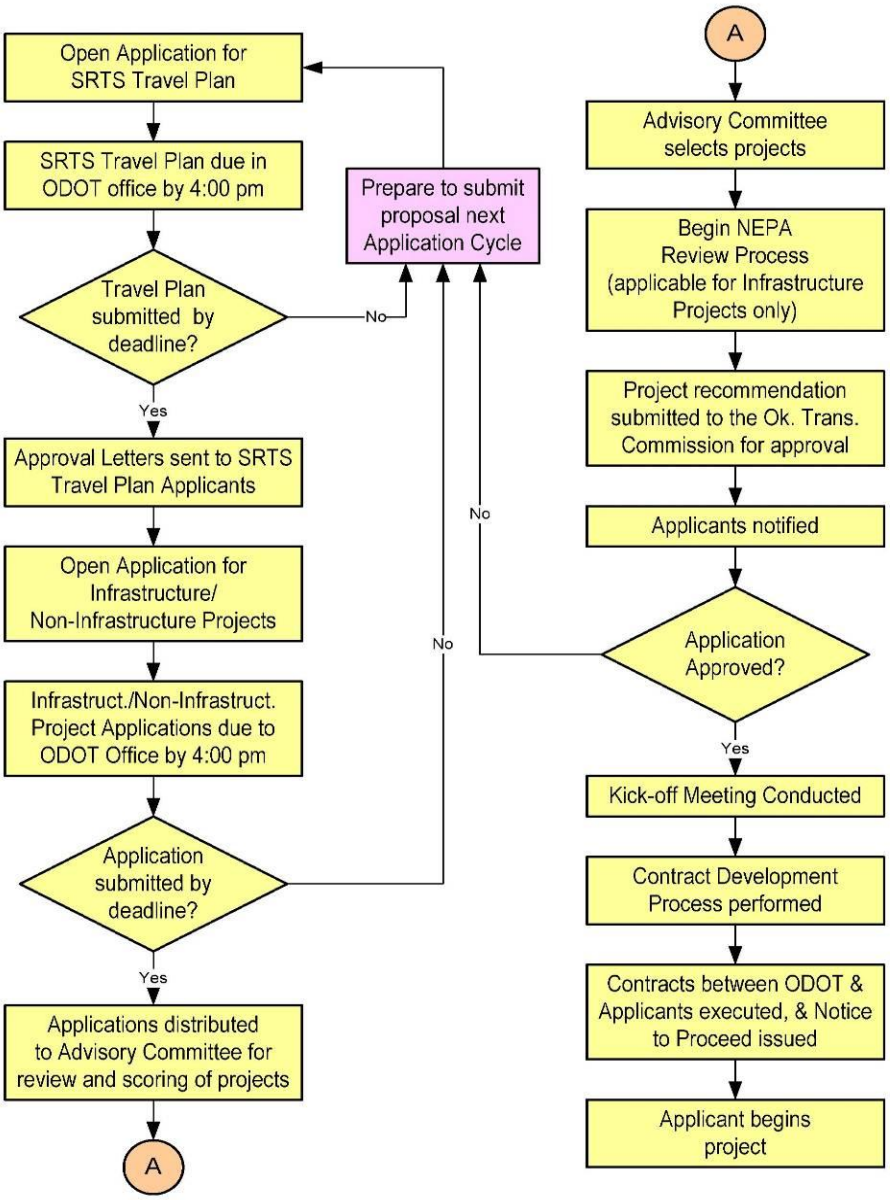


Example D

Appendix D

SRTS Project Application Process Flow Chart

Note: This flow chart is provided as a guideline for the application process, and is subject to change. Refer to the Application Time Line for applicable dates.

