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SO MANY CHOICES, SO MANY WAYS TO CHOOSE: HOW FIVE STATE DEPARTMENTS OF TRANSPORTATION SELECT SAFE ROUTES TO SCHOOL FOR FUNDING

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16. ABSTRACT

Safe Routes to School (SRTS) programs support children safely walking and biking to and from school. Each state Department of Transportation (DOT) awards federal grant money to proposal applications made by local SRTS programs. Because demand for federal SRTS funding far exceeds most states' budgets for their program, state DOTs must carefully select the SRTS proposals that receive an award. By definition, most local program proposals that meet the federal guidelines to receive SRTS grant money will include elements that contribute to pedestrian safety. As a result, state DOTs that wish to leverage their SRTS funds are faced with the difficult task of choosing those proposals with the greatest potential to successfully increase the safety and number of children walking or biking to school.

This report compares how five state DOTs – Florida, Mississippi, Texas, Washington, and Wisconsin – select the most promising SRTS proposals for funding. It reviews how the five states approach the selection process by considering grant types, SRTS plans, eligibility requirements, program distribution policies, proposal review processes, and established selection criteria. The selection processes and criteria used are reviewed to highlight examples of best practices that consider (1) the four common barriers to walking and biking to school (distance, income, parent values and parent concerns), (2) the "five E's" commonly used to classify SRTS program elements (engineering, education, encouragement, enforcement, and evaluation), and (3) the five conceptualized stages of an SRTS program (existing conditions, planning, proposal, implementation, and assessment of outcomes).

The results of this review are insights into how the five state DOTs define an effective SRTS program and how they prioritize awards for the many good SRTS program proposals they receive. Examples of effective selection practices are identified as a basis for making specific recommendations on what constitutes a promising proposal selection process that awards programs with the highest potential to increase the safety and number of children walking or biking to school.

An appendix contains documentation on the original SRTS proposal selection protocols used by the five contributing state DOTs.

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CONTENTS

Figure

Tables

EXECUTIVE SUMMARY

INTRODUCTION

State departments of transportation (DOTs) commonly receive many more Safe Routes to School (SRTS) program applications than their allocation of federal SRTS money allows them to fund. To best use scarce public resources, state DOTs require SRTS selection protocols that will help them choose those proposals with the greatest potential for successfully increasing the safety and number of children walking or biking to school. Federal program guidelines place some limits on the use of SRTS funds. Beyond that, it is largely up to each state DOT to select and fund eligible SRTS applications. This report presents ways in which the five states contributing to the SRTS Statewide Mobility Assessment study identified and selected the SRTS applications with the greatest potential for success.

METHODS

To identify effective practices for selecting SRTS applications with the most potential for success, this report reviewed the selection protocols and criteria used in Florida, Mississippi, Texas, Washington, and Wisconsin—the five states participating in the SRTS Statewide Mobility Assessment study. Six protocols that could influence the selection of SRTS applications were identified and reviewed: (1) SRTS grant types, (2) use of SRTS plans, (3) program eligibility requirements, (4) program distribution policies, (5) integration of federal and state guidelines, and (6) the proposal review processes. Additionally, the SRTS application selection criteria used by each state DOT were reviewed in detail for examples that addressed (1) the four common barriers to walking and biking to school (distance, income, parent values and parent concerns); (2) the “five E’s” commonly used to classify SRTS program elements (engineering, education, encouragement, enforcement, and evaluation); and (3) the five conceptualized stages of an SRTS program (existing conditions, planning, proposal, implementation, and assessment of outcomes). These three selection criteria subjects were chosen because they are factors that contribute to the potential success of an SRTS program.

RESULTS

Common trends and unique approaches were found across all selection protocols and criteria subjects. Because the federal SRTS program is relatively young and has yet to develop quality data on program outcomes, an objective evaluation of the effectiveness of these selection protocols and criteria was beyond the scope of this report. The trends and approaches reviewed here are, however, useful for identifying issues that state DOTs should consider when selecting SRTS applications, as well as ways in which the issues can be addressed. These issues and recommended methods for addressing them are summarized here.

Selection Protocols

Some states offered separate grants for infrastructure and non-infrastructure SRTS programs, whereas other states offered grants for combined programs. Both of these approaches appear to have drawbacks and benefits. Additional analysis should be carried out to pinpoint the trade-offs involved with different grant systems.

