



Local Programs Procedures

LPP 08-01 Manual Update
Subject: Federal Safe Routes to School

Reference: *Local Assistance Program Guidelines*, “Chapter 24 Safe Routes to School”

Effective Date: April 25, 2008

Approved: **Original Signed By**
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WHAT IS AN LPP

LPPs are Local Programs Procedures. These documents are used for the rapid deployment of new procedures and policies between updates of the Local Assistance manuals, guidelines and programs. They are numbered according to calendar year and order in which released. This is the first LPP issued in 2008; hence, it is LPP 08-01

PURPOSE

The purpose of this LPP is to propose some significant revisions to the federal Safe Routes to School (SRTS) Guidelines and Application contained in Chapter 24 of the *Local Assistance Program Guidelines* (LAPG). The revisions are intended to clarify and expand existing provisions in Chapter 24 through changes in format and content to make the chapter more user-friendly for both the applicant and the reviewer.

BACKGROUND

Proposed revisions were prompted by staff review and feedback received after Cycle 1 from: SRTS Advisory Committee members, Caltrans District Local Assistance Engineers (DLAEs), Division of Local Assistance (DLA) management, and various stakeholders.

The chapter’s format was modified to make a distinction between information applicable to infrastructure projects versus non-infrastructure projects, and information applicable to both. For that reason, major portions of text were re-formatted to present information in a more logical manner.

With the exception of the Application, (which is included in Chapter 24 and on the SRTS web site), all Exhibits are posted on the SRTS web site at:

www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm.

They included:

- “Application Form for Federal Safe Routes to School Funds
- “SRTS Project Progress Report”
- “Federal Safe Routes to School (SRTS) Program Key Steps in the Federal-aid Process”
- “Safe Routes to School Data Collection Overview”
- “Instructions for Using the Student Travel Tally Sheet and Parent Survey”
- “Safe Routes to School Student Arrival and Departure Tally Sheet”
- “Survey About Walking and Biking to School – For Parents”

The provisions contained in the Guidelines and the Exhibits will become effective in Cycle 2 of the SRTS Program. Chapter 24 is consistent with the federal-aid processes and procedures outlined in the *Local Assistance Procedures Manual* (LAPM), and will not affect other chapters in that document.

MAJOR CHANGES

- Revises the project selection process to allow Districts to produce a project list based on local/regional needs. Each District will be apportioned funds based on student enrollment in grades K through 8th grade. Using two separate committees (one for infrastructure projects, and the other for non-infrastructure projects), they will score and select projects up to their funding limit, and transmit a list to the Safe Routes to School Coordinator in the DLA. A DLA management team will then “validate” the project list from each District by reviewing the selected applications along with their score sheets. In validating an application, the DLA will review the project’s purpose, scope, delivery, and cost. The DLA will furnish District committees with standardized evaluation score sheets, instructions, and guidelines. Upon request, the DLA will also place qualified individuals on non-infrastructure committees.

Previously, Headquarters made final selections. There were two (2) rounds of review on infrastructure project applications. The first cut was made by the District committees and a Headquarters review committee made the final selections from a pool of those rated “good” and “excellent” by the Districts. Non-infrastructure project applications were submitted directly to Headquarters where two (2) committees screened and scored project applications.

- Modifies applicant eligibility. Only school districts (as opposed to single schools) are eligible to compete for funds.

Previously, single schools were eligible to compete on an equal footing with school districts despite limited capacity to deliver. Applications from school districts were determined to provide a more comprehensive approach to improving safety, thereby benefiting more schools.

- Adds a new requirement for non-traditional applicants. All non-traditional applicants must partner with a City/County/Metropolitan Planning Organization (MPO)/Regional Transportation Planning Agency (RTPA) to serve as the responsible agency. A signature from a top official from that agency formalizing the partnership is required at the time of application submittal. If the responsible agency requires compensation for their services, the applicant must display that cost on the Project Cost Estimate as a reimbursable cost.

Previously, all nontraditional applicants were eligible to apply directly for SRTS funds. Many were later found to be unfamiliar with the federal-aid transportation requirements, processes, and procedures. For that reason, they are now required to partner with an agency experienced in meeting those requirements to serve as the responsible agency for that applicant.

- Requires that the deliverables be clearly identified in the Program Supplemental Agreement (PSA). At the time of project close out the applicant must produce tangible deliverables of the non-infrastructure project i.e. pamphlets, brochures, training materials, etc.

Previously, there was no mention of these requirements, making it difficult to determine how SRTS funds were expended without some tangible evidence.

- Modifies tool to measure project effectiveness. Within two (2) months prior to and after project implementation within the regular school session, key data must be collected on student behavior and parental attitudes regarding walking and bicycling to school. That data must be submitted in hard copy to the National Center for Safe Routes to School with a copy to the Safe Routes to School Coordinator in the DLA.

Previously, a Before/After Study Report was due to the DLA Safe Routes to School Coordinator at the end of the project capturing the number and percentage of children walking and bicycling to school before and after project implementation.

