

**Transportation Alternatives Application
For FY 2015, 2016, 2017
Non-Infrastructure SRTS Projects**



Due: Thursday, February 20, 2014 10:00 a.m.
(LATE APPLICATIONS WILL NOT BE ACCEPTED)

Applications MUST be submitted by a MAG Member Agency ONLY

Amount Available: \$400,000 per year

Maximum Amount per Program: \$45,000



MAP-21 TRANSPORTATION ALTERNATIVES PROGRAM (TA) APPLICATION
Non-Infrastructure SRTS Funding Available for Federal Fiscal Year 2015, 2016 and 2017

General Instructions:

This Excel form is to be used to request federal Transportation Alternatives (TA) funding available through the Maricopa Association of Governments (MAG) for projects to be included in the FY2014-FY 2018 MAG Transportation Improvement Program. Funding is available for Federal Fiscal Year (FFY) 2015, 2016 and 2017. The maximum amount per program is \$45,000.

This application form includes:

- General Instructions
- Cover Sheet
- Part A - Contact and Project Description,
- Part B - School/District Information,
- Part C - Project Description,
- Part D - Required Attachments,
- Part E - Cost Estimate Form,
- Part F - Checklist and Signature Page
- Transmittal Instructions and Schedule.

Each part is a separate tab of this excel file. Please complete the Cover Sheet and Parts A - F. Alternative application forms are available upon request.

Deadlines and Transmittal Instructions:

One printed, complete and signed application must be received in the MAG offices by 10:00 a.m. on Thursday, February 20, 2014. The application must also include a CD with the Excel application and all Required Attachments (Part D).

Detailed transmittal instructions are located in a separate tab in this excel sheet. Late applications **will not be accepted.**

If member agencies need additional information or have questions, they should contact Margaret Boone at (602) 254-6300 or by e-mail at mboone@azmag.gov

All information is required, unless noted by the word - Optional.



Non-Infrastructure Transportation Alternatives
Safe Routes to School Application for
FY 2015, 2016, and 2017

SRTS Study for Arizona Charter Academy in Surprise

City of Surprise

**APPLICATIONS ARE DUE AT MAG OFFICES BY
10:00 a.m. Thursday, February 20, 2014**

:

PART A - SPONSOR AGENCY CONTACT AND PROGRAM DESCRIPTION

Contact Information

| | |
|--|---|
| 1. Name of Sponsoring MAG Member Agency | Surprise |
| 2. Sponsoring MAG Member Agency Contact Name | Martin Lucero |
| 3. Phone Number of Sponsoring MAG Member Agency Contact | 623-222-3142 |
| 4. E-Mail Address of Sponsoring MAG Member Agency Contact | Martin.Lucero@surpriseaz.gov |
| 5. Mailing Address of Sponsoring MAG Member Agency Contact | 16000 N. Civic Center Drive, Community & Economic Development, Surprise, AZ 85374 |

Project Description

| | |
|--------------------------------------|--|
| 6. Please provide the Project Title. | SRTS Study for Arizona Charter Academy (ACA) in Surprise |
|--------------------------------------|--|

7. Please provide a concise, specific description of the program (250 character limit):

The proposed project would retain a consultant to develop a SRTS study the Arizona Charter Academy (ACA) in the City of Surprise. The study will include a Level 1 analysis to document and analyze existing school policies related to the 5 E's. The consultant will gather data by using National Center for Safe Routes to School's Student Travel Tally form, parent surveys, and picture logs and/or by other methods. A Level 2 analysis will include specific recommendations for the school; including a map with recommended routes; engineering improvements; recommendations for policy changes; and, the creation of an action plan.

1. Hold a kick off meeting with ACA to determine the vision of the group and generate next steps.
2. Gather information and identify issues by utilizing data from the City's Traffic Engineer, Police, and other City Departments.
3. Identify solutions by working with school stakeholders to establish appropriate interventions. Interventions will be designed to meet the needs of the school. Solutions will be multifaceted and include strategies around the 5 E's defined in the SRTS guide.
4. Make a plan by working with all stakeholders to develop a school action plan. Established plan will include the 5 E's defined in the SRTS guide, a timeline, and an evaluation plan.
5. Implement the plan to ensure that the final product will be beneficial.
6. Evaluate the plan through before-and-after participation; determine effectiveness; and, work towards the creation of an action plan.

8. Please list the k-8 school(s) to be included in the program and insert a map(s) as a required attachment (in part D) of the attendance area and the main walking/biking route. Clearly delineate and label the known walking/biking routes highlighting the main route to the designated school ingress/egress point(s) with the most vehicle, bike and pedestrian volumes.

Arizona Charter Academy, 16011 N. Dysart Road, Surprise, AZ 85374

PART B - SCHOOL/DISTRICT INFORMATION

Please complete a school/district profile for each school/district in this application. Create copies of this tab in order to complete a profile for more than three schools/districts.

School/District #1

| | |
|--|-------------------------|
| 1. School/District Name | Arizona Charter Academy |
| 2. School/District Address | 16011 N. Dysart Road |
| 3. School/District City, State, ZIP Code | Surprise, AZ 85374 |
| 4. School/District Contact Name | Melissa Holdaway |
| 5. School/District Contact Email Address | mholdaway@azcharter.com |
| 6. School/District Contact Phone Number | 623-974-4959 x205 |
| 7. School/District Data Collection Contact Name | Melissa Holdaway |
| 8. School/District Data Collection Contact Email Address | mholdaway@azcharter.com |
| 9. School/District Data Collection Contact Phone Number | 602-478-8793 |

School/District #2

| | |
|--|--|
| 1. School/District Name | |
| 2. School/District Address | |
| 3. School/District City, State, ZIP Code | |
| 4. School/District Contact Name | |
| 5. School/District Contact Email Address | |
| 6. School/District Contact Phone Number | |
| 7. School/District Data Collection Contact Name | |
| 8. School/District Data Collection Contact Email Address | |
| 9. School/District Data Collection Contact Phone Number | |

School/District #3

| | |
|--|--|
| 1. School/District Name | |
| 2. School/District Address | |
| 3. School/District City, State, ZIP Code | |
| 4. School/District Contact Name | |
| 5. School/District Contact Email Address | |
| 6. School/District Contact Phone Number | |
| 7. School/District Data Collection Contact Name | |
| 8. School/District Data Collection Contact Email Address | |
| 9. School/District Data Collection Contact Phone Number | |

PART C-PROGRAM DESCRIPTION

This part of the form identifies current walking and biking to school issues and the proposed program.

The purpose of Part B is to provide sufficient information to evaluate the program and to provide assurance that the program will be capable of meeting the ADOT administered federal clearance and implementation process. This process requires an abbreviated environmental, ROW and utility clearances process prior to FHWA approval to encumber federal funding for implementation.

