



2009 RHODE ISLAND SAFE ROUTES TO SCHOOL (SRTS) PROGRAM INFORMATION AND APPLICATION GUIDE

The applicant is strongly advised to read the complete Application Packet including this Application Guide before working on the application. The Safe Routes to School (SRTS) federal program is not a typical infrastructure program. Successful applicants showed evidence of an understanding of the Safe Routes to School Program. The best way to prepare is to read through the National Center for Safe Routes to School website at:

<http://www.saferoutesinfo.org>

This Information and Application Guide follows the format of the Rhode Island SRTS application and gives specific instructions to assist applicants in completing it. You can download the application form from the Rhode Island SRTS website at:

<http://www.planning.ri.gov/transportation/srts/srts.htm>

When working on an Adobe version of this application, you may type, “see attached” and submit responses to those sections as attachments. When filling out a Word version which is also available on the Statewide Planning website, you may enlarge the space allocated as necessary. Completed applications should include the SRTS Application Form, the Engineering Data Sheet (infrastructure projects only), the Walkability Checklist, and the table for Student Travel Distance in section “V. Potential for Success” of the application.

Submittals must be received no later than February 24, 2010 @ 3:00 p.m. They must include one signed original, 8 hard copies, and an electronic version on disk. Mailed submittals should be addressed to Ronnie Sirota, RI SRTS Coordinator, RI Statewide Planning, One Capitol Hill, Providence, RI 02908. For additional information or if you have any questions, please contact the coordinator at (401) 222-1233 or at rsirota@doa.ri.gov.

Below are instructions corresponding to the letters on the SRTS application:

I. APPLICANT INFORMATION

A. Applicant(s): The SRTS program is geared towards including nontraditional partners. Many times a project will be grassroots driven, and project sponsors will include schools or community based groups such as the Parent Teacher Group of a particular school in addition to the more typical governmental groups. The application should identify the entity or entities

responsible for developing and carrying out the SRTS Program that is the subject of the application. The Program is school-focused; applications should identify a school or schools that will be the focus of the program.

- An applicant must include a school(s)/school district and a city or town. It may also include a non-profit 501(c)(3) organization. If the applicant is a non-profit, the application must be in partnership with a school and a city or town and be part of a comprehensive program for a particular school. On the application form, please list the co-applicants. To illustrate the above, applicants can be “Johnny Appleseed” Elementary School in partnership with the Town of “Lake Park”. Another example is “non-profit (School PTO, etc.)” in partnership with the “Johnny Appleseed” Elementary School and the Town of “Lake Park”. The specific School and the Town are always listed as two of the applicants.
- This must be a true partnership (see later instructions on forming teams for the applicant school); planning and implementation should be done with the school and other members of the “team”. Because the Principal of the school, the Superintendent of Schools or equivalent if it is a private school, and the Chief Executive of the city/town(s) in which the program is located **must** sign the signature page on the end of this application form, representatives of the three entities should all be part of the “team”.
- A private school can apply if it is a non-profit 501(c)(3) organization.
- It is anticipated that most applications will be for a single school. Only elementary and middle schools (grades K – 8) are eligible. In some cases, two schools, i.e., a middle school and an elementary school, may be located very close together and may submit a single application.

B. Contact: As explained above, there will be more than one applicant organization listed. However, the application should list one person as the contact for all communications and inquiries relative to the application.

II. PROJECT SUMMARY

A. Project Title: The title in most cases should reflect the comprehensive program that you are developing for your school where appropriate. Include the school(s) in the title, such as the “Johnny Appleseed Elementary School SRTS Program”. The title, may, but does not have to, reflect specific infrastructure improvement(s) being applied for, since the goal is the development of a comprehensive, multi-faceted program.

B. Project Elements: Eligible activities include projects that directly support increased safety, convenience and usage for elementary and middle school children to bicycle and/or walk to school. Projects must be within a 2-mile radius of the school. There are three categories of activities or project elements that you can apply for: non-infrastructure, infrastructure, and training (i.e. SRTS workshop). On this line of the application simply check the type(s) of project elements that you are applying for. Do *not* go into detail here as to the actual project you are applying for such as “crosswalks”. You will have the opportunity to do so later in the application. You do not have to apply for all categories -- some applicants may decide to *only* apply for non-infrastructure activities at this time and apply for infrastructure during another project solicitation cycle.