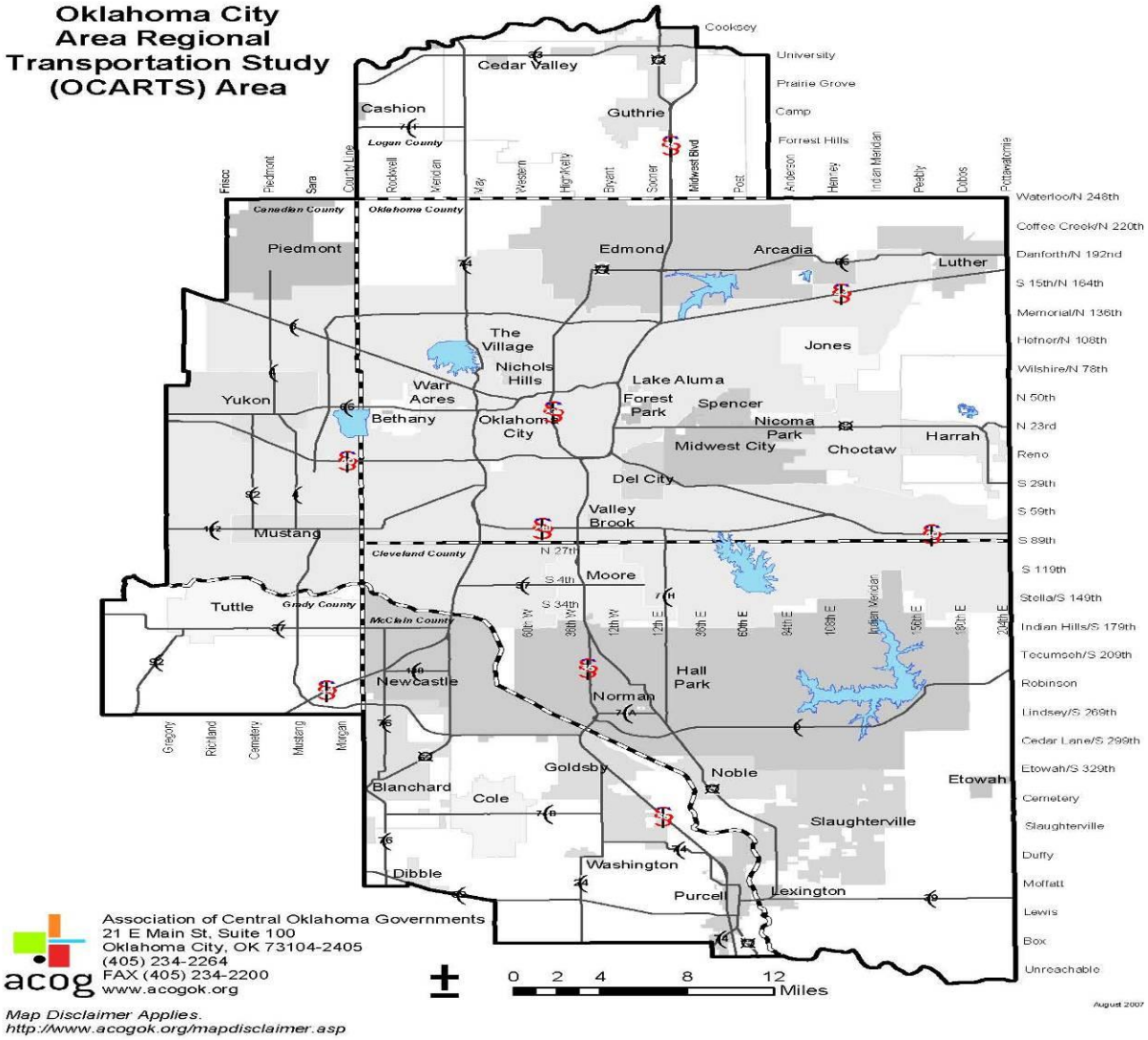


Appendix E

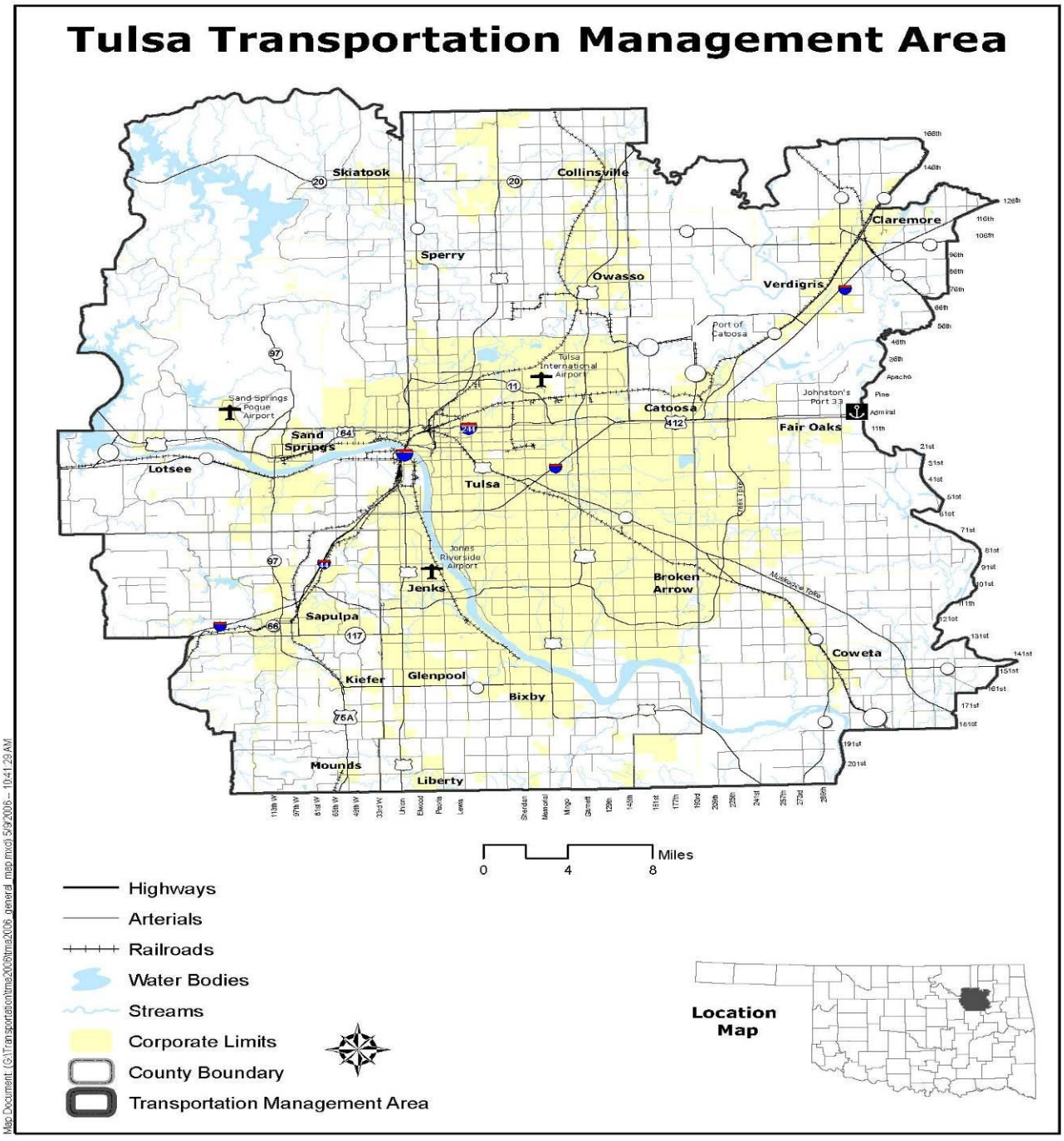
Resource Contacts

Metropolitan Planning Organizations (MPOs)