- Removes open-ended questions in Part 4 of the Application. Applicant responses to each question are weighted and intended to help the applicant understand what items of information the reviewer is looking for, and help the reviewer to be more objective and more consistent in evaluating applications. Questions have also been re-worded to make them more relevant allowing the reviewer to better assess the project's viability and potential to improve safety.

Previously, questions were broad and open-ended. Applicants could give as much or as little information as they thought was appropriate. The evaluation process was more subjective.

- Modifies the existing Project Progress Report by aligning the completion date for each milestone with target completion dates on the project delivery schedule in the Application.

Previously, the Project Progress Report was not aligned with the dates on the project delivery schedule.

USER FRIENDLY FEATURES

- These new procedures are incorporated in the electronic versions of the LAPM and LAPG that are available at the Division of Local Assistance (DLA) Home page on the Internet at: <http://www.dot.ca.gov/hq/LocalPrograms/>. Under “Publications” select *Local Assistance Program Guidelines*.
- You may also purchase the Publications for Local Assistance DVD or CD, which acts as a one-stop shop for information and promotes flexible access to helpful information for local project delivery at: <http://www.dot.ca.gov/hq/LocalPrograms/lam/LApubsCD.htm>
- Additional user-friendly features were developed to make the manual easier to edit and to access on the DLA web site.
- To receive an electronic notification when new information is posted on the DLA web site, please subscribe to the DLA list server at:
<http://www.dot.ca.gov/hq/LocalPrograms/sub.htm>
- Comments and suggestions for improvement to the manual or the processes and procedures are welcome. They may be submitted to:

Department of Transportation
Division of Local Assistance, MS 1
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CHAPTER 24 FEDERAL SAFE ROUTES TO SCHOOL

24.1 INTRODUCTION

Building on the success of California's Safe Routes to School Program (SR2S) and other similar programs in other states, Congress authorized a five-year federal funding program to achieve the same purpose nationwide: 1) to enable and encourage children in kindergarten through eighth grade (K-8), including children with disabilities, to safely walk and bicycle to school, 2) to make walking and bicycling to school a more appealing mode choice, and 3) to facilitate the planning, design, and implementation of projects that will improve safety, environment, and overall quality of life.

Section 1404 of Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users (SAFETEA-LU), authorized the federal Safe Routes to School (SRTS) Program in August, 2005. Consistent with other federal-aid programs, each State Department of Transportation is held responsible for developing and implementing the program. For more information on the program, go to the Safe Routes to School (SRTS) web site at: <http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm>

Some expected outcomes of the program include:

- Increased bicycle and pedestrian traffic safety around schools
- More children walking and bicycling to and from schools
- Decreased vehicular traffic congestion around schools
- Reduced childhood obesity
- Improved air quality, community safety and security, and community involvement
- Improved partnerships among schools, local agencies, parents, and other stakeholders

The SRTS program is unique in its overriding emphasis on community participation in the development and implementation of a project. By involving the public, schools, parents, teachers, children, local agencies, the business community, key professionals, and others, a comprehensive and integrated solution to improve safety is likely to develop and be sustained beyond the life of the project. Applications must be for either infrastructure or non-infrastructure projects. Infrastructure projects are capital improvements within a two-mile radius of a grade school or middle school that make it safer or more convenient for children and adults who walk or bicycle to school; i.e. installation of crosswalks, gap closures along sidewalks or bicycle trails, signage. Non-infrastructure projects are education, encouragement, enforcement activities that promote walking and bicycling to school; i.e. public safety awareness campaigns, installation of bicycle racks and lockers in schools, acquisition of mobile vehicle speed monitoring equipment that can be transported from school to school.

Applications that seek SRTS funding for both infrastructure and non-infrastructure in a single application will be disqualified. Those that have the best chance of being funded are those that are clearly for one or the other and contain key elements referred to as the **5 Es - Education, Encouragement, Enforcement, Engineering, and Evaluation.**

- **Education** - Teaching children and adults about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, launching driver safety campaigns in the vicinity of schools, and involving parents in safety programs.
- **Encouragement** – Using events and activities to promote walking and bicycling; i.e. Walk to School Days, Walking Wednesdays, voluntary Walking School Buses.
- **Enforcement** – Partnering with local law enforcement to ensure traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians at crossings, proper walking and bicycling behaviors) and initiating community enforcement such as crossing guard programs or pedestrian right of way/speed compliance operations.
- **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.
- **Evaluation** – Evaluation is a requirement on all projects. Awardees (or the responsible agency) must submit a completed Student Tally and Parent Survey to the National Center for Safe Routes to School within two (2) months prior to and after project implementation during the regular school year. The data must be collected at the target school(s) on two separate days of the same week and sent in hard copy to the National Center for SRTS at this address:

National Center for Safe Routes to School
Attn: Data Center
730 Martin Luther King Jr. Blvd., Suite 300
Chapel Hill, NC 27599

This exercise is intended to assess the project's effectiveness by first establishing a baseline on parental attitudes and the number of children currently walking/ bicycling, and then later, measuring any changes in these areas as a result of the project.