Non-infrastructure Activities include programs and activities to encourage walking and bicycling to school, including:

- Traffic safety education.
- Enforcement efforts such as crossing guard training and safety patrols.
- Encouragement activities for students such as “Walk to School Days” and contests and prizes for walking and mileage clubs.
- Walking School “Buses” and Bike “Trains”.
- Public awareness and outreach campaigns to the press and community leaders.
- Creation of and reproduction of promotional and educational materials.
- Implementation of bicycle and pedestrian safety curricula, materials and trainers and activities such as bike “rodeos” to teach safe bicycling.
- Training, including SRTS training workshops that target school and community level audiences, such the National Workshop Course. (*Check box for SRTS Workshop if requesting this component.*)
- Safety and educational tokens that also advertise the program.
- Photocopying, printing, mailing costs.
- Costs for data gathering, analysis, and evaluation reporting at the local project level.
- Limited planning funds for a consultant to work with the “team” to develop a Safe Routes to School Plan.
- Police detail near the schools during the student travel times.

Infrastructure Activities include the planning, design, and construction of infrastructure-related projects that will substantially improve the ability of students to walk and bicycle to school safely. Such projects may be carried out on any public road or any bicycle or pedestrian pathway or trail in the vicinity of the schools provided that they are in a public right-of-way or on private land covered by a written legal easement providing public access. This includes local roads that are not usually eligible for federal projects. Potential projects from the federal guidelines are listed below. Other types of infrastructure projects that are not in this list may also be eligible if they meet the objectives of reducing speeds and improving pedestrian and bicycle safety and access. This includes engineering expenses, including consultant services associated with developing the project. Because of the limited SRTS funding and the high cost of many infrastructure projects as well as more regulatory involvement, small straightforward projects are strongly encouraged. Only a very limited number of projects that are more involved such as sidewalks will be funded (approximately three to five projects averaging \$300,000). Therefore, more focus should be placed on improvements to existing sidewalks and other safety improvements. Cost estimating guidelines provided by RIDOT are included in the application packet. In Round One, the amount of infrastructure funding awarded for a specific infrastructure project ranged from \$3,600 to \$306,000. Eligible examples include:

- Sidewalk improvements: Including new sidewalks, sidewalk widening, gap closures, sidewalk repairs, and curb ramps. [Due to very high construction cost it is recommended that applicants should limit proposals for “new” sidewalks to distances less than 1000 feet except in unique cases.]

- Traffic calming/speed reduction improvements including bulb-outs, speed humps, crosswalks, raised crossings or intersections, median refuges, narrowed traffic lanes, lane reductions, street closures, automated speed enforcement, and variable speed limits.
- Pedestrian / bicycle crossing improvements including traffic signals and control devices, pavement markings, traffic stripes, flashing beacons, bicycle-sensitive signal actuation devices, pedestrian countdown signals, vehicle speed feedback signs, pedestrian activated signal upgrades, and sight distance improvements.
- On-street bicycle and pedestrian facilities including 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 including exclusive multi-use bicycle and pedestrian trails and pathways.
- Secure bicycle parking facilities including bicycle parking racks, bicycle lockers, designated areas with safety lighting, and covered bicycle shelters.
- Traffic diversion improvements including 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.

SRTS Workshop: RI SRTS will be offering the SRTS National Training Course for those awarded funding. The one-day workshop is intended to include your “school team” and other stakeholders in your program and would be held at or near your school site. It includes a walking audit and will help you to address concerns with walking conditions at your target school. It will also offer numerous strategies to help in planning and implementing your SRTS program at your school. It will be offered both to successful applicants who are awarded funding for projects as well as applicants who just want to *begin* planning for a SRTS Program and are not yet ready to apply for other activities at this time and therefore, will just be applying for the Training Course.