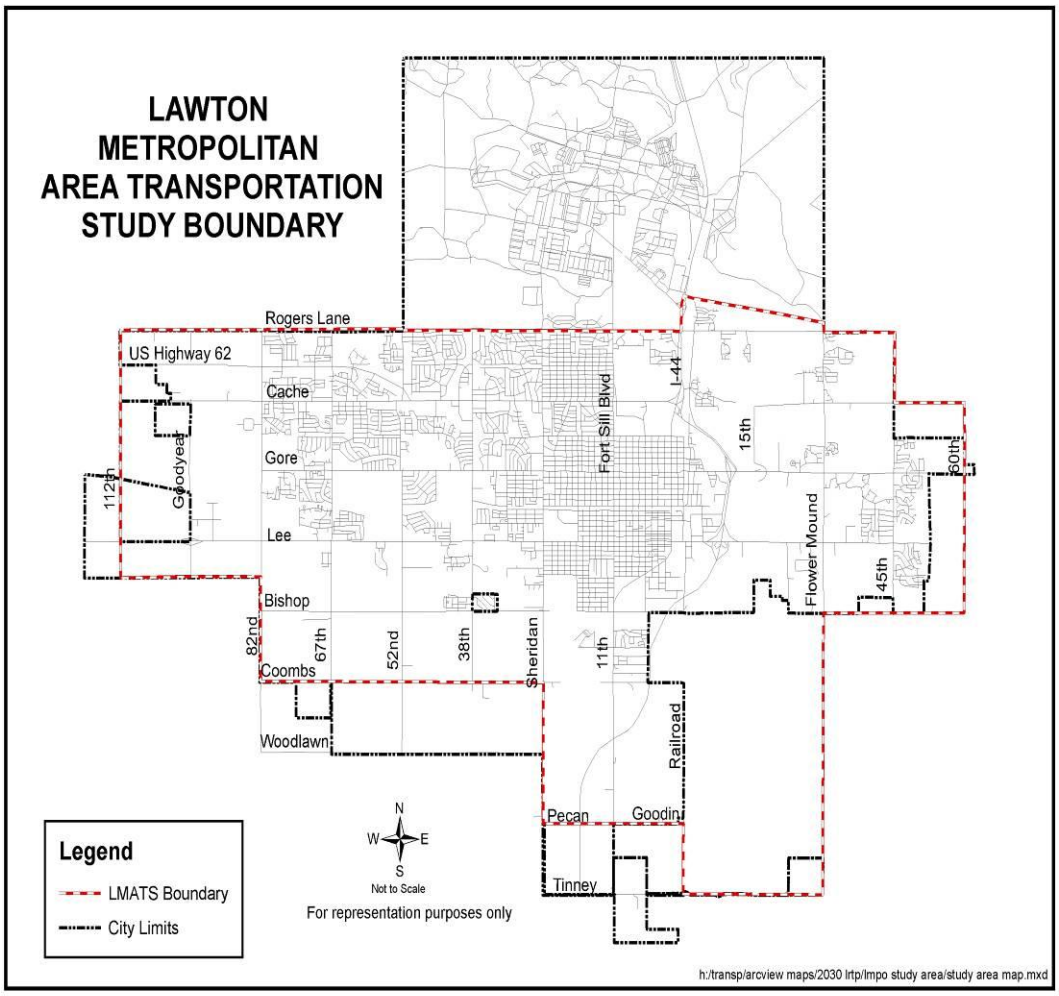
Oklahoma City Metropolitan Area
Association of Central Oklahoma Governments (ACOG)
21 E. Main Street, Suite 100
Oklahoma City, OK 73104
Phone: 405-234-2264 http://www.acogok.org