1. Has your agency received SRTS Funding in the past? If so, in what years did you receive SRTS funding?

2. Are you requesting funds for a multi-year program?

Yes No

If yes, check the appropriate boxes for each year of the proposal:

2015 2016 2017

3. How many schools are included in this project application?

Number of schools:

4. School Profile; If you are including more than 3 schools, please "unhide" question 4a (rows 34-45)

| | School/District 1 | School/District 2 | School/District 3 |
|--|----------------------------------|----------------------|----------------------|
| Please provide the school/district name | Arizona Charter Academy | <input type="text"/> | <input type="text"/> |
| Is this school designated as Title 1? (yes/no) | <input type="text" value="Yes"/> | <input type="text"/> | <input type="text"/> |
| Number of students enrolled in the school | <input type="text" value="700"/> | <input type="text"/> | <input type="text"/> |
| Estimated number of students currently walking to school | <input type="text" value="250"/> | <input type="text"/> | <input type="text"/> |
| Estimated number of students currently bicycling to school | <input type="text" value="60"/> | <input type="text"/> | <input type="text"/> |

5. Existing bicycle or pedestrian non-infrastructure programs (i.e. walking school buses):

6. Existing bicycle or pedestrian street/crossing features (i.e. bike lanes, sidewalks, special crosswalks):

7a. Does the school or school district have policies that prohibit students from biking or walking to school, or that mandate busing? If the answer to this question is "yes", this may prohibit this program from receiving funding through this program.

Yes No

If "Yes", please explain any plans to change these policies, including a timeline and deadline for achieving this:

7b. Does the school or school district have policies that encourage students to bike or walk to school?

Yes No

PART C-PROGRAM DESCRIPTION

8. What is the problem your program addresses? List only your problems, NOT your solutions.

The City of Surprise does not and has never had a Safe Route to School program. Surprises' unprecedented population growth of 117% between 2000 and 2010 Census resulted in some poorly planned pedestrian and bicycling routes. Three serious and very prevalent problems consistent throughout the city including: traffic congestion surrounding schools during start and dismissal times; scalloped streets and missing sidewalks that force children to navigate on unpaved areas; and, parental mistrust related to community safety that has discouraged physical activity and increased rush hour stress. ACA is a Charter School that does not provide bus transportation this promotes walking and biking to school. The lack of bus transportation also increase the number of parent drop off and congestion.

9. Accurately describe your solution/program in terms of how the program addresses the 5 E's: Education, Enforcement, Encouragement, Engineering and Evaluation. Include your specific message, how the message will be communicated, what materials will be developed, how the materials will be distributed, any events, and any safety educational items (if eligible). List only your solutions, NOT your problems.

This SRTS study for Arizona Charter Academy in Surprise provides an opportunity for community engagement that will result in customized programs that encourages and educates parents, students, school officials, staff, school nurses, crossing guards, and PTAs on walking and bicycling to school. This initiative is a cost effective way that allows consistency in messaging. The consultant will be required to offer school specific programs with an emphasis on education and encouragement from key stakeholders, enforcement efforts from public safety officers, and evaluations through before-and-after surveys to determine effectiveness. Although the needs of ACA have yet to be established, the following will be components of ACA's Safe Routes to School Project: **Engineering**—The City Traffic Engineer will assist with mapping efforts that consider future development city plans and engineering laws. **Education**— Education will include the distribution of materials such as pamphlets, classroom activities, coloring books, handouts, incentives, give-a-ways, safety items (such as reflectors or flashlights), safety bike gear (such as helmets), and other fun things such as stickers and tattoos. The program will offer trainings for students, parents and school officials on bicycle helmet fitting, rules of the road for walking/bicycling, and education on applicable laws. The education component will be geared toward all types of audiences, for example, presentations to PTAs will focus on parent issues and concerns about safe walking routes and driver behavior; safety assemblies with fun participation activities can be presented to different grade levels at schools; and hands-on training can be provided to pedestrians and bicyclists to increase their safety skills. Curriculum for classroom activities to promote increased walking and bicycling will also be provided. **Enforcement** - Enforcement will be offered by the City of Surprise Public Safety Departments, who have historically partnered on community safety issues. Special enforcement efforts coupled with education and encouragement components will reinforce safety messages to parents and residents driving in school areas. Increased police presence will also help, and officers will participate in safety presentation and assemblies. **Encouragement**—Encouragement programs will also offer walking clubs, safety fairs, coordinated walking school buses and bike trains, contests between grades/classes, safety poster contests, other art contests (such as a design for bicycle helmets), riving trophies (such as a Golden Sneaker award that goes to the class with the greatest number of walkers that month), punch cards, drawings, raffles, and other prizes. These incentives will encourage increased numbers of children to walk and bicycle to school. **Evaluation**— Before-and-after surveys will be conducted to determine the increase in the number of walkers, bicyclists, and parent participation. The incentives and education components will help the consultant gather accurate walking and biking data, by using National Center for Safe Routes to School's Student Travel Tally forms; parent survey and picture logs, and/or by other methods. The study will include a Level 1 analysis to document and analyze existing school policies related to the 5 E's. A Level 2 analysis will include specific recommendations for ACA, including a map with recommended walking and biking routes; engineering improvements; and, the creation of an action plan.

10. Please provide a summary of any car-bicycle and car-pedestrian crashes by severity on the main walking/biking route(s) to the target school(s) for each of the five most recent years (i.e. 2008-2012). If your agency cannot provide this information, the agency may request that MAG provide a crash summary for the route(s). If the agency plans to request a crash summary from MAG, a map must be provided showing the specific walking/biking route(s) on which the crash data is needed (Part D). This request needs to be submitted to MAG no later than Noon on February 17, 2014. This request can be submitted to Margaret Boone at mboone@azmag.gov.

| Bike/Ped Crash Severity | 2008 | 2009 | 2010 | 2011 | 2012 |
|-------------------------------|------|------|------|------|------|
| Fatal (K) | 0 | 0 | 0 | 0 | 0 |
| Incapacitating Injury (A) | 0 | 0 | 0 | 0 | 0 |
| Non-Incapacitating Injury (B) | 0 | 0 | 0 | 0 | 0 |
| Possible Injury (C) | 0 | 0 | 0 | 0 | 0 |
| Property Damage Only (O) | 0 | 0 | 0 | 0 | 0 |

11. Is there a perceived crash risk along the walking/biking route(s)?

Yes No

If "Yes", please explain:

Crash risks along the walking/biking routes are unknown at this time. The proposed SRTS study will be able to confirm any crash risks through the action plan.

PART C-PROGRAM DESCRIPTION

12. What is the posted speed limit, and average annual daily traffic (AADT) or number of travel lanes in one direction (if AADT not measured) along the main walking/biking route(s)?

Speed Limit AADT, (2012) Number of travel lanes

13. Does the program incorporate ADA-accessible routes/facilities?

Yes No

Please explain:

The scope of the SRTS study will include collecting and analyzing existing ADA-accessible route and facilities, and recommending new/additional ADA-accessible routes and facilities in the vicinity of schools in this program.

14. Detail the methods and survey forms that will be used to collect walking/biking participation data from all schools in the project. See the National Safe Routes to School website for their tally sheet as an example.

Use the Student Travel Tally form and the Parent Survey, provided by the National Safe Routes to School websites. In addition, some manual data collection at the school would be included. A website would be created for parents to upload the photos they take of areas that need improvements or unsafe conditions. The City of Surprise will work with ACA to develop literature that is school specific. Most of the literature come from the National Safe Routes to School website and additional items will mimic previous campaigns in Arizona (Avondale Arizona samples attached).

15. How does the agency plan to maintain/continue the program efforts after the program funding is expended?

ACA will continually educate teachers, parents and students about the safe routes to schools efforts. This will ensure that current students are reminded and can pass along the school safe culture to new students and their families. Surveys will be issued and evaluated annually to track changes. This application will retain a consultant to conduct a SRTS study which will provide guidance the next steps toward mitigating and shortfalls.