Standard SRTS grant eligibility requirements and guidelines exist at the federal level, but state eligibility requirements varied among the five states. States should make grant eligibility requirements and guidelines clear to potential applicants. Guidance for preparing quality, competitive SRTS program proposals should be available to applicants. This will help ensure that resources are not wasted on the preparation of proposals that do not competitively address the program goals. SRTS planning was universally encouraged among the five states as a means to achieve higher quality SRTS program proposals. States offered a variety of technical and monetary assistance for SRTS plan development. An in-depth review of the planning assistance currently available in states should be carried out to identify effective ways DOTs can help communities—especially those with few resources—develop successful SRTS plans.

The five states used various safeguards to ensure the equitable distribution of SRTS grants. The equitable distribution of SRTS programs can advance the goals of the federal SRTS program by helping SRTS funds reach as many children as possible. This study found examples of how eligibility requirements, selection criteria, or the review process can be used to ensure an equitable distribution of SRTS program funds. States

should, however, consider how the goal of distributing program funding equitably may affect the goal of increasing the rates and safety of walking and biking to school in areas with the greatest need, regardless of location or budget requirements.

All five states incorporated a wide range of experts into the proposal review process. This practice is recommended to help ensure that all pertinent issues are considered when proposals are ranked.

Selection Criteria

All five states ranked SRTS proposals by awarding points on the basis of a range of selection criteria. Extensive and explicit selection criteria help ensure a comprehensive and transparent proposal ranking process. Selection criteria should consider the presence or absence of the four common barriers to walking or biking to school, the extent to which the five E's are incorporated into the program, and the quality of the program at all five of the conceptualized stages.

Extensive selection criteria required extensive information to be provided in the proposals. Such information is necessary for identifying programs with the greatest potential for success. Any information collected should be consistent and comparable among SRTS applications to allow for accurate comparisons and rankings. To help facilitate accurate comparisons, states should use a standardized form to collect the most relevant information, such as current rates of children walking and biking to school, the number of students who live within walking distance, and the elements to be included in the proposed SRTS program. Data collection, however, should not overburden applicants. SRTS planning assistance, application guidance, site visits, input from local community or planning organizations, and national and state databases (e.g., U.S. census or state department of education data) are potential resources for obtaining consistent and comparable data without placing too much of a burden on applicants.

The primary goals of the SRTS program are to increase the rates and safety of students who walk or bike to school. But SRTS programs may be designed to achieve other goals, such as decreased traffic congestion, increased community involvement, or a sense of place. Selection criteria should focus on the primary SRTS program goals while remaining sensitive to each proposal's unique context and any additional specific desired

outcomes. A checklist that identifies existing conditions and proposed program elements can be a useful tool to ensure that current conditions and proposed interventions align with stated goals.

Selection criteria were often based on the outcomes of a proposed SRTS program (e.g., increases in pedestrian safety). Because SRTS program outcomes occur after a proposal has received funding and after the program has been implemented, outcomes can only be estimated during the selection process. These estimated outcomes should be based on evidence. States can build this evidence by collecting and maintaining standard SRTS program data on an ongoing basis. These data facilitate the routine evaluation of SRTS programs and help identify the characteristics of successful SRTS programs. The results of such evaluations could be used to further refine and improve SRTS selection protocols in the future.

CONCLUSION

State DOTs face the challenge of making limited federal SRTS grant money accessible to school-based communities while ensuring that, when competition is fierce, only applications with the greatest potential for increasing the number of students safely walking and bicycling to school are awarded funding. This report identified selection protocols and criteria used by five state DOTs to do just that. On the one hand, the benefits and drawbacks of many protocols, such as using separate infrastructure and non-infrastructure grant applications or placing floors or ceilings on award amounts, could not be fully assessed and would require more in-depth study. On the other hand, it is clear that to facilitate the selection process, state DOTs should collect from applicants standard information on existing conditions, including the four barriers to walking or biking to school; the planning process; the proposed program elements, including the extent to which it features each of the five E's; implementation plans, and plans for the assessment of outcomes. This information will allow reviewers to ensure that existing conditions and proposed elements of the program align with the program goals. It will also facilitate routine evaluations of SRTS programs, which will help identify the characteristics of programs that result in improved safety and numbers of students walking and biking to

school. These findings will enable state DOTs to develop evidence-based selection protocols and criteria, which will further improve the selection process in the future.