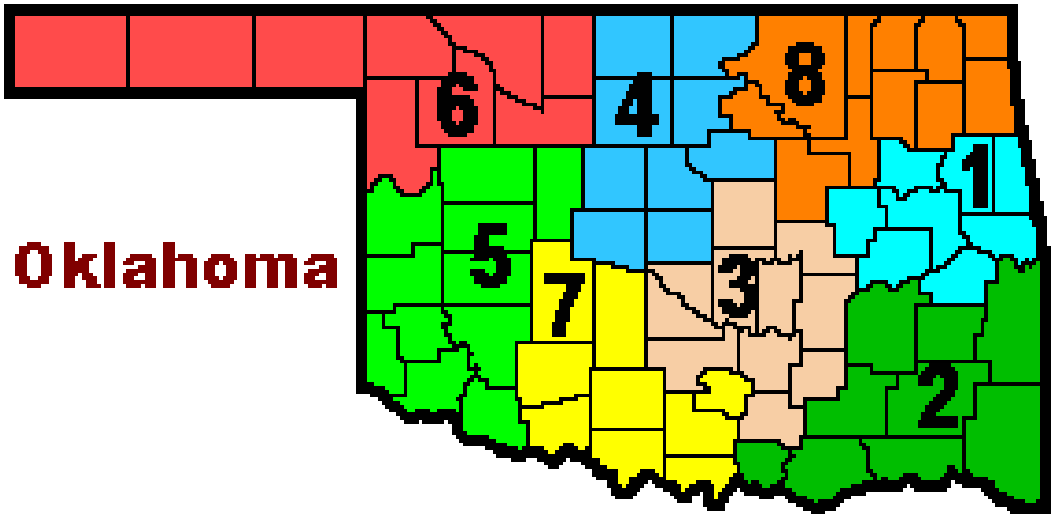
Tulsa Metropolitan Area
Indian Nations Council of Oklahoma Governments (INCOG)
201 West 5th Street, Suite 600
Tulsa, PK 74103-423
Phone: 918-584-7526
http://www.incog.org



Lawton Metropolitan Area
Lawton Metropolitan Planning Organization (LMPO)
103 SW 4th street
Lawton, OK 73501-4078
Phone: 580-581-3375
http://www.lawtonmpo.org



ODOT- Field Divisions



Division One, Muskogee – (918)-687-5407

Division Two, Antlers – (580)-298-3371

Division Three, Ada – (580)-332-1526

Division Four, Perry – (405)-521-3805 or (580) 336-7340

Division Five, Clinton – (580)-323-1431

Division Six, Buffalo – (580)-735-2561

Division Seven, Duncan – (580)-225-7586

Division Eight, Tulsa – (918)-838-9933

Note: For ODOT Field Division Office contacts, ask for the Traffic Engineer.

CRASH DATA INFORMATION
Oklahoma Department of Transportation
Traffic Engineering Division-Collision Analysis and Safety Branch
405-522-0985

TRAFFIC COUNT INFORMATION
Oklahoma Department of Transportation
Planning and Research Division – Traffic Count Branch
405-319-1450

AVAILABLE SCHOOL DATA
Oklahoma State Department of Education
405-521-3472

Appendix F

Sample Resolution

A RESOLUTION DECLARING THE ELIGIBILITY OF THE <LOCAL GOVERNMENTAL AGENCY> TO SUBMIT AN APPLICATION TO THE OKLAHOMA DEPARTMENT OF TRANSPORTATION FOR USE OF SAFE ROUTES TO SCHOOLS FUNDS SET FORTH BY SAFETEA-LU FOR THE <PROJECT NAME> PROJECT IN <LOCAL JURSIDICTION> AND AUTHORIZING THE <CHIEF ELECTED OFFICIAL, CEO> TO SIGN THIS APPLICATION.

Whereas, the <Local Governmental Agency>, desires to submit an application to the Oklahoma Department of Transportation for Safe Routes to Schools funds set forth by SAFETEA-LU; and

Whereas, the <Local Governmental Agency>, is participating in the Oklahoma Department of Transportation's Safe Routes to Schools program set forth by SAFETEA-LU; and

Whereas, Federal funding is available under a Safe Routes to Schools program set forth by SAFETEA-LU, administered by the Oklahoma Department of Transportation (ODOT), for the purpose of creating safer routes to schools in Oklahoma; and

Whereas, after appropriate public input and due consideration, the Governing Body of <Local Governmental Agency>, has recommended that an application be submitted to ODOT for the <project name> project.