16. Schedule and Milestones

| Date | Milestone |
|-------------------|---|
| April 15, 2014 | Program sent to ADOT (after approval through MAG) |
| April 21, 2014 | Contact ADOT and begin study (one week) |
| April 28, 2014 | Prepare Request for Proposal (three weeks) |
| May 19, 2014 | RFP is released (six weeks) |
| June 26, 2014 | Proposal Due Date |
| July 17, 2014 | Consultant is selected |
| August 4, 2014 | Notice to Proceed (NTP) |
| August 11, 2014 | Baseline Data Collection (Surveys) |
| August 11, 2014 | Report Preparation (20 weeks) |
| October 8, 2014 | International Walk to School Day - Demonstration Project |
| December 26, 2014 | Draft Study Submitted to City Staff for Review (four weeks) |
| January 22, 2015 | City Staff provides comments to Consultant |
| February 20, 2015 | Final Study Submitted to City Staff (four weeks) |
| February 20, 2015 | Program Completion |
| March 31, 2015 | Expend all non-Infrastructure SRTS funds |
| | |
| | |
| | |

Part D - Required Attachments

Listed below are the required attachments for this application. These attachments are intended to demonstrate the need of the program. School attendance boundaries should be clearly indicated. Neighborhoods within school attendance boundaries should be indicated. Boilerplate support letters will score lower than signer-written or otherwise unique letters.

PLEASE INCLUDE EACH ATTACHMENT AS A SEPARATE .JPEG OR .PDF FILE ON YOUR APPLICATION CD.

Please insert required attachment 1 after Part A on your printed application and insert required attachments 2 and 3 after Part C in your printed application.

Required Attachments:

- 1) Provide a map of the attendance boundary and the main walking/biking route. Clearly delineate and label the known walking/biking routes highlighting the main route to the designated school ingress/egress point(s) with the most vehicle, bike and pedestrian volumes. PDFs of a software-based map (CAD, ArcGis, etc) are preferred.
- 2) Please attach Letters of Support from all project partners. Letters of support should be written by partner agency contact. Signatories should include information on how their organization will be involved.
- 3) Please attach sample educational materials (including literature or curricula that have been used in the school/district in the past.

Walking and Biking Routes for Arizona Charter Academy



-  Main Walking & Biking Routes
-  Secondary Walking & Biking Routes
-  Striped Bike Lane
-  School Location
-  Main Ingress/Egress Point

IRS
Determination
Letter

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **AUG 21 2001**

SUCCESS SCHOOL
C/O DR JOHN ATKINSON
10705 W WEDGEWOOD DR
SUN CITY, AZ 85351

c/o
**L ARIZONA CHARTER
ACADEMY**

Employer Identification Number:
86-1023123
DLN:
17053116031021
Contact Person:
RENEE RAILEY NORTON ID# 31172
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

SUCCESS SCHOOL

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

SUCCESS SCHOOL

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Steven T. Miller
Director, Exempt Organizations

ADDENDUM

You are not subject to the specific publishing, reporting, and record-keeping requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, so long as you operate as a charter school. If your method of operations changes to the extent that your charter is terminated, cancelled or not renewed, you should notify us. You will then be required to comply with Revenue Procedure 75-50 to maintain your exempt status as a school described in sections 509(a)(1) and 170(b)(1)(A)(ii) of the Code.



City of Surprise
16000 N. Civic Center Plaza
Surprise, AZ 85374
Ph 623-222-1400
Fax 623-222-1401
TTY: 623-222-1002

February 20, 2014

Margaret Boone
Maricopa Association of Government
302 North 1st Avenue
Phoenix, Arizona 85003

RE: Safe Routes to School Grant Application for Arizona Charter Academy

Dear Ms. Boone,

It is with great pleasure that the City of Surprise submits an application for the Safe Routes to School Non-Infrastructure Grant for Arizona Charter Academy (ACA). The City of Surprise is dedicated to providing safe multi-modal options for its residents.

Arizona Charter Academy is located in Surprise's Original Town Site, adjacent to U.S. 60 and Dysart Road. The Charter School has become a community leader and has mobilized a movement to keep children safe. As the City's Transportation Planning Manager, I am committed to working with all of the necessary stakeholders to ensure that the end product is comprehensive and utilized in accordance with all local, state, and federal laws.

The City of Surprise has the necessary resources to implement the proposed grant program and has been assured that Arizona Charter Academy's teachers, parents and students are ready to actively participate in the process.

We hope that you find our grant worthy of your funding. If you should have any questions please feel free to contact me at 623.222.3142 or via email at martin.lucero@surpriseaz.gov.

Sincerely,

City of Surprise

A handwritten signature in black ink, appearing to read "Martin Lucero", is written over a horizontal line.

Martin Lucero, Transportation Planning Manager

February 19, 2014

Margaret Boone
Safe Routes to School
Maricopa Association of Governments
302 north 1st Avenue, Suite 300
Phoenix, Arizona 85

RE: Arizona Charter Academy Safe Routes to School 2014 Non-Infrastructure Request

Dear Ms. Boone,

Arizona Charter Academy is excited to provide this letter of support for the City of Surprise's Safe Routes to School Non-Infrastructure Study funding request.

If funded the proposed Safe Routes to School program would take place in the 2014-2015 school year. The PTSA is committed to lead the way in collecting data for the Safety Survey. We believe that our participation will educate and encourage parents, students, teachers and community leaders to be actively involved in the safety of the children in their community. In addition, the study results will provide comprehensive plan for safety improvements to be administered by the City of Surprise and Arizona Charter Academy. The PTSA believes in engaging students in hands on activities that will foster a community-wide culture for safety compliance. We also believe that our efforts will increase the number of students that walk and bike to school, which has additional benefits such as decreasing vehicular traffic, air pollution and obesity.

Arizona Charter Academy's parents are aware of the dangers associated with the school's proximity to Grand Avenue US 60 and Dysart Road (major arterial). We want to keep you children safe are eager to partner with the City of Surprise in their efforts to provide Safe Routes to School.

Sincerely,

A handwritten signature in blue ink that reads "Deb Jannel".

Parent



Arizona Charter Academy

16011 North Dysart Road • Surprise, Arizona 85374

Phone: 623-974-4959 • Fax: 623-974-4840

Margaret Boone
Safe Routes to School
Maricopa Association of Governments
302 north 1st Avenue, Suite 300
Phoenix, Arizona 85

RE: Arizona Charter Academy Safe Routes to School 2014 Non-Infrastructure Request

Dear Ms. Boone,

Please accept this letter of support from Success School District for the City of Surprise's Safe Routes to School Non-Infrastructure Study funding request for Arizona Charter Academy. We currently have over 700 students however we are in the middle of a campus expansion that will enable us to go up to 1200 students. Far too often Charter Schools are overlooked for funding assistance, despite the ever-growing increase in charter school attendance.

I am excited about the City of Surprise's desire to assist Arizona Charter Academy, which is located in Old Town Site of Surprise. The School does not have bus transportation and is adjacent to the US 60 and a major arterial. The school is located in the City's oldest neighborhood and 80% of our students live in poverty (qualify for free or reduced lunch) who walk and bike to school under stressed conditions.

If funded the students would greatly benefit from the study results. As the Superintendent, I commit to supporting the efforts and recommendations for Safe Routes to School improvements.