1 INTRODUCTION

The Safe Routes to School (SRTS) program is a national effort to enable and encourage children to safely walk and bike to school. It is administered by the Federal Highway Administration (FHWA), which allocates SRTS funds to all 50 state and the District of Columbia departments of transportation (DOTs). At the state level, DOTs award funds to SRTS program proposals submitted by local agencies—usually municipalities, schools, or school districts. Local SRTS programs consist of infrastructure and/or non-infrastructure activities that support walking and bicycling to school.

Since the national SRTS program began in 2005, state DOTs have awarded a total of $427 million to approximately 6,500 SRTS schools or programs nationwide. This, however, represents only 39 percent of the applicants and 29 percent of the funds requested. [1] Most state DOTs receive SRTS proposals that far exceed their funding available. Strong demand at the local level indicates that federal SRTS program funding should be expanded. It also indicates that state DOTs must select proposals with the greatest potential for success so that scarce public resources are put to their best use. Federal program guidelines place some limits on the use of SRTS funds. Beyond that, it is largely up to each state DOT to select and fund the SRTS applications with the greatest potential for success. This report presents a range of effective methods for selecting SRTS proposals pulled from existing state protocols.

SRTS proposal selection criteria documents were collected from the five states contributing to the SRTS Statewide Mobility Assessment study: Florida, Mississippi, Texas, Washington, and Wisconsin. The selection protocols used in each state were reviewed and compared. The criteria used to rank and ultimately select proposals were examined in greater depth. Selection criteria were analyzed on the basis of a conceptual framework of the stages of a complete SRTS program, common elements of a comprehensive SRTS program, and common barriers to walking and biking to school identified in previous research. These three topics allowed a systematic review of a broad range of selection criteria.

[1] See the National Center for Safe Routes to School's "Winter 2009 SRTS Program Tracking Brief," available from http://www.saferoutesinfo.org/resources/collateral/status_report/4thqrt2009TrackingBrief.PDF.

The purpose of this review was to identify the range of protocols used by state DOTs to select SRTS program proposals for funding. State SRTS coordinators and other DOT personnel possess an invaluable body of knowledge. Their experiences working directly with SRTS grant applicants and recipients enable them to directly observe successful program characteristics. Assuming that lessons learned from these observations are incorporated into the selection protocols, they will offer a variety of effective strategies for identifying successful SRTS program proposals.

This report is intended to be a resource for developing or improving SRTS proposal selection protocols. It describes various selection processes, provides a framework for understanding the range of criteria used to select the most effective SRTS proposals, and, finally, offers a menu of ideas as well as specific recommendations for SRTS selection protocols. These recommendations could lead to selection protocols that increase the odds of funding proposals that successfully achieve the SRTS program goals.

2 DATA

SRTS proposal selection criteria documents were collected from each of the five states contributing to the SRTS Statewide Mobility Assessment study: Florida, Mississippi, Texas, Washington, and Wisconsin. Documents were collected between March and June, 2010. The original selection criteria documents can be found in Appendix A.

3 METHODS

Descriptions of the overall process used to select SRTS proposals were reviewed first. This review was intended to be neither in-depth nor exhaustive. It was done primarily to provide a context for a more detailed analysis of the selection criteria themselves.

A content analysis was performed on the selection criteria. The content analysis aimed to identify criteria that would be most effective at selecting SRTS proposals with the greatest potential for success. To classify and discuss the numerous selection criteria, a conceptual framework was used that incorporated SRTS program stages, normative characteristics of SRTS programs represented by the "five E's," and common barriers to walking or biking to school identified in existing research. These three topics were chosen for their ability to systematically isolate a broad range of SRTS program characteristics. The program stages captured qualities of a school's community and SRTS program before, during, and after completion. The five E's captured the elements that make up a comprehensive SRTS program. And, finally, the common barriers captured existing conditions that facilitate or hinder walking and biking to school.

3.1 CONCEPTUAL FRAMEWORK

3.1.1 The SRTS Program Stages

An SRTS program was conceptualized to consist of five stages (Figure 3.1):

1. existing conditions
2. a planning process
3. a program proposal
4. an implementation process
5. assessment of outcomes.

These five stages are loosely based on the steps to creating a Safe Routes to School program outlined by the National Center for Safe Routes