Community volunteers such as service clubs would be natural partners in supporting an SRTS project. For example, members of the Boy Scouts could conduct a walkability audit around a school route to identify the problems, and the information collected might be shared at a city/county workshop to determine the best infrastructure improvement for that route. Any costs associated with education/encouragement/enforcement elements in a typical infrastructure project must be funded by funds that are not from the federal SRTS program. The same applies to engineering elements in a typical non-infrastructure project. Costs associated with evaluation are reimbursable in both project categories.

It should be emphasized that the SRTS Program is a reimbursement program.

Awardees must use their own funds first and submit invoices to Caltrans Local Program Accounting (LPA) for payment. See Chapter 5 "Accounting/Invoices," of the *Local Assistance Procedures Manual* (LAPM). The LAPM can be found at the Division of Local Assistance (DLA) web site at:

<http://www.dot.ca.gov/hq/LocalPrograms/public.htm>.

24.2 ROLE OF CALTRANS

The California Department of Transportation (Caltrans) administers the SRTS Program in the DLA in partnership with the District Local Assistance Engineers (DLAE) in each of the 12 Districts.

Typical roles include the following:

DLA Safe Routes to School Coordinator

- Provides statewide program guidance to the Districts; i.e., provides project evaluation materials and instructions; assists in the formation of committees to score non-infrastructure projects upon request by the District; conducts outreach through various networks, the Safe Routes to School web site, and at conferences/meetings/workshops.
- Tracks statewide project implementation; reassigns unused funds returned to the DLA.
- Chairs the SRTS Advisory Committee meetings; participates on the SRTS Partnership Network and on bicycle/pedestrian working groups; i.e., California Pedestrian Advisory Committee (CalPed), Active Transportation and Livable Communities (ATLC), the Bicycle/Pedestrian Steering Committee, and the Bicycle/Pedestrian Blueprint subcommittee.
- Obtains the Department's approval on recommended project lists; provides the Districts with an approved project list.
- Forms a DLA management group to validate District project selections.

District Local Assistance Engineers (DLAE)/District SRTS Coordinators

- Notifies applicants of the results after each call for projects.
- Serves as the main point of contact in project implementation after notifying successful applicants of award. DLAEs will accept the Request for Authorization to Proceed by the awardee and prepare the E-76 which initiates the process of obligating funds for the project.
- Serves as the main point of contact on all project-specific questions.
- Forms District project review committees for infrastructure projects and non-infrastructure projects. Develops a recommended project list for transmittal to the DLA SRTS Coordinator and inputs application data into a database.
- Maintains ongoing communication with DLA, public agency awardee, or lead agency.

DLA Area Engineers

- Coordinates with DLAEs on activities related to project implementation.
- Authorizes federal-aid funds on behalf of the FHWA.
- Executes project agreements with local agencies on behalf of the State.
- Interprets and administers procedures, programs, and guidelines required to implement state and federally funded projects, including Title VI requirements and related statutes.

24.3 PARTNERSHIP ROLE OF THE CITY/COUNTY/MPO/RTPA WITH THE NONTRADITIONAL AWARDEE

The City/County/MPO/RTPA serves as the responsible agency for the nontraditional awardee. Nontraditional awardees include: nonprofit organizations, school districts, health/education departments, hospitals, and federally recognized Native American Tribes. This arrangement should be formalized through a signed Memorandum of Understanding (MOU) or Interagency Agreement between the City/County and the nontraditional awardee. If the responsible agency requires compensation for the additional workload involved, a reasonable portion of SRTS funds may be used for payment. That expense must be shown on the Project Cost Estimate. Typical duties of the responsible agency include, but are not limited to:

- Ensures that federal-aid transportation requirements are being met by the nontraditional awardee and the procedures in the LAPM are being followed.
- Submits invoices and progress reports on behalf of the nontraditional awardee.
- Ensures that the Student Tally and Parent Survey are submitted.
- Ensures timely project delivery.

24.4 ROLE OF SRTS ADVISORY COMMITTEE

This multidisciplinary group is comprised of representatives from urban and rural cities and counties, the DLAEs, the SRTS National Partnership, bicycle/pedestrian advocacy organizations, the State Departments of Education and Health Services, the enforcement unit at the State Office of Traffic Safety, the Association of Cities/Counties/Schools Partnership, the Federal Highway Administration (FHWA), the Native American Liaison at Caltrans, and other Caltrans staff. They convene on an as-needed basis to provide policy guidance and program direction. Typical roles include:

- Provides feedback and input to the SRTS Coordinator regarding any proposed changes to the program.
- Participates on project selection committees as needed, or recommends qualified individuals to serve on those committees.
- Assists in conducting SRTS Program outreach and publicize calls for projects through their networks.

24.5 ELIGIBLE APPLICANTS

Any state, local or regional agency, school district, and nontraditional entity as defined in Section 24.3 above are eligible to apply for funds. **Failure to comply with federal requirements may result in mandatory repayment to the State of all SRTS funds received.**

Prior to applying, applicants must familiarize themselves with Title 23 of the U.S. Code of Federal Regulations, LAPM and the *Local Assistance Program Guidelines* (LAPG) to determine whether they have the capacity to comply with the provisions therein.

When seeking federal funds for infrastructure projects a signature from a city/county Public Works Official must accompany the application certifying that the facility will be operated and maintained by that local agency after construction.