Sincerely,

Melissa Holdaway
Superintendent



Arizona Charter Academy

16011 North Dysart Road • Surprise, Arizona 85374

Phone: 623-974-4959 • Fax: 623-974-4840

Margaret Boone
Safe Routes to School
Maricopa Association of Governments
302 north 1st Avenue, Suite 300
Phoenix, Arizona 85

RE: Arizona Charter Academy Safe Routes to School 2014 Non-Infrastructure Request

Dear Ms. Boone,

Arizona Charter Academy is please to support the City of Surprise's Safe Routes to School Non-Infrastructure Grant funding request. Arizona Charter Academy is a Title I school with more than 700 students. Thirty six percent of our students walk to school and 9% bike. Our school does not have bus transportation and prides itself of the community support from family members from the Old Town Original Site.

The Safe Routes to School Study would allow our school to have a statistically sound guide for mitigations issues related to safe route to school. Additional benefits will be realized through healthy habits of walking to school, educational opportunities for community residents and family engagement in community efforts.

As the Principle of Arizona Charter Academy, I whole heartily support the grant application and ensure that I will work with all stakeholders to assist in the project. I hope that you find the grant application worthy of funding and would be happy to provide any additional information. I can be reached at 623-974-4959 x203 number or via hhenderson@azcharter.com.

Sincerely,

Heather Henderson
Principal

Dear Mr. Boone

My name is Jared Millar I am in 8th grade, I live about 1 mile away from the school, I walk to school and at every road I walk across had a crosswalk except for the busiest and most dangerous one depart Grand Avenue, there ~~is~~ a crosswalk ~~is~~ can use but it adds an extra 10 minutes to my walk but sometimes ~~I~~ I can't afford that extra 10 minutes if I don't wake up early enough to start my 30 minute walk to school, these all mornings will have to make the decision to take the safe route or make it to school on time ~~by~~ jaywalking in the busy road putting me and my 9 year old cousin in serious danger of being hit by a car because people would rather make roadkill out of us than stop for a second and let us pass, there is a solution to this however! all we need is a crosswalk directly to the school two little bright yellow lines to take the danger out of getting to school and maybe even save a life, but I don't mean to ask to much ~~but~~ we been little kids under the age of 8 cross the road by themselves some even jaywalk to get to school on time so it would be even nicer to have a crossing guard there in the mornings and afternoon, I hope this convinced you to help the kids of this school.

Sincerely
Jared Millar

To: Whom it may concern.
My name is Jaeden Moorehead
I am in 4th Grade. My mom
drives me half way and I would
have to walk to school. What
would help is to use a bus or
a cross guard.

Thank you,

Jaeden Moorehead.

To whom it may concern: My name is Jacob Stevens I am in 3rd grade I walk home so I think we need a crossing guard so we could walk safely.

Thank you

Jacob Stevens

To who may concern

My name is Jana I walk
a cross the street to my house
I with my brother and I'm in
5th grade I wish there was a closer
cross walk and a stop light.

Thank you,
Jana Robinson

To: whom I will conurn

My Name IS Breanna I am 7th
grade and I ride My bike to school and
Sometimes It gets very dangerous and
I think we should get a bus or
we can get some one to cross the
street with us Some times on thursday
and Friday My Mom Drop's Me off
but she IS always late to work
IF She Does

Sincerly, Breanna
Moore

My name is Marco Garcia and I'm a senior at ACA. I have attended this school for about three years and I will graduate this May. However, I live in El Mirage and it usually takes me fifteen or more minutes to get to my school, on bike, depending on the traffic. I am interested in the SRTS program and you can reach me here at Arizona Charter Academy.

HELLO MY Name is Justin
i was wondering if we could
get cross walks and Bike
Lanes or Paths to get to
School. i was wondering cause
it would make it more
safe. Plus i Live 2 Miles
from aca.

my name is Kyle Folk im in 8th
grade and i have to walk across
A Street from ACA and i hope that
we get a cross walk because i want
to feel safe crossing the street with
lots of traffic and i want my sister that
walks with me to feel safe crossing the
street to, I have learned about your
SRTS program and i would like
to make a cross walk from ACA
to the other side of the street

Lyle Folk

813

2/19/14

Avondale Safe Routes to School (SRTS) Program Toolbox

Instructions: This tool box was created to assist school administrations and staff in choosing and planning the implementation of a pedestrian and/or bicycle safety and encouragement program and to provide the City with an efficient means of providing any resources you may require, whether it be give-away items or providing hands-on training. Choose a program you would like to implement at your school to fit your needs and based on what resources you have available in order to implement the program. Indicate items needed and additional City of Avondale resources you will need. Enlist the help of staff, parents, etc. that you will require to successfully implement your program.

When planning implementation of your programs, please consider when you will want to start your program and schedule in adequate time for City staff to order items, prepare training sessions, safety assemblies, etc. This toolbox should be returned to the City no less than one month prior to start your program.

SRTS Incentive and Encouragement Programs: (choose one or more based on your schools needs and your available resources)

Walking School Bus/Or Park and Walk Program: (Parents or groups of parents volunteer to walk a group of children to and from school, can be on a rotating schedule)

Start Date: _____

Number of Parents: _____

(minimum one parent for every six children, can be on a rotating schedule between several parents)

Number of Groups: _____ Number of Children per Group: _____

Will there be incentives given? Yes No If Yes, Choose One: Quarterly Annually
(Circle one) (\$50 each qtr) (\$100 for one)

Who will be given incentives (e.g. parents) and what will be the criteria? _____

Will there be an educational component necessary prior to implementation? Yes No
(Circle one)

If Yes, Choose from the list of Educational Components p. 4: _____

Based on your start date, when will you require this training or educational component to take place? _____

Bike Train: (Parents or groups of parents volunteer to ride with a group of children to and from school, can be on a rotating schedule)

Start Date: _____

Number of Parents: _____

(minimum one parent for every six children, can be on a rotating schedule between several parents)

Number of Groups: _____ Number of Children per Group: _____

Will there be incentives given? Yes No If Yes, Choose One: Quarterly Annually
(Circle one) (\$50 each qtr) (\$100 for one)

Who will be given incentives (e.g. parents) and what will be the criteria? _____

Will there be an educational component necessary prior to implementation? Yes No
(Circle one)

If Yes, Choose from the list of Educational Components p. 4: _____

Based on your start date, when will you require this training or educational component to take place? _____

Poster Contest: (Grades or classes compete by developing posters that encompasses pedestrian or bicycle safety messages)

Start Date: _____ End Date: _____

How many and what categories of prizes will you give? _____
(most original, best safety message, best in school, best in class, best in grade etc.)

What kind of incentive party will the winning group have? Choose One:
Snack Field Trip Activity Special Recognition Other: _____

Provide a description of the incentive: _____

Golden Sneaker/Mileage Club Program: (Grades or classes compete for the honor of displaying the golden sneaker trophy based on number of days walking or biking to school safely)

Start Date: _____

How will you market the contest? _____

What material resources will you require? _____

What voluntary resources will you require (outside of other school staff you are recruiting)? _____

Will there be incremental incentives given? Yes No If Yes, Choose One: Monthly Quarterly
(Circle one) (\$20 each) (\$50 qtr)

Who will be given incentives (e.g. top walkers per grade/class/month/sem), what will be the criteria?