It is recommended that all applicants apply for the national training course workshop as it is extremely helpful in the successful planning and execution of local SRTS programs. For more information on the courses offered please see www.saferoutesinfo.org/training/

C. Target School Name: List the target school of your SRTS program. If the physical site is co-located or very close to each other, two schools can submit one application; both should then be listed.

D. School Address: Include actual address, not post office box.

E. Grades Served: List whether the school is an elementary or middle school and include the grades served at the school. Only grades K thru 8 are eligible for the SRTS program.

F. Principal: Make sure that the principal of the school is interested in implementing the program. The success of the non-infrastructure program depends a great deal on the cooperation and initiative of the principal. The writing of the application should involve or at least be reviewed with the principal.

G. Contact information for the principal.

H. Municipal Application Priority: This refers to the *municipality* project priority. Each city or town in Rhode Island may submit a limited number of applications (see enclosed Project Submission Limits sheet). A single application may consist of several *program elements* to be implemented at that school, either non-infrastructure and / or infrastructure. That is still considered one application. If more than one application is submitted from a specific city or town, the chief executive of the municipal government *and* the school superintendent must prioritize the applications. Those priorities are just one consideration for selection of a program. The Project Selection Committee is not obligated to choose the municipality's highest priority.

I. Non-Infrastructure Project Duration: This time period is usually for one year during the school year; however, the funding can be spread out for two school years.

III. DETAILED PROGRAM NARRATIVE MAXIMUM POINTS: 40

This narrative includes your school's SRTS "Plan". The plan should describe the comprehensive approach to be followed in developing and implementing the overall SRTS program for the school, and describe how the proposed project elements and tasks would obtain improvements in the areas of health and safety education, law enforcement, encouragement of walking and biking and infrastructure improvements. Show how it will increase the amount of children walking and bicycling to school. Show how it will make the walk and/or bike ride to and from school safer. This narrative should include how your school plans to carry out the 5 "E's" which are listed below. These elements are the ingredients of successful SRTS programs throughout the country. A well thought out, detailed program would be awarded more points. The Program Narrative should also include current relevant activities even if you are not requesting funding for those activities – for example, the community may already have a comprehensive enforcement effort near the schools. These should still be documented in the Program Narrative, even if funding is not being requested. If you already tried some activities explain the degree of success and what can be done to improve the activity.

A request for a one-day workshop as explained earlier or limited funding to help your school team work on a more detailed Safe Routes to School plan can be one of the projects requested; however, the application must still show evidence of team building for the overall program. Include existing and planned efforts to get more kids bicycling and walking at your school using the 5 E's as detailed below. Include obstacles currently limiting walking/biking to school and indicate what can be done to improve this. This may include other reasons in addition to traffic safety. While some obstacles may not be able to be overcome, creative thinking and brainstorming by the team may be able to come to a solution to increase those students walking and biking to school at least some of the time. This document can range from a couple of pages to one with more details. Consider your plan a growing document as you proceed with further planning and implementation of your overall program. Do not be discouraged if your plan does not have all the details for each element. Remember, the National Center for SRTS website can give you plenty of ideas!

Some resources and activities may already be available and even provided at no cost in your community. The activities listed under the various components below, i.e. the 5 "E's" (Education, Encouragement, Enforcement, Engineering and Evaluation) are just examples, and applicants are not limited to these. Refer to the SRTS National website for additional ideas. Creative ideas are encouraged! If you are not applying for funding for a particular component,

describe how you are handling that component. Coordination of the various activities should be demonstrated.