NOW, THEREFORE, BE IT RESOLVED BY THE GOVERNING BODY OF THE <LOCAL GOVERNMENTAL AGENCY>,:

SECTION 1. That the <Local Governmental Agency>, does hereby authorize <the CEO> to submit an application to the ODOT for Safe Routes to Schools program funds set forth by SAFETEA-LU on behalf of the citizens of <Local Governmental Agency>.

SECTION 2. That the <Local Governmental Agency>, hereby assures the ODOT that sufficient funding for the <project name> project is available, as the Safe Routes to Schools Program is a reimbursement program.

SECTION 3. That the <Local Governmental Agency> hereby assures the ODOT that sufficient funding for the operation and maintenance of the <project name> project will be available for the life of the project.

SECTION 4. That the <Local Governmental Agency>, hereby assures ODOT that the <Local Governmental Agency>, Oklahoma, will have title or permanent easement to the <project name> project by the time of project letting, if necessary.

SECTION 5. That the CEO of <Local Governmental Agency>, is authorized to sign the application to the ODOT for Safe Routes to Schools program funds set forth by SAFETEA-LU on behalf of the citizens of <Local Governmental Agency>. The CEO is also authorized to submit additional information as may be required and act as the official representative of the <Local Governmental Agency> in this and subsequent related activities.

SECTION 6. That the <Local Governmental Agency>, hereby assures the ODOT that the <Local Governmental Agency>, is willing and able to, if the <project name> project is selected for funding, administer all activities involved with the <project name> project.

ADOPTED AND PASSED by the Governing Body of the <Local Governmental Agency>, , this <day> of <month>, <year>.

_____
CEO

ATTEST: <Seal>

Appendix G

Definition of Terms

Bicycle or Pedestrian Audit: A subjective assessment of sidewalks and roadways to learn about bicycle and pedestrian conditions. This can be conducted by individuals such as local officials, planners, interested adults, consultants and children.

Bicycle Rodeo: A bicycle safety clinic featuring bike safety inspections (and optionally quick tune-ups), skills 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.

Bike Train: An "escort" program that involves adult volunteers who accompany groups of children to school by riding together. It is recommended for older elementary students who have received bicycle handling and safety training. One adult for every three to six children is recommended

Categorical Exclusion: Projects that do not individually or cumulatively result in significant environmental effects and are therefore excluded from the requirement to prepare an environmental document (Environmental Assessment or Environmental Impact Statement).

Competitive Bid: Construction projects are required to be advertised and awarded to the lowest responsible and responsive bidder through open competitive bidding.

Construction Bid Process: The Sponsor must advertise and let the construction contract for the project to competitive bid in accordance with all applicable Federal and State laws. In the event that a project sponsor is unable to complete the bidding and inspection phase of the project, ODOT may agree to provide the administration. In such an instance, the services to be provided by ODOT will be defined and set forth in the project agreement and ODOT's incurred expenses will be included in the final project cost.

Construction Inspection: The project Sponsor is responsible for construction inspection. Documentation is required for all inspections. ODOT will also inspect the project at predetermined and indeterminate times during the construction process. A final inspection report will be completed and processed through ODOT. The inspection oversight will determine if the contractor is proceeding in accordance with the approved plans and will serve as a valuable source of technical assistance and guidance. Documentation of all activities involved with the project during construction is required by the project sponsor.

Consultant Selection Process: Project sponsors who wish to use a consultant for design activity (plan preparation, archaeology, planning studies, etc.) must follow federal-aid guidelines for procuring consultant services. These guidelines ensure that a qualifications based selection process is used, without reference to fees, so that all firms are given the opportunity to compete for the contract. **The qualifications based selection process must be used in order to be reimbursed with federal funds.**

Crossing Guard Program: providing training and coordination of individuals eighteen years of age or older who instructs, directs, and controls the members of the student body in crossing the streets and highways at or near the school. Controls traffic when authorized.