Will there be an educational component necessary prior to implementation? Yes No
(Circle one)

If Yes, Choose from the list of Educational Components p. 4: _____

Based on your start date, when will you require this training or educational component to take place? _____

Punch Card/Ticket Incentive: (Individual students can obtain a punch card that when full can be turned in for a prize, or tickets that can be turned in for prizes)

Start Date: _____

How will you market the program/notify parents? _____

How many students will participate? _____

Will incremental drawings be held for returned cards? Yes No If Yes, Choose One: Monthly Quarterly
(Circle one) (\$20 each) (\$50 qtr)

What Incentive prize would you like to give? (choose from list below) _____

Walk to School Day Event: (School staff markets and coordinates a walk from a known point in the adjacent neighborhood, typically scheduled in October during National Walk to School Month)

Event Date: _____

How will you market the Event? _____

What material resources will you require? _____

What voluntary resources will you require (outside of other school staff you are recruiting)? _____

Will there be a poster contest to kick off the event? Yes No
(Circle one)

Will there be a special breakfast given for students and parents who participate? Describe:

Will there be an educational component necessary prior to implementation? Yes No
(Circle one)

If Yes, Choose from the list of Educational Components p. 4: _____

Based on your event date, when will you require this training or educational component to take place? _____

Note: A walk to school day event can be held on a monthly, and quarterly basis as well.

Activities

- Classroom Activities: (teachers can incorporate safe bicycling and walking to teach in a wide variety of subjects)
- Art, Computer Class: (teachers can incorporate safe bicycling and walking to teach in a wide variety of subjects)
- Geography: (survey and create maps of walking routes to school)
- Health and Physical Education: (pedometers, study health benefits, learn warm-ups, stretches, learn about obesity, etc.)
- Mathematics: (keep logs of walking home or steps; calculate speeds and distances, individual group averages, trends, statistics)
- Sciences: (nature walks, study how pollution is due to traffic congestion)
- English: (walking and bicycling diaries, essay contests, write press releases, and public service announcements)
- Social Sciences: (photograph important things about the community observed while walking to school)

Items Available for order through the City for incentives, prizes, etc.

- Slap Wraps (bright colored reflectorized bands with a safety message that wrap around a wrist, pant leg, etc.)
- Pedometers
- Zipper Pulls (same as slap wraps, but can be put on a jacket or book bag zipper)
- Water bottles with school logo or safety message
- Punch Cards/Tickets (for Punch Card/Ticket incentive programs)
- Flashing Lights (Flashing red light that can be attached to clothing, or bicycle spokes)
- Squeeze toys
- Mini Fans
- First aid kits
- Sunscreen
- Whistle, light, and compass key chains
- Glow in the dark Awareness Bracelets
- Activity Books
- Drawstring Back Packs

School Program & Contact Information

Important Please provide additional sheets needed to provide detailed description of each program your school will implement this cycle.

School Contact: (Person Filling out this Toolbox form): _____

School: _____

Your function at the school named above: _____

Daytime Phone Number: _____

E-mail Address: _____

Any Suggestions for us on this form or on SRTS Program? _____

Comments: _____

Concerns: _____

Avondale Contact Information

Margaret Boone-Pixley
Assistant Traffic Engineer
Direct: 623-333-4217
Engineering Main: 623-333-4200
E-mail: mboone-pixley@avondale.org

Please be aware of the City of Avondale's extended business hours, Monday - Thursday, 7 am to 6pm. City Hall is closed on Friday.

Educational Components:

- Safety Assembly

Grades: _____

Desired Day of the week: 1) _____ 2) _____

- Walking School Bus Seminar

Number of Attendees: _____

Main Contact Information: _____
Name Daytime Phone E-mail

- Bike Train Seminar

Number of Attendees: _____

Main Contact Information: _____
Name Daytime Phone E-mail

- Helmet Fitting *

Number of Helmets Needed: (Up to 10) _____

Ages of children to be fitted: _____

Main Contact Information: _____
Name Daytime Phone E-mail

*The City has a limited number of helmets that can be given away as long as a need is demonstrated (damaged, old, etc.)

- Bike Rodeo: (May need additional planning time to coordinate with Police Department)

Will School Facilities be available? (Basketball court or parking lot) Yes No

Will the school be willing to send materials/waivers home for parents? Yes No

Number of kids: _____

Grades: _____

- Safety Booth at School function:

Function Description: _____

Location: _____

Function Date: _____

From: ____:____ to ____:____

- Train School Staff or PTA how to do helmet fittings:

Number of Attendees: _____

Desired Day of the week 1) _____ 2) _____

Main Contact Information: _____
Name Daytime Phone E-mail

- Crossing Guard Training

Number of Attendees: _____

Desired Day of the week 1) _____ 2) _____

Main Contact Information: _____
Name Daytime Phone E-mail



Safe Routes to School

A Catalyst for Building Partnerships
and Leveraging Resources



Safe Routes to School



Introduction

In 1969, according to the National Household Travel Survey, approximately 50 percent of children in the United States got to school by walking or bicycling.¹ By 2001, the numbers had plummeted with only about 15 percent of students traveling to school by walking or bicycling.² Over the past 40 years, rates of obesity have soared among children of all ages in the United States, and now approximately 25 million children and adolescents – more than 33 percent – are either overweight or obese.³

The increasing trend of driving children to school has implications for public health and safety. Fortunately, early results from Safe Routes to School (SRTS) programs being implemented throughout the country with new federal funds show that SRTS can be a catalyst for building partnerships, policy changes and leveraging resources that will provide long-term positive implications for improving safety and community health.

Congress Approves Funding for Safe Routes to School

Concerned by the long-term health and traffic consequences of the decrease in walking and bicycling to schools, the U.S. Congress approved \$612 million in August 2005 for state implementation of SRTS programs. Section 1404 of SAFETEA-LU, the Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users, is the authorizing provision for the legislation.

Each state and the District of Columbia is receiving a minimum of \$1 million/year through September 2009 and is charged with hiring a full-time SRTS Coordinator to build a state program that gets more children to walking and bicycling to schools safely. Each state must spend between 10 and 30 percent of their funds on non-infrastructure activities including encouragement, public awareness, enforcement and educational programs. In addition, 70 to 90 percent of the state funds must be spent on infrastructure near schools such as sidewalks, bike lanes, pathways and traffic calming activities.



As of the release of this report, all states have appointed a SRTS coordinator to manage the program in conjunction with the state Department of Transportation, and all states have now released at least one call for applications for the federal funding.

See www.saferoutespartnership.org for website links to each state's SRTS program.

¹ Transportation Characteristics of School Children, Report No. 4. Washington, DC: Nationwide Personal Transportation Study, Federal Highway Administration, July 1972. Available at: www.fhwa.dot.gov/ohim/1969/q.pdf

² Travel and Environmental Implications of School Siting. U.S. Environmental Protection Agency, 231-R-03-004: 2003. Available at: www.epa.gov/livability/school_travel.htm

³ Obesity Still a Major Problem, National Center for Health Statistics, Centers for Disease Control and Prevention, April 14, 2006. Available at: www.cdc.gov/nchs/pressroom/06facts/obesity03_04.htm



The 5Es and Building Community Partnerships

Safe Routes to School programs are built on collaborative partnerships among school personnel, elected officials, engineers, police officers, city planners, parents, students, non-profit organizations, and other community leaders. Due to the collaborative nature of SRTS, the program is leveraging community resources and long term policy changes that benefit the built environment and hold the promise to increase physical activity and public health.