For this second SRTS solicitation in RI we are introducing a new resource. On the Rhode Island SRTS website for Round 2 there will be a growing SRTS Non-infrastructure Resource list of possible providers of non-infrastructure activities, especially for Education and Encouragement activities. Some of these resources are of no cost to the SRTS program; others may have a fee. It is up to the applicant to contact the providers and check out any credentials or references and possible fees. Potential program providers can contact the RI SRTS Coordinator if they would like to be considered for the resource list. You can include some of these activities in your application if you made arrangements with the provider. Some of these activities may be able to supplement your program during the implementation phase even if you did not put them initially in your application if they fit in your budget. Periodically check this list for ideas at: <http://www.planning.ri.gov/transportation/srts/srts.htm>

A. General overview: Include a map and pictures as appropriate here and in other questions asked below. You can include a general assessment of the situation and an overview of the solutions. Include diagrams of the areas around the school including bus drop-off and pick-up areas as well as teachers' and parents' cars, etc.

B. Education component: Explain how you plan to fulfill the requirement of an educational component to your school's SRTS Program. Examples include, but are not limited to:

- Teaching children about the broad range of transportation choices and the relationship to health and physical activity.
- Instructing children in important lifelong bicycling and pedestrian safety skills.
- Promotional and educational materials including safety curriculum.
- Parent and community education including launching driver safety campaigns in the vicinity of the schools. This can include parent education about the reasons for the program and including the safety skills taught to the students.

C. Encouragement component: Explain how you plan to fulfill the requirement of an encouragement component to your school's SRTS Program. Examples include, but are not limited to:

- Initiatives to get more children to bicycle and walk to school. This can include incentives for the students, activities such as "bike rodeos", "Walk to School Days", "Walking School Buses", walking clubs with prizes, "Bike trains", contests, etc.

D. Enforcement component: Explain how you plan to fulfill the requirement of an enforcement component. Examples include, but are not limited to:

- Partnering with local law enforcement to ensure traffic laws are obeyed in the vicinity of the schools (this includes enforcement of speeds, yielding to pedestrians in crossing, and proper walking and bicycling behaviors).
- Initiating community enforcement such as crossing guard and safety patrol programs.
- Funding for increased law enforcement at and near the school. This increased enforcement must be limited to one hour before and after school begins. It should be explained how the gains from this enforcement can be continued after the funding is completed.

E. Engineering component: Describe the physical improvements necessary. Please fill out the engineering data sheet that is in application packet. Refer to the cost estimate sheets included if needed. The degree of detail for the costs for the specific parts of the project including design, construction, etc, will be factored into scoring. For applicants applying for this component, the rating will be based on the suggested improvements including the following considerations:

- Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicles, and establish safer and fully accessible crossings, etc.
- Understanding of the steps involved for the permitting process, etc. that is needed for particular projects. If you are successful in being awarded an infrastructure project, the project design must be done by a RI Registered Professional Engineer from the town or a consultant hired by the town. (Costs will be reimbursed.)
- Consideration of less expensive but effective infrastructure solutions.
- Proposed maintenance plan for improvements if applicable. Indicate who is responsible for operating and/or maintaining the proposed improvements

For applicants who are not applying for the engineering component at this time it is still required that you describe in general the infrastructure, safety conditions, etc. at and near the school. (This should be described in more detail in “Section IV. Correction of Safety Hazards”). Applicants can indicate if they feel they need more planning to determine the kind of improvements needed, if any. As noted earlier in this guide, you can apply for a planning workshop to help with this and perhaps apply for infrastructure changes during another project solicitation cycle. Some applicants may feel they have the basic physical infrastructure but they need the other components to increase the numbers walking and biking to school. Indicate that if it is the case.

Another planning tool, which is offered by the Department of Transportation are Road Safety Audits (RSAs). A road safety audit is a formal safety performance examination of an existing or future road or intersection by an independent audit team. RSAs can be used in any phase of project development from planning and preliminary engineering, design and construction. They consist of a 3-5 person interdisciplinary team whose members are usually independent of the project. RSAs are comprehensive and attempt to consider all factors that may contribute to a crash. They consider the needs of pedestrians, cyclists, large trucks as well as automobile drivers. RIDOT and FHWA will conduct a road safety audit upon the request of local government at no charge to the municipality. The findings of the RSA can then be used to substantiate the request for funding for possible improvements. Please contact Despina Metakos Harris, Highway Safety Program Coordinator in the Office on Highway Safety at RIDOT for more information at 401-222-3024 ext 4096 or at dmetakos@dot.ri.gov.