24.6 FUNDING

Funds will be apportioned on the basis of student enrollment in each District. SRTS projects are 100 % reimbursable where a determination has been made that all work is eligible. No local match is required.

A statewide funding target of seventy percent (70%) for infrastructure projects and up to thirty percent (30%) for non-infrastructure projects has been established as the goal. California's apportionment total over the life of SAFETEA-LU is approximately \$68 million. Two Federal Fiscal Years (FFY) worth of projects will be programmed in the 4-year Federal Statewide Transportation Improvement Program (FSTIP) in each cycle. Refer to the Safe Routes to School web site for dollar amounts available in each call for projects at: www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm. No Caltrans District will receive less than \$1 million in a cycle.

INAPPROPRIATE USES OF SRTS FUNDS

States are not permitted to use funds for projects that do not specifically serve the stated purpose of the SRTS Program, nor should they be used for recurring costs, except as specifically provided in the legislation. For example, program funds should not be used to pay crossing guard salaries as these are recurring costs. Funds may, however, be used to fund a crossing guard training program.

It is inappropriate for the SRTS funds to be used on projects that are primarily intended to make pick-up and drop-off more convenient for drivers rather than to improve child safety and/or walking and bicycling access. Additionally, funds spent on education programs that are primarily focused on bus safety and/or improvements to bus stops are inappropriate uses of program funds.

24.7 FEDERAL REQUIREMENTS

Awardees must comply with the provision of Title 23 of the U.S. Code of Federal Regulations and the processes and procedures contained in the LAPM and the Master Agreement with Caltrans which contains among other provisions, nondiscrimination assurances. Infrastructure projects and non-infrastructure projects will be placed under different Master Agreements. Again, non-infrastructure and infrastructure project applications involving nontraditional awardees must be signed by a top official from a City/County/MPO/RTPA documenting that they will serve as the responsible agency over the nontraditional awardee.

Reimbursement invoices will be paid by the LPA at Caltrans Headquarters. Refer to Chapter 5, "Accounting/Invoices," of the LAPM for the invoice form. An "Authorization to Proceed with Construction" (Exhibit 3-D "Request for Authorization to Proceed with Construction," of the LAPM) must be obtained before advertisement.

Any work performed by the applicant prior to receiving written "Authorization to Proceed" is not eligible for reimbursement.

Key provisions in the LAPM include but are not limited to:

- National Environmental Policy Act (NEPA) documentation is required on all projects. Refer to the LAPM, Chapter 6, “Environmental Procedures,” for guidance and procedures on complying with NEPA and other federal environmentally related laws.
- SRTS projects that require right of way acquisitions are discouraged. If the project requires additional right of way (the acquisition of real property), the provisions in the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 apply. Contact the DLAE for consultation and assistance prior to beginning any right of way work. For more information, refer to Chapter 13, “Right of Way,” of the LAPM. If the project affects school property, it could trigger the need for a Section 4(f) (Protection of Publicly Owned Park, Recreation Area, Wildlife or Waterfowl Refuge, or Land from Historic Sites) evaluation under the NEPA umbrella.
- All bicycle facilities and sidewalks shall be designed in accordance with *California Manual on Uniform Traffic Control Devices* (California MUTCD) and Chapter 11, “Design Standards,” of the LAPM. This chapter also includes design provisions to meet the Americans with Disabilities Act (ADA) requirements.
- If the agency/organization requires the consultation services of architects, landscape architects, land surveyors, or engineers, the procedures outlined in Chapter 10 “Consultant Selection,” of the LAPM must be followed.
- The contract documents are required to incorporate applicable federal requirements such as Davis Bacon wage rates, competitive bidding, Disadvantaged Business Enterprise (DBE)/Equal Employment Opportunity (EEO) provisions, etc. For more information, refer to Chapter 9, “Civil Rights and Disadvantaged Business Enterprises,” and Chapter 12 “Plans, Specifications & Estimate,” of the LAPM.

24.8 PROJECT APPLICATIONS, SELECTION, AND PROGRAMMING

The application form is posted on the SRTS web site. Also see **Exhibit 24-A** “Application Form for Safe Routes to School Funds,” in this chapter. Applicants may submit more than one application. After a call for projects is made, applicants will have approximately twelve (12) weeks to prepare their application(s). A submittal deadline date will be cited when the call is announced. The “Next Steps” document posted on the Safe Routes to School web site at:

<http://www.dot.ca.gov/hq/LocalPrograms/saferoutes/saferoutes.htm> provides an overview of the steps involved in implementing a project.

The project selection process will consist of two steps:

- 1) Separate committees for infrastructure and non-infrastructure applications will be formed in the Districts to objectively and fairly evaluate all applications. It will be the District’s responsibility to form the District committees and develop a recommended project list. Upon request, the DLA Safe Routes to School Coordinator will assist in identifying individuals at the local level who are qualified to evaluate non-infrastructure projects. Districts will score and select infrastructure and non-infrastructure projects up to their funding limits using standardized instructions and guidelines provided by the DLA Safe Routes to School Coordinator. These guidelines will instruct District reviewers on what to look for when evaluating projects and in selecting qualified individuals to serve as reviewers.