Since SRTS programs are unique to the particular community in which they operate, the most successful programs bring together community stakeholders to create a “team” that devises a location-specific program for how to integrate the 5Es for Safe Routes to School, which include: Evaluation, Engineering, Education, Encouragement, and Enforcement. Each of these is described briefly below:

Evaluation

In order to assess the effectiveness of a SRTS program, data is collected before and after interventions to monitor and document the outcomes and trends, ideally at the beginning and end of each school year. Find sample parent surveys and student tallies through the National Center for Safe Routes to School’s website: <http://www.saferoutesinfo.org/resources/index.cfm>.

Engineering

SRTS programs often organize “walkabouts” so that parents and children can join city engineers, school staff and police officers in walking or bicycling the routes to school and identifying everyday problems that students encounter. Operational and physical changes to the built environment surrounding schools are then planned and implemented, such as reducing speeds and potential conflicts with motor vehicle traffic, and establishing safer and fully accessible crossings, walkways, trails and bikeways.



Education

To improve safety and encourage physical activity, SRTS programs recruit trained adults to teach children about the broad range of transportation choices, instruct them in lifelong walking and bicycling safety skills, and launch driver safety campaigns in the vicinity of schools. The federal SRTS program also allows for instruction about the health and environmental outcomes that relate to our transportation choices.

Encouragement

Families are busy, and it’s often hard to make a change in daily routines. However, many parents are willing to let their children participate in special events, such as “Walk and Bike to School Days” and this often leads to enthusiasm for long-term programs. SRTS programs create events and activities to promote walking and bicycling, and inspire parents and kids to become physically active on the way to school. Go to www.saferoutesinfo.org for more sample activities.

Enforcement

SRTS programs partner with local law enforcement to ensure that traffic laws are obeyed in the vicinity of schools. Enforcement can also include initiating community programs such as stationing crossing guards at busy corners to help children cross the street, or installing speed reader signs or trailers.

Avondale, Arizona



Program Description

The Avondale, Arizona Safe Routes to School program began in the fall of 2005. The comprehensive program serves 16 schools and is managed by the City Engineer. Avondale received \$45,000 in federal SRTS funds in Arizona's Cycle 1 in Spring 2007 for a non-infrastructure grant to provide an education and encouragement program at elementary schools citywide. This is a joint grant with the City of Goodyear for a total of 20 area elementary schools, as school districts overlap in both cities. In Arizona's Cycle 2, announced in April 2008, the City of Avondale received an infrastructure grant of \$219,746 for three elementary school crossings to receive traffic calming features. Using funds from the City of Avondale, the SRTS program also undertakes an annual comprehensive safety study, a report is developed by the end of each school year, and schools are picked on a rotating basis; for this process, personnel from the City and each school evaluate on-site traffic operations such as drop-off and pick-up procedures, observations of walking routes from surrounding neighborhoods, bicycling to and from school, and many other issues. The City hired a consulting engineering firm to provide professional services as part of the SRTS evaluation team.

Leveraging Resources

Due to increased awareness and program effectiveness, Avondale has seen support increase for SRTS initiatives in the City. The SRTS program has garnered additional government funding through a \$12,000 Transportation Enhancement Program grant from the Arizona Department of Transportation for a Pedestrian Safety Education Program to fund a mobile pedestrian signal and crosswalk, and a \$60,000 design assistance grant from Maricopa Association of Governments to fund the design of missing sidewalk links along a safe walking route for Garden Lakes Elementary School.

Community support has also helped leverage resources in the form of donations for special events. Specifically, the Healthy Avondale program has donated funds, prizes, healthy snacks, flyers, handouts, free giveaways, and staff time toward SRTS initiatives and efforts to increase physical activity among school children.

Catalyst for Building Community Partners

The Avondale SRTS program has received support from a wide variety of partners throughout the local community. Elected



officials have supported budgets to continue SRTS engineering studies. The Police Department helps present at school pedestrian assemblies and assists with bicycle safety events. St. Joseph's Hospital Barrow Neurological Institute has been an on-going supporter of the City's SRTS program, attending many safety events to help teach the "Helmet Your Head" message. Inspired by SRTS, the Phoenix Children's Hospital also recently offered the Kids Rock Stars program as a tool to help encourage physical activity by starting mileage clubs where participants track the number of miles that they walk and bicycle. The local YMCA and the City's P.L.A.Y. after school program have also participated in SRTS by holding safety assemblies, and promoting International Walk to School Day. Some schools are now beginning to expand their programs into walk-and-bicycle to school events on a monthly basis. One homeowner's association has supported additional work and grant applications for multiple aspects of safety improvements surrounding a neighborhood elementary school.

Outcomes

SRTS has served as a catalyst in the City of Avondale for generating community support for increased physical activity and safety. Organizers of the program report that SRTS provides a way to rally residents behind a community solution, and to educate neighborhoods as a whole, rather than addressing isolated concerns individually. A baseline study was done, and Avondale anticipates a change in mode shift as neighbors see more students walking. City officials look forward to continuing education, encouragement and enforcement efforts, and to raising the funds necessary to implement the infrastructure improvements that have been recommended through the City's safety studies. Avondale plans to raise funds through more SRTS grant applications, transportation enhancement funds, and CMAQ grants. SRTS is also being added to future Capital Improvement Program projects, which shows the ability of SRTS to inspire policy change.

Miami, Florida



Program Description

Miami-Dade County (MDC) has one of the highest incidence of pedestrian injuries and fatalities in Florida. In 2001 a multidisciplinary team of professionals under the leadership of the University of Miami Miller School of Medicine (UMMS)/ Jackson Memorial Hospital's Ryder Trauma Center (RTC) came together to study pediatric pedestrian trauma. As a result the team created WalkSafe™, an elementary school based pedestrian injury prevention program. The primary aim of the program is to increase traffic safety knowledge among children in order to reduce the number of injuries and fatalities. The secondary goal is to increase physical activity and encourage more children to walk to and from school safely.

The WalkSafe™ program has undergone many phases of development and evaluation in order to study "high risk" districts, where more children are injured as pedestrians and are faced with the rising epidemic of childhood obesity. WalkSafe™ received SRTS non-infrastructure funding for 2007 (15 schools) and 2008 (20 schools) to implement its educational curriculum and encouragement program. These components of the SRTS program are intended to provide the tools and opportunities for children to learn street crossing behaviors and practice them safely. The WalkSafe™ three-day educational curriculum is scheduled following the International Walk to School Day activities. Pedestrian safety videos complimented with teacher-lead discussions are shown to children on the first day. An outside simulation on the second day provides modeling and training by a physical education or classroom teacher. This enables the children to be active, while reiterating traffic safety skills through a hands-on experience. The final day involves having each child participate in a poster contest, thus providing a creative way for children to demonstrate what they have learned.

These non-infrastructure SRTS projects are matched by infrastructure funding allocated to complete engineering modifications at the targeted elementary schools in MDC. The engineering modifications are similar to those previously completed by WalkSafe™ in 46 schools, which include: new street signage for pedestrians, repaint pavement markings, new flashing signals, relocation of speed and loading zones, street maintenance, relocation of signals and crosswalks and others.

Leveraging Resources

Over the years WalkSafe™ has been sponsored by UMMS/RTC and funded by multiple agencies such as The Florida Department



of Health, Florida Emergency Medical Services(FEMS), The Florida Department of Transportation, SRTS and Transportation Enhancement funds, FedEx, and The Children's Trust. The federal SRTS funds have assisted the WalkSafe™ team in focusing on specific high risk districts, allowing for additional momentum and support for their goals of reducing pedestrian injuries and deaths and increasing daily physical activity levels among elementary school age children.