F. Evaluation component: Describe how the project will be evaluated.

- Monitor and document outcomes and trends through the collection of data before and after the project including the use of surveys.
- What performance objectives are your proposals designed to meet? These can include increasing the number of children walking to school; reducing speeds in the school zone, etc
- How will success be measured?

See Evaluation resources on the National Center for SRTS website:

<http://www.saferoutesinfo.org/resources/index.cfm> Specific parent and teacher surveys will need to be used at the beginning and conclusion of the school's SRTS program.

IV. CORRECTION OF SAFETY HAZARDS MAXIMUM POINTS: 30

Remember the major goals of the SRTS Program are to increase the number of children walking and biking to school and to make it safer for this to occur.

A. Project area overview / characteristics that affect safety for walkers: This section should include general land use characteristics and general conditions in the vicinity of the school, roadway traffic volumes and speeds, roadway functional classification, presence of sidewalks and bike lanes, number of current walkers, number of children dropped off, number of children bicycling to school, conflicts created by parent drop-offs and bus traffic, presence of crossing guards, land uses surrounding the school, etc. Describe the conditions that presently exist during arrival and dismissal time. The lack of sidewalks throughout the walking area does not automatically exclude an area although sidewalks would, of course, be preferable. It is up to the school team to decide whether due to overall traffic conditions, children can safely walk to school with improvements and initiatives such as walking school buses, traffic education, etc. Identification by the team of current and potential safe walking and bicycle routes to school should be included. Maps and photographs should be included when applicable. This school route plan should include streets, the school, existing traffic controls, established school walk routes, if any, and established school crossings. These routes may need to be revised as the planning for the SRTS program proceeds during the implementation, especially during the review of the infrastructure plans and/or after the National Course Workshop.

B. Severity of safety concerns: This should include the number and severity of pedestrian injuries and/or fatalities in the project area; other crash data; parent and/or police surveys or interviews regarding safety conditions, etc. (refer to Engineering Data sheet in Application Packet). Identify known safety hazards or obstacles and any other barriers to walking and biking safely to school. The enclosed Walkability Checklist is helpful in conducting a walkability audit around your school. Inside the survey packet is a listing of helpful resources. Whether or not there have been actual accidents, a potentially unsafe condition can still exist. If so, please describe. This is a section where input from the law enforcement members of your team can be valuable. Describe other safety issues, such as why parents do not have their children walk to school. Address real and perceived dangers, and include crime statistics when applicable. In some cases, the present walking conditions are so hazardous that your planning team may not wish to encourage more children to walk to school at this time. If you have unsafe conditions that must be corrected first, you can still apply for funding for education and enforcement activities in addition to the engineering (infrastructure) improvements requested. Please be sure to describe and document the unsafe conditions above. If this is the case then please include the following statement: "*Children should not be encouraged to walk to school until improvements have been made.*"

C. Anticipated safety benefits: This should include the reduction of vehicular / pedestrian conflicts, slowing vehicular traffic, improving driver awareness, creating vertical or horizontal separation between walkers/bikers and vehicular traffic, and/or crossing guards. When including recommendations to correct the safety hazards, show *how* these improvements will correct the

problems. Improvement of the parking lot for the convenience of the drivers is not an allowable use of funding. Be creative and realize funding is limited; do not overlook small steps that can be taken such as creating an opening in a fence or shrub to allow children to walk on a path safely.

V. POTENTIAL FOR SUCCESS MAXIMUM POINTS: 20

A. Eligible vs. actual walkers: Please estimate the number of children who potentially can benefit from the program. Statistics should be able to be obtained from the school or school district directly as to numbers of students who live various distances from the school; if possible broken down by grade levels as in the chart in this section of the application. If you do not have these exact breakdowns, modify the chart to the breakdown of distances from home to school that you were able to obtain. This will also be useful information for the evaluation component if your school(s) is awarded funding.