- 2) DLA managers will then “validate” the project lists from each District to check for eligibility; ensure that the project is within the funding limit for the District; ensure that the project’s cost and scope are reasonable, and that the agencies that are selected have a history of delivering projects in a timely fashion.

Districts with leftover funds that cannot fully fund their next highest rated project will have the option of: 1) downsizing their next highest priority project, or 2) returning remaining funds to the DLA for re-distribution.

The DLA will provide copies of the project list to the Division of Transportation Programming (Programming) which is responsible for notifying MPOs to amend new SRTS projects into the FTIP and amending projects for non-MPO counties into the FSTIP. This step takes between two (2) to six (6) months.

Awardees will be responsible for contacting their MPO to find out whether their project has been amended into the FSTIP by going to:

http://www.dot.ca.gov/hq/transprog/federal/ftip_amendments/tip_2006.htm

24.9 PROGRESS REPORTS

A Progress Report will be used to document completed activities for infrastructure and non-infrastructure projects. Refer to the Safe Routes to School web site to download the “SRTS Project Progress Report for Infrastructure and Non-Infrastructure Projects.” It must be completed no less than every six (6) months and mailed to the DLAE. Non-compliance could place the project on an inactive list which could result in funds being deobligated.

24.10 DEADLINES

The Request for Authorization to Proceed should be submitted to the DLAE soon after the project is amended into the FSTIP, since projects must be obligated within six (6) months after being programmed. “Obligated” means that the FHWA has approved federal SRTS funds for that project. The six (6) month time frame begins at the time the project is amended into the FSTIP.

Invoices for payment must be submitted at a minimum every six (6) months in order for a project to be considered active. Refer to the LAPM for the Invoice Form (Exhibit 16-L “Sample Federal-Aid Invoice”).

Projects must be delivered—the final invoice paid, and the project closed out within four (4) FFYs after the project is obligated. A FFY runs from October 1 to September 30.

24.11 BEFORE/AFTER REPORTS

Within two (2) months prior to and after project implementation during the regular school year, the target school(s) must collect data on two (2) separate days within the same week, using the Student Tally and Parent Survey posted on the Safe Routes to School. They are posted on the Safe Routes to School web site. This data must be submitted in hard copy to the National Center for SRTS. Refer to Section 24.1 “Evaluation” in this chapter for the address.

24.12 PROJECT CATEGORIES

(A) INFRASTRUCTURE

DEFINITION

Infrastructure projects are engineering projects or capital improvements that will substantially improve safety and the ability of students to walk and bicycle to school. They typically involve the planning, design, and construction of facilities within a two-mile radius from a grade school or middle school.

The maximum funding cap for an infrastructure project is \$1 million. Caltrans does not set minimum caps. The project cost estimate may include eligible direct and indirect costs.

ELIGIBLE PROJECTS

Projects that are proposed on State right of way should have a letter of acceptance from the State; i.e., District Director or Deputy Director of Maintenance and Operations approval. Eligible projects may include but are not limited to:

- New bicycle trails and paths, bicycle racks, bicycle lane striping and widening, new sidewalks, widening of sidewalks, sidewalk gap closures, curbs, gutters, and curb ramps. Also includes new pedestrian trails, paths, and pedestrian over and under crossings, roundabouts, bulb-outs, speed bumps, raised intersections, median refuges, narrowed traffic lanes, lane reductions, full or half-street closures, and other speed reduction techniques.
- Included in the category of traffic control devices are: new or upgraded traffic signals, crosswalks, pavement markings, traffic signs, traffic stripes, in-roadway crosswalk lights, flashing beacons, bicycle-sensitive signal actuation devices, pedestrian countdown signals, vehicle speed feedback signs, pedestrian activated upgrades, and all other pedestrian and bicycle-related traffic control devices. Note: Applications that include traffic control devices that require minimum “warrants” to be satisfied prior to their installation must attach the warrant sheets to the application. Traffic Control Devices which are not in compliance with the *FHWA Manual on Uniform Traffic Control Devices (MUTCD)* and the *California Supplement* will not be approved for installation unless the applicant receives approval to experiment with a traffic control device under the processes described below. A local agency which proposes to install an experimental traffic control device on a public roadway shall follow the process prescribed in Section 1A.10, of the California MUTCD. The California MUTCD is available at the following web site: www.dot.ca.gov/hq/traffops/signtech/mutcdsupp/.

The local agency shall also comply with the experimental process of the California MUTCD Committee. For more information on that process go to: www.dot.ca.gov/hq/traffops/signtech/newtech/others/guidelines-exp.pdf.

(B) NON-INFRASTRUCTURE PROJECTS

DEFINITION

Non-infrastructure projects are education/encouragement/enforcement activities that are intended to change community behavior, attitudes, and social norms to make it safer for children in Grades K-8 to walk and bicycle to school.

Non-infrastructure projects should increase the likelihood of programs becoming institutionalized once in place. Deliverables from a non-infrastructure project must be clearly stated in the application and tangible samples must be attached to the final invoice or Progress Report; i.e., sample training materials or promotional brochures.