International Walk to School Day: International Walk to School Day is an event usually held the first Wednesday in October. The event gives children, parents, school teachers

and community leaders an opportunity to be part of a global event as they celebrate the many benefits of walking.

Metropolitan Planning Organizations (MPO): MPOs are comprised of local elected officials, officials of agencies that administer or operate major modes of transportation in the designated metropolitan area, and appropriate state officials or their representatives. MPOs develop transportation plans and programs for the urbanized area they represent. All SRTS projects within urban areas must have their respective MPO approval.

Project Sponsor: The project sponsor will be the contracting agent with ODOT, and will be responsible for meeting all State and Federal requirements for the implementation of proposed projects (from engineering to construction). Responsibilities may include, but not limited to; right-of-way acquisition and utility relocation (if required), procurement of Consultants, competitive bidding process, project inspection, submission of claims, and project auditing and close out.

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.

Right-of-Way: A general term denoting land, property, or interest therein, usually a strip acquired for or devoted to highway use.

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.

Title One Program School: A school is considered a Title One school if 40 percent of their students receive free or reduced lunches.

Walking School Bus: An "escort" program. It involves adult volunteers who accompany children to school, stopping at designated locations where children can join the "bus" at pre-arranged times. This allows children to walk to school without the fear of them traveling alone.

Appendix H

Internet Resource Links

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 ODOT Safe Routes web site (listed below).

Oklahoma Safe Routes to School Program
http://www.okladot.state.ok.us/srts

Safe Routes to School Clearinghouse
http://www.saferoutesinfo.org/

Oklahoma State Department of Education
http://www.sde.state.ok.us/

Oklahoma Highway Safety Office
http://www.ohso.ok.gov/

Oklahoma Department of Public Safety
http://www.dps.state.ok.us/

Federal Highway Administration Bicycle and Pedestrian Program
http://www.fhwa.dot.gov/environment/bikeped/index.htm

Federal Highway Administration Safe Routes to School
http://safety.fhwa.dot.gov/saferoutes/index.htm

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

Manual on Uniform Traffic Control Devices (MUTCD)
http://mutcd.fhwa.dot.gov/

Access Board
http://www.access-board.gov

America Bikes
http://www.americabikes.org/saferoutestoschool.asp

Association of Pedestrian and Bicycle Professionals (APBP)
http://www.bicyclinginfo.org

Bikes Belong Coalition
http://bikesbelong.org

Centers for Disease Control and Prevention (CDC)
http://www.cdc.gov/nccdphp/dnpa/kidswalk/

- Division of School and Adolescent Health
  http://www.cdc.gov/HealthyYouth/about/index.htm
- Trails for Health

http://www.cdc.gov/nccdphp/dnpa/physical/health_professionals/active_environments/trails.htm

- Active Community Environment Initiative

  http://www.cdc.gov/nccdphp/dnpa/physical/health_professionals/active_environments/aces.htm

Oklahoma Department of Environmental Quality
http://www.deq.state.ok.us

Air Now
http://www.airnow.gov/index

Institute of Transportation Engineers – Traffic Calming
http://www.ite.org/traffic/index.html

League of American Bicyclists
http://www.bikeleague.org/educenter/labsrts.htm

National Center for Biking and Walking
http://www.bikewalk.org/safe_routes_to_school/SR2S_introduction.htm

National Highway Traffic Safety Administration (NHTSA)

- Publication

  http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes
- Safe Routes Tool Kit

  http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-

Pedestrian and Bicycle Information Center
http://www.pedbikeinfo.org/

Walking School Bus
http://www.walkingschoolbus.org

International Walk to School Day
http://www.walktoschool.org

Family Watchdog - for registered offenders
http://www.familywatchdog.us/

Google Maps
http://maps.google.com

Maps Live
http://maps.live.com

How Walkable Is your Neighborhood
http://www.walkscore.com