In addition to the chart, please explain the bus policy for the various grade levels for the school(s) you are applying for funding. Some school districts allow everyone on the bus. Most have a distance requirement for bus eligibility according to grade level. If the district bus policy allows for a lot of children to ride the bus even if they live close to the school, you will have more work to do to encourage parents to allow their children to walk to school. Are there any policies that would make it difficult for children to walk or bicycle to school, such as not allowing it?

For this application, if the principal does not have a good estimate of the number of children presently walking or riding bikes to school, the easiest survey may be the Student Tally asked by the teachers. (see attached) The Student Tally and Parent Survey forms are on the National Center for SRTS web site at: <http://www.saferoutesinfo.org/data/>. They are not required for this application but must be used by the schools awarded funding as part of the “before” and “after” evaluation. Many schools have developed innovative methods to have their students participate in the charting of the results that can be part of the educational curriculum, i.e. during math class.

While benefiting any number of children is certainly worthwhile, because of the limited amount of funding, applicants applying especially for a large amount of funding should consider the amount of children that potentially could benefit. Many schools in the last few decades have unfortunately been built on the edge of town far from where the actual students live. For example, if most students especially younger ones, live one to two miles from the schools, it would be unrealistic to expect many to take advantage of a safer infrastructure to walk to school. Obviously, age of the students is a factor. However, depending on the physical environment, a safe biking program may be appropriate in the case of older children. That is why the statistics indicated above will be strongly considered in awarding SRTS programs.

Many people have asked why Safe Routes to School funds cannot be used for walking to bus stops in cases where children live far from the school. While this is presently not eligible, it has been suggested by some of the SRTS advocates to include this in the next SRTS funding package (after the five years of funding is used). Congress has not passed that extension bill as yet. In any case, pedestrian and bicycle safety (many of those educational programs are low or no cost) would benefit all students and could be applied for funding for all students even if not many children live near the school.

B. Community and school support/list of “champion(s)” and school “team”: Successful SRTS programs have had a “local champion” who has the initiative to get people involved and excited in the planning of the program. The champion can be a parent, school staff person, parent-teacher organization, school or town administrator, town planner, school committee member, or any one person or small group who takes responsibility for organizing the program team and guides the overall school program. Names and positions should be listed here if possible. This person does not have to be the one who actually writes the application. If it is a group such as the parent-teacher organization, name(s) should be listed of the champion or two or three individuals who will take charge.

An existing health or wellness team, etc. can form the nucleus if applicable. Representatives of the SRTS Team could include:

- From the school side: the principal, parents, teachers, students, school nurse, physical education teacher, administrators, member from the school district’s “wellness” team, and the “school resource” person.
- From the municipal government side: public works director, engineer, planner, law enforcement, highway superintendent, and fire department.
- From the community side: local businesses, particularly those in the vicinity of the school, and community or non-profit groups.

List the names and positions of the members of your school “team”. Document any meetings that have been held with your team. The principal of the school and a law enforcement representative from the city/town are required to be a member of your team. If you are applying for infrastructure, then a public works (or engineer) representative from the city/town is required. The municipal officials would be responsible for the feasibility, requirements and permits, and estimated costs of infrastructure projects. Also include who will manage the program so the benefits and programs gained will continue after the parent volunteers move on when their children graduate from your school.

Not all applicants will have the full team selected at this time. Evidence of progress in this would be reflected in the scoring. The applicant can include plans as to how they will increase the number of partners/ team members involved in the program and, of course, this would be ongoing. *It is most essential to have the cooperation and enthusiasm of the school principal, teachers, and the parents at the school proposed for the program. Many times parent teacher groups are a good way of communicating and gaining enthusiasm from the parents. Cooperation and enthusiasm from parents is essential for the success of the program.*

Cooperation with other schools for certain programs, etc. can help further chances for success. The applicant can also show the relationship with other relevant programs such as the RI Department of Health’s “Initiative for a Healthy Weight” or the “Healthy Kids! Healthy Schools!” initiative led by the Departments of Health and Education. The Wellness committees in every school district can be a source of a lot of help and cooperation. The SRTS program is included in the Department of Health’s initiative as a means to help achieve their goals. Letters of commitment and support, if available, can be included but are not required.