The funding cap for a non-infrastructure project is \$500,000. Multi-year funding allows the applicant to staff up and deliver their project over the course of four (4) years, thereby reducing overhead and increasing project sustainability. Caltrans does not set minimum caps. Each applicant must determine for itself how much funding is needed to cover their own administrative costs.

ELIGIBLE PROJECTS

Eligible projects may target a single local school or school district, or the State as a whole. In Cycle 1 the University of California, San Francisco was selected to serve as a resource to all grade schools and middle schools statewide once under agreement and fully staffed up.

The most effective non-infrastructure activities are conducted within the framework of a community coalition. Thus, it is strongly suggested that an SRTS community coalition be established. A Walkable/Bikeable Community Workshop convenes community stakeholders to identify, and then pursue concrete steps to make the community more walkable and bikeable. The workshop serves as the impetus to bring together key partners, including schools, elected officials, local government, parks and recreation, law enforcement, emergency services, public health, business owners, residents, advocacy groups and other organizations that can serve as core members of a community coalition to design and implement a plan which incorporates the five Es. Examples of non-infrastructure projects might include but are not limited to:

AT LOCAL/REGIONAL/DISTRICT LEVEL

- Hires a Program Manager to coordinate SRTS efforts and volunteers at several schools.
- Conducts a Walkable Community Workshop which includes a walk and bike audit.
- Provides a community with walkability checklist.
- Provides modest incentives for SRTS contests, and incentives that encourage more walking and bicycling over time.
- Pays for a substitute teacher if needed to cover for faculty attending SRTS functions during school hours.
- Procures equipment and training needed for establishing crossing guard programs.
- Conducts outreach to local press and community leaders.
- Pays for the cost of additional traffic enforcement or equipment needed for enforcement activities.

- Pays for traffic education and enforcement in the vicinity of schools.
- Forms student sessions on bicycle and pedestrian safety, health, and environmental impacts.
- Develops “Suggested SRTS Maps.”

24.13 REFERENCES

GENERAL

- Title 23, United States Code of Federal Regulations, Sections 120 and 152
- California Streets and Highways Code, Sections 890-894 and 2330-2334
- Caltrans *Local Assistance Program Guidelines* (LAPG)
- Caltrans *Local Assistance Procedures Manual* (LAPM)
- Department of Labor Home Page at: <http://origin.www.gpo.gov/davisbacon/>
- Safe Routes to School Guide: <http://www.saferoutesinfo.org/guide/>
- Caltrans Bicycle and Pedestrian Program Contacts:
- <http://www.dot.ca.gov/hq/tpp/offices/bike/contacts.html>
- Caltrans Division of Local Assistance Home Page:
<http://www.dot.ca.gov/hq/LocalPrograms/>
- Pedestrian and Bicycle Information Center Federal Highway Administration Safe Routes to School: <http://safety.fhwa.dot.gov/saferoutes/index.htm>

INFRASTRUCTURE PROJECTS

- Caltrans *Highway Design Manual*
- *Manual on Uniform Traffic Control Devices* and *MUTCD California Supplement*
- *AASHTO: A Policy on Geometric Design of Highways and Streets*
- *Standard Environmental Reference* (SER) web site at:
<http://www.dot.ca.gov/ser/vol1/vol1.htm>

NON-INFRASTRUCTURE PROJECTS

- Walking School Bus: <http://www.walkingschoolbus.org/>
- National Highway Traffic Safety Administration:
<http://www.nhtsa.dot.gov/people/injury/pedbimot/bike/Safe-Routes-2004/pages/section-2.htm>

EXHIBIT 24-A

Application for Federal Safe Routes to School Funding**Check one:****This application is for: Infrastructure project _____**
Non-infrastructure project _____**This application is to be completed when seeking funds for infrastructure and/or non-infrastructure projects from the federal Safe Routes to School (SRTS) program. It consists of six (6) parts which asks for the following information:****PART 1:** General Information About the Applicant**PART 2:** General Information About the Project**PART 3:** Organization Background and Capacity**PART 4:** Detailed Information About the Project**PART 5:** Project Cost Estimates**PART 6:** Project Delivery Schedule**NOTE:** Applicants can recreate this application form, however, the format and all questions must remain exactly the same as presented and submitted with attachments in hard copy to your Caltrans District Local Assistance Engineer (DLAE). Please submit three (3) sets of the application package to the DLAE in your Caltrans District Office. Refer to the DLA web site for the DLAE in your District and their mailing address: <http://www.dot.ca.gov/hq/LocalPrograms/dlae.htm>.

Applications from nontraditional applicants (school districts, nonprofit organizations, public health/education departments, federally recognized Native American Tribes, hospitals) must be accompanied by a signature from a top official from a City/County/Metropolitan Planning Organization (MPO)/Regional Transportation Planning Agency (RTPA) certifying that they will agree to be the responsible agency over the nontraditional awardee. If a nontraditional applicant is awarded funds for an infrastructure project, a signature is required from a public works official from the public agency certifying that they agree to operate and maintain the facility after construction.

An incomplete application will be disqualified from review. The entire application text must not exceed 30 pages. Maps, photographs, and Letters of Support may be included in the application package separately as attachments and will not be counted as part of the 30 page limit. **All Letters of Support to Caltrans must be directed to "To Whom it May Concern." Do not send them directly to the Director at Caltrans Headquarters or District Director.**

Applications must be stapled in the upper left-hand corner. Those bound by any other means will not be accepted; i.e., binders, protective covers, spiral threading, etc. If you wish to submit a transmittal letter, please attach it to the application with a removable binder clip.

PART 1: General Information About the Applicant

Name of applicant (or responsible agency): _____

If a nontraditional applicant, name of responsible City/County/MPO/RTPA that has agreed to partner with the applicant: _____

Name and title of contact person responsible for this project: _____

Name, title, and signature of top official from a City/County/MPO/RTPA (if applicable): _____

Mailing address of responsible contact person responsible for this project:

Street address: _____ City: _____

County: _____ Zip: _____

Telephone number of contact person responsible for the project: _____

E-mail address of contact person responsible for the project: _____

Fax number of contact person responsible for the project: _____

PART 2: General Information About the Project

Check all of the areas that you will use SRTS funds for: Education: _____ Encouragement: _____
Enforcement: _____ Engineering: _____

State Legislative District(s): Senate _____ Assembly _____ Caltrans District _____

Metropolitan Planning Organization (MPO)/Regional Transportation Planning Agency (RTPA): _____

Project title: _____

Clearly state the specific deliverables that will result from your project: _____

Identify other safety efforts already underway in your locale that may complement your project:

Brief description of project:

Brief description of targeted location; i.e., urban/rural/suburban setting, geographic characteristics, etc.:

Identify the names of school(s) in the target area, the total student enrollment in each of the schools, and approximate number of children who currently walk/bicycle to school: _____

If submitting more than one application, the priority number of this application: _____

Total number of project applications being submitted: _____

PART 3: Organization Background and Capacity

1. Provide a brief overview of your organization if the applicant is a nontraditional applicant (example, a mission statement, geographical area served, experience with projects similar to the one proposed, etc).

PART 4: Detailed Information About the Project(s)

When seeking funds for infrastructure projects, the following four (4) documents must be attached to this application:

1. A clear, color rendering of a general map showing the location of all proposed improvements and their proximity to the school and school routes within the two-mile radius.
2. A clear site plan for each improvement location showing existing and proposed conditions, preferably in color.
3. Detailed Engineer's Estimate (use form posted on the Division of Local Assistance Home Page in the internet under SRTS located at: www.dot.ca.gov/hq/LocalPrograms).
4. Completed "warrant" sheets per the California MUTCD for projects with traffic control devices (if required).

For both infrastructure and non-infrastructure projects, applicants are encouraged to provide letters of support from project partners and advocacy groups. These letters should be attached to the back of this application and do not count toward the total number of pages that are allowed.

Please respond to the following eight (8) statements when seeking infrastructure or non-infrastructure funds. They must be answered in sufficient detail and clarity to enable the review committee to fully understand your proposed project. They will be evaluated against all the other project proposals received. Refer to Section 24.6 of the SRTS Guidelines which explains the project selection process.

NOTE: The Evaluation element is a requirement of the program. It is not an option. It involves preparation of the Student Tally and Parent Survey at the beginning and end of the SRTS project in the target school(s). Forms along with data collection descriptions and instructions are posted on the Safe Routes to School web site. All applicants must provide the requested data to the National Center for Safe Routes to School at the completion of their project. The purpose is to determine the project's effectiveness in increasing the number of children walking and bicycling to school.

1. Describe the extent to which your project incorporates elements of the following 5 Es, and identify the individual and agency/organization responsible for the implementation of each element (maximum: 20 pts.)

If an Infrastructure Project:

- Engineering – Participation by engineers in providing correct technical information, oversight of construction facilities, conducting engineering studies, providing engineering data, consulting with engineers, etc. (11 pts.)
- Education – Programs that improve safety and convenience for children who walk or bicycle to school; i.e., public safety awareness campaigns or safety training. (3 pts.)
- Encouragement – Activities that promote walking and bicycling to school; i.e., providing incentives to children who are physically active, introducing children and parents to walking and bicycling through Walk to School Day events, "Walking Wednesdays," purchasing and distributing bicycle helmets, etc. (3 pts.)

- Enforcement – Participation by law enforcement in the development and implementation of a project; i.e., ensuring safe speed limits are posted near schools, ticketing abusers, conducting safety check points, etc. (3 pts.)

If a Non-infrastructure Project:

- Education – See description above. (10 pts.)
 - Encouragement – See description above. (5 pts.)
 - Enforcement – See description above. (3 pts.)
 - Engineering – See description above. (2 pts.)
2. Cite the names and organizations/agencies that contributed to the development of a plan for this application and explain how they will continue to be involved in the project if it is funded; that is, formation of an ongoing “team.” (10 pts.)
 - Was there representation from the school, parents, professionals in the areas of health, transportation, enforcement, local elected officials, and other key members of the community in formulating this project? (5 pts.)
 - Describe the collaborative process followed in the development of this project and the individual contributions of each. (5 pts.)
 3. Does the applicant have a commitment from other agencies and organizations to have a role in implementing the project once awarded? (maximum: 5 pts.)
 - Cite the name, title, and contact information of the individual responsible for ensuring completion of this project. (3 pts.)
 - Has the commitment been formalized? Please describe. (2 pts.)
 4. Describe in detail any other efforts within the agency or organization that are planned or underway to support or compliment the proposed project. (maximum: 10 pts.)
 - Cite any funding commitments that have been made by agencies or organizations to sustain this project. (5 pts.)
 - Is this project consistent with the goals and objectives of local or regional planning documents; i.e., City/County Master Plan or General Plan, School Safety Plan, Circulation Plan, etc.? (5 pts.)
 5. Describe the safety-risks children currently encounter at the project location when walking or bicycling to school. Include supporting data such as accident reports, survey results, etc. (maximum: 15 pts.)
 - How was the determination made for each of the risks? (3 pts.)
 - Describe the extent and severity of the risks; namely, fatalities, injuries. (2 pts.)
 - Describe the safety-risks; namely, high vehicular speeds along two-lane roadways without sidewalks exposing children to debris, mud, overgrown vegetation, etc. or recently reported abductions/kidnappings/peer bullying/gang assaults reported against children along commute routes. (10 pts.)
 6. Describe how this project will correct the risks identified above. (maximum: 15 pts.)
 - Describe the specific “fixes” for each of the risks identified above. (10 pts.)
 - Describe the range of alternatives considered. (5 pts.)

7. Describe how this project will increase walking and bicycling to school. (maximum: 15 pts.)
 - What barriers will be removed to allow for increased walking and bicycling? (10 pts.)
 - Describe how increased walking and bicycling among students will be sustained. (5 pts.)
8. Describe in detail, your agency or organization’s capacity to undertake this project. (10 pts.)
 - Cite how the lead agency has managed other federal grants. (5 points)
 - Who (staff persons and/or volunteers) will be working on this project and what are their roles and responsibilities? (2 pts.)
 - Do you have other funding resources available for this project in addition to SRTS funds to cover any cost overruns? (3 pts.)

PART 5: Project Cost Estimate

Please provide cost estimate figures in the formats displayed below.

FOR INFRASTRUCTURE PROJECTS:

PROJECT COST ESTIMATE (as applicable)**

Preliminary Engineering			
Environmental	\$ _____	\$ _____	\$ _____
PS&E	\$ _____	\$ _____	\$ _____
Right of Way			
Engineering	\$ _____	\$ _____	\$ _____
Appraisals & Acquisitions	\$ _____	\$ _____	\$ _____
Utilities	\$ _____	\$ _____	\$ _____
Construction			
Construction	\$ _____	\$ _____	\$ _____
Construction Engineering	\$ _____	\$ _____	\$ _____
Before/After Evaluation	\$ _____	\$ _____	\$ _____
City/County Partnership Costs	\$ _____	\$ _____	\$ _____

Subtotal

Contingency*

Total Project Cost**

*Contingency “Total Cost” may not exceed 10% of the “Subtotal”; however, exceptions will be considered on a case-by-case basis.

**SRTS funds may not exceed \$1,000,000.

Has a non-infrastructure grant been submitted or approved to complement this infrastructure improvement? Yes: _____ No: _____

FOR NON-INFRASTRUCTURE PROJECTS:

PROJECT COST ESTIMATE (as applicable)**

	SRTS \$	Other \$	Total \$
Staff Time	\$ _____	\$ _____	\$ _____
Contractual Services*	\$ _____	\$ _____	\$ _____
Materials	\$ _____	\$ _____	\$ _____
Other Direct Costs	\$ _____	\$ _____	\$ _____
Before/After Evaluation	\$ _____	\$ _____	\$ _____
City/County Partnership Costs	\$ _____	\$ _____	\$ _____

Subtotal			

Total**			

*No copyright permitted on materials.

**SRTS funds may not exceed \$500,000.

PART 6: Project Delivery Schedule

Please provide estimated completion dates for the major milestones on your project.

Target Dates for Infrastructure Projects:

1. Obtain Authorization to Proceed with Preliminary Engineering (PE): _____
2. Complete Student Tally and Parent Survey: _____
3. Complete the NEPA document: _____
4. Submit first invoice: _____
5. Complete final design and Plans, Specifications, & Estimate (PS&E): _____
- 6.. Obtain Authorization to Proceed with Right of Way: _____
7. Obtain Right of Way Clearance (certification): _____
8. Obtain project Authorization to Proceed with Construction: _____
9. Award Construction Contract: _____
10. Complete construction: _____
11. Submit second Student Tally and Parent Survey results: _____
12. Submit final invoice with a report of expenditures, and close out the project: _____

Target Dates for Non-Infrastructure Projects (as applicable):

1. Obtain Federal Authorization to Proceed: _____
2. Submit Student Tally and Parent Survey results: _____
3. Submit first invoice: _____
4. Complete project and produce deliverables: _____
5. Submit second Student Tally and Parent Survey results: _____
6. Submit final invoice with a report of expenditures and close out the project: _____

Distribution: 1) Applicants, 2) DLAES, 3) Chief, DLA, 4) Chief, Project Delivery & Safety
5) DLA Safe Routes to School Coord., 6) DLA Area Engineers

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