Catalyst for Building Community Partners

Through the use of SRTS funds WalkSafe™ is able to collaborate with multiple community agencies on the emphasis of both pedestrian safety and health concerns. WalkSafe™ staff have developed relationships with parents, teachers, and administrators. The WalkSafe™ program has gained support through its endorsement by the Miami-Dade County Public School Board, and as an active member of the Community Traffic Safety Team and Consortium for Healthier Miami-Dade. Team members present at health and safety fairs, and meet with policymakers and stakeholders.

Outcomes

The WalkSafe™ educational curriculum was mandated by the MDC Public School Board in 2003, a notable policy change. The WalkSafe™ 'train-the trainer' curriculum is offered annually to the physical education teachers and assistant principals from all 232 elementary schools. In addition, the WalkSafe™ program educated approximately 118,000 students and 4,520 teachers at 180 schools in the 2007-2008 school year, utilizing SRTS federal funds. As a result, the Safe Routes to School program has made a significant impact and has contributed to decreasing pedestrian injuries and fatalities in Miami Dade County. From 2001 to the present, there has been a 41% decrease in the total amount of pedestrian injuries for children aged 0-14 in Miami Dade County, and crash rates continue to decline at a faster rate than in neighboring counties.



Knoxville, Tennessee



Program Description

The Safe Routes to School program in Knoxville, Tennessee began in 2005 and is managed by the Knoxville Regional Transportation Planning Organization and Knox County Health Department. Between 2005 and 2007, annual Walk Our Children to School Day events were taking place at multiple schools and additional events took place at the two schools where a SRTS program was established. In 2007 the Tennessee Department of Transportation (TDOT) announced the first round of applications for federal funding. One of the two Knoxville schools that applied for funding in 2007 was approved for a grant; Beaumont Elementary will receive \$250,000 to repair a sidewalk gap, install several raised crosswalks, additional signage and striping projects, and implement educational and encouragement programs. As of May 2008, the City of Knoxville was in the process of finalizing its contract with TDOT for this grant.

Leveraging Resources

The Knoxville program has leveraged local financial support in the form of spending by local governments to address safety concerns at several Safe Routes schools. For example, in 2006, at Beaumont Elementary, in response to safety concerns, the Knox County Engineering and Public Works Department striped a pedestrian pathway along the side of the school. They also placed a bollard in one of the vehicle access points to the parking lot to make it a pedestrian/bicycle-only access point, and they installed barriers along the edge of the striped pedestrian pathway to prevent people from driving or parking motorized vehicles in it. The Transportation Planning Organization and Knox County Health Department have also both provided small amounts of funding for encouragement programs and events at selected schools.

Catalyst for Building Community Partners

Traffic safety concerns are probably the biggest factor garnering the support of parents in the Knoxville area. Knox County schools provide busing only to families that live outside of the "parental responsibility zone", a 1-mile radius around elementary schools and 1.5 miles around middle and high schools. Few schools in Knoxville have a complete network of sidewalks on surrounding streets, and many schools in the region have few if any neighborhood sidewalks. At the schools with major roads nearby, the general lack of safe crossings makes those roads barriers to



walking or bicycling to school. Health issues are a growing area of concern, as the Knox County Health Department has found that 40 percent of students in Knox County schools are either overweight or obese.

The Knoxville SRTS program includes parents, representatives from the Knoxville Police Department, Knoxville Engineering Division and Knox County Engineering and Public Works Department. The Knox County Health Department is one of the organizing groups for the program, and Health Department staff help organize meetings and encouragement activities. Knoxville SRTS program committees consider programs and projects for each school's program and then draft applications for funding. Local police and engineering staff are also involved in SRTS programs by assisting with evaluating conditions at the schools and with implementing programs.

In addition, the buy-in from school administrators and parent-teacher organizations has helped with every aspect of Knoxville's Safe Routes to School programs.

Outcomes

The 2005-2007 Walk Our Children to School Day events set the stage for school, community and City buy-in to collaborate and apply for federal SRTS grant money. Once the City of Knoxville receives authorization from TDOT to proceed with their SRTS grant, most likely in the summer of 2008, the SRTS program will organize regular Walk and Bike to School Day events at the participating schools, along with additional speeding enforcement actions and all of the other non-infrastructure elements of the 5E's Safe Routes to School grant. The City of Knoxville will also begin implementing approved infrastructure projects at that time, to make changes to the built environment.

Bozeman, Montana



Program Description

The Safe Routes to School program in Bozeman, Montana started with a pilot program at Emily Dickinson Elementary. In October 2006 the school conducted its first Walk to School Day, and in December 2006 the school's SRTS Task Force collaborated and wrote a SRTS grant for the school. In 2007, Emily Dickinson Elementary was awarded a grant for \$31,370 for non-infrastructure and \$24,952 for infrastructure from Montana's federally-funded SRTS program. Some of the infrastructure projects include signage and speed sentry radar units to monitor speeds on adjacent streets. The non-infrastructure money is being spent on education, encouragement and enforcement programs.

Leveraging Resources

Excitement in the community for leveraging additional funding began with Emily Dickinson Elementary's success in securing the federal SRTS grant. As a result, in 2007 the City of Bozeman agreed to help support a SRTS Assessment Project for all six elementary schools as well as one new elementary school currently being planned. This additional \$20,000 in funding was approved unanimously by the Bozeman City Commission. Additional funds throughout the community were also committed in a show of support for the Safe Routes to School goals of improving safety and health, and reducing traffic. The Bozeman Area Bicycle Advisory Board elected to fund an additional \$9,730, the Montana Nutrition and Physical Activity Program supported a Community Workshop by providing \$1,500, the Downtown Tax Increment Finance Board contributed \$3,975, and private donations totaling \$4,125 from the community were raised to complete the needs assessment project for all seven elementary schools.

The City of Bozeman also provides in-kind assistance through grant management by the Police Department, and through the initial purchases of necessary traffic enforcement items. Additional in-kind contributions in the form of installation and maintenance of speed sentry units by the City of Bozeman Street Department personnel have also been pledged.

Catalyst for Building Community Partners

The Bozeman 2020 Growth Policy cites walkability as one of its goals to create a more livable Bozeman - a community where children can walk and bicycle safely is also a community where everyone can travel safely in the public right-of-way. Therefore,

*"This grant was the first for Bozeman, but has led to several other schools applying for similar grants for the next school year, with a similar focus on integrating safety into the schools' weekly curriculum, encouraging walking, biking and wheeling to school and giving the students an exciting way to learn and develop good habits at an early impressionable age... **this program has been an incredible success for Bozeman.**"*
- SRTS Program Grant Manager

SRTS helps move the community as a whole closer to this goal. The School District Wellness Advisory Council added SRTS to their list of strategic goals for the School District, and the School District fully endorsed SRTS. Also, the School Board approved a transition plan towards neighborhood schools, in part, to support children walking and bicycling to school, representing a policy change that SRTS helped to catalyze. All of the partners that provided matching funds for the project were catalyzed through the federal SRTS program.

Outcomes

The SRTS Assessment Project resulted in six School Improvement Plans (SIP - www.altaprojects.net/bozemanschools) as well as parent maps highlighting current recommended walking routes. The Project has been instrumental in gaining additional support from individual school principals to form teams and pursue future federal SRTS grant funding as well as a district-wide bicycle and pedestrian safety education program for all students. This policy achievement will ensure that all students will have the chance to receive traffic safety instruction at an early age. Another recommendation from the School Improvement Plan is for the City to pursue the possibility of adding selected infrastructure projects identified in the SIP to the City's Capital Improvement Plan, an important policy achievement catalyzed by SRTS efforts. Bozeman's SRTS Assessment Project has raised the awareness level in the community, formed partnerships, achieved multiple policy changes, and created a blueprint for moving forward and sustaining this community-wide SRTS project.



Conclusion



Safe Routes to School programs are serving as a catalyst for building community partnerships and leveraging additional resources, as the case studies from Avondale, AZ; Bozeman, MT; Knoxville, TN; and Miami, FL demonstrate. SRTS programs are resulting in the implementation of infrastructure improvements that close gaps in the non-motorized transportation network. Coupled with traffic safety education and enforcement, this results in opportunities for safe physical activity that generates enthusiasm within communities for more walking and bicycling.

The \$612 million that the federal government allocated for SRTS in August 2005 is proving to leverage additional resources in the form of staff time from existing city, county and school personnel, as well as in-kind services and donations from non-profit and civic organizations. The program is also inspiring local governments and community organizations to dedicate discretionary funds toward SRTS projects from local, state and federal sources.

Additionally, local SRTS programs are documenting a huge demand for community programs and improvements to the built environment. Many states are reporting that they are receiving funding requests that are more than five times greater than the available funds. Through the development of community safety

plans and school travel plans that are emerging from local SRTS efforts, we expect that requests for SRTS funding will continue to grow in the coming years.

Because city and county governments are run separately from most school districts, with different governing bodies for each, the actions of one jurisdiction are often not coordinated with the others. SRTS programs, however, bring together municipal and school leaders to create mutual goals that improve community health, and rely on the resources of volunteers, such as parents, students and advocacy organizations. The collaborative nature of SRTS programs is thus helping to reframe community priorities so that children's health and safety is topping the list. Through SRTS programs, agencies, organizations and community members that have rarely worked together in the past are now joining forces to improve their neighborhoods and the health and safety of their children.

Safe Routes to School is an effective federal program that fosters unique agency collaborations and generates strong community volunteerism and support. By bringing people together from diverse perspectives, SRTS is leveraging additional resources to develop built environment, planning and policy changes that are improving community health and safety.

Prepared by the Safe Routes to School National Partnership for the Centers for Disease Control and Prevention by Deb Hubsmith (Director), Brooke Driesse (Program Associate), and Robert Ping (State Network Manager). Design by Melanie Scheuermann, www.melcreative.com.

www.saferoutespartnership.org



PART F - SIGNATURE AND CHECKLIST

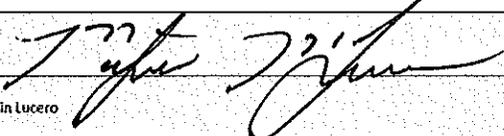
Checklist

This checklist is included to facilitate applicant review and verification that all required fields in the form have been completed.

| | Complete? |
|--|------------------|
| COVER SHEET | Complete? |
| Cover Sheet is completely filled out | Yes |
| PART A - Contacts and Program Description Fields | Complete? |
| Contact Information, fields 1 – 5 are complete | Yes |
| Program Description, fields 6 - 8 are complete and map inserted as a required attachment (Part D) | Yes |
| PART B - School/District Information | Complete? |
| School/District #1 Information, fields 1-9 are complete | Yes |
| School/District #2 Information, fields 1-9 are complete | |
| School/District #3 Information, fields 1-9 are complete | |
| PART C - Program Description | Complete? |
| Fields 1 - 9 (Program Information and School Profile) are complete | Yes |
| Field 10-13 (Crash Summary, Perception of Crash Risk, Speed, AADT, Accesibility) is complete. | Yes |
| Fields 14 – 16 (Data Collection, Schedule, and Milestones) are complete | Yes |
| PART D - Required Attachments | Complete? |
| Attachment 1 - walking/biking route map is provided in the printed application. Please include as .jpeg or .pdf in the electronic submittal. | Yes |
| Attachment 2 - letters of support are provided in the printed application. Please include as .pdf in the electronic submittal. | Yes |
| Attachment 3 - sample educational materials are provided in the printed application. Please include as .pdf in the electronic submittal. | Yes |
| PART E - Cost Estimate Worksheet | Complete? |
| Applicant has read and understands federal eligible cost guidance | Yes |
| Sponsoring Agency, Program Title, and Application Date are complete | Yes |
| Individual Item Costs are complete and accurate | Yes |
| Subtotal Cost is complete and accurate | Yes |
| ADOT fee is \$2000 and is not a federally eligible expense | Yes |
| Total Cost is complete and accurate | Yes |
| PART F - Signature and Checklist | Complete? |
| Entire checklist is completed. | Yes |
| Form is signed by MAG member agency's public works or transportation official. | Yes |
| Name, title and date fields under the signature are completed. | Yes |
| Additional signatures and related name, date, and title are completed. | Yes |

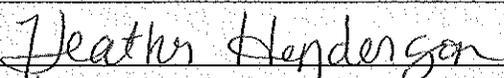
SIGNATURE(S):

As the MAG member agency's *public works or transportation official*, I certify that this application is accurate and complete and that the program will be included in the sponsoring MAG member agency's local budget if the program is selected for federal funding.

| | |
|------------|---|
| Signature: |  |
| Name: | Martin Lucero |
| Title: | Transportation Planning Manager |
| Date: | February 6, 2014 |

Note: All below signatures indicate an agreement in principle and a partnership on this project between the applicant and the signing organization. Although not all signatures are required, applications that include more signatures will be ranked higher.

School/Site Official (required):
(Principal, assistant principal, teacher-in-charge, PE Teacher, SRTS coordinator)

| | |
|------------|---|
| Signature: |  |
| Name: | Heather Henderson |
| Title: | Arizona Charter Academy, Principal |
| Date: | 2/19/14 |

School District official (required):

| | |
|------------|--|
| Signature: |  |
| Name: | Melissa Holdaway |
| Title: | Superintendent |
| Date: | 2/19/14 |

Non-Profit Partner (optional):

| | |
|---------------|--|
| Signature: | |
| Name: | |
| Organization: | |
| Title: | |
| Date: | |

TRANSMITTAL INSTRUCTIONS and SCHEDULE

The due date and time for project applications to be submitted to MAG is Thursday, February 20, 2014 at 10:00 a.m.

Member agencies are to:

1) Submit ONE printed, signed, and complete application to MAG.

Please verify that the application is COMPLETE and signed in Part F. Please also verify that all Required Attachments (Part D) are included in the printed application where indicated and that the cost estimate amount for each program year does not exceed \$45,000.

2) Submit one CD with complete Excel application and all Required Attachments (Part D) to MAG.

Please verify that the entire, completed Excel application is on the CD, as well as all attachments as required in Part D of the application.

To submit one printed, signed, and complete application, and one CD with complete Excel application and all Required Attachments (Part D) to MAG, the applicant can mail to or drop off application at:

Maricopa Association of Governments
ATTN: Margaret Boone,
302 N. 1st Avenue, Suite #300,
Phoenix, AZ 85003.

Applications MUST be received by 10:00 on Thursday, February 20, 2014. No Late Applications Will Be Accepted.