VI. PREVIOUS PLANNING ACTIVITIES MAXIMUM POINTS: 10

A. SRTS activities currently underway: Describe relevant school activities even if they are not part of a formal SRTS program. These can include Walk to School Days, walking clubs, etc. Include any relevant school health and wellness programs.

VII. OTHER FACTORS MAXIMUM POINTS: 10

A. Companion initiatives within the school facility/vicinity: This can include either existing or planned infrastructure projects or non-infrastructure activities. Describe how they could potentially further SRTS goals and implementation. They may include CDBG Neighborhood Revitalization, library projects, recreational facilities, bike paths already under construction or completed, etc. SRTS funding that you are applying for should not be used to replace existing funding for existing projects.

B. Economically disadvantaged school populations: Include percentage and numbers of students in your school eligible for free or reduced-cost school meals.

C. Located within growth center/urban service boundary: Is the school in a designated downtown or village center? Describe how this can potentially add to the success of the program. Your town planner can assist with this section.

TOTAL POSSIBLE POINTS: 110

VIII. PROPOSED PROJECT BUDGET

List *only* the project tasks that you are requesting funds for, not all the elements of your program. Include detail for estimated costs. For infrastructure projects include estimates for the specific parts of the project including design, permitting, right of way acquisition, construction, etc. For non-infrastructure projects, list estimated costs.

Funding available and project cost limits: A maximum of approximately \$2 million will be available for both infrastructure and non-infrastructure projects for this second funding cycle, subject to authorization by RIDOT. The project selection committee has discretion to not award all the funding in this grant cycle. Funding can be carried over to other years, if necessary, i.e. not enough qualified proposals are submitted. For the full multi-year funding period, 70% - 90% of the apportioned funds will be awarded for infrastructure projects. 10% - 30% will be awarded for non-infrastructure projects. The Safe Routes to School Program is 100% federally funded. No matching funds are required. In addition to the numerical scoring criteria, the SRTS Committee has discretion to award projects based on geographic location and project type as it pertains to programmatic requirements for infrastructure and noninfrastructure.

Other requirements for Safe Routes to School Projects: SRTS projects are subject to all requirements of Title 23 of the Code of Federal Regulations. SRTS infrastructure projects and non-infrastructure activities need to comply with all applicable provisions, such as project agreements, authorization to proceed prior to incurring costs, compliance with the National Environmental Policy Act (NEPA), etc. In addition, infrastructure projects must comply with Davis Bacon prevailing wage rates, competitive bidding procedures, and other contracting

requirements, etc. even for projects not located within the right-of-way of a federal aid highway, i.e. the project is on a local road. Most SRTS projects will likely fall under the categorical exclusions provisions of Title 23 Code of Federal Regulations Section 771.117 that recognize construction of bicycle and pedestrian lanes, paths, and facilities as not involving significant environmental impacts, however environmental review documentation may be required. Projects must also comply with all applicable provisions of the Americans with Disabilities Act (ADA). Applicants are also responsible for obtaining any and all permits relevant to their project. **Please work with your appropriate partners to determine compliance with these and any other necessary provisions for your projects.**

Once the project is awarded, a Project Agreement must be executed and signed prior to proceeding with any work. This Agreement will enumerate project requirements such as evaluation and reporting requirements, documentation required for reimbursement, etc.

IX. DESIGNATED FISCAL AGENT

The municipality and school district must decide on the fiscal agent for both infrastructure and non-infrastructure projects and indicate this on the application. A non-profit applicant must have a designated municipality or school district as a fiscal agent for the project. Infrastructure projects must have the municipality as the fiscal agent. Non-infrastructure programs can designate the school, school district, or municipality as the fiscal agent. Designation of fiscal agent will be finalized in the Project Agreement.

X. APPLICATION SIGNATURES

All signatories indicate an agreement in principle and a partnership on this program. Applications lacking all three signatures (Chief Municipal Executive, School Superintendent, and School Principal) will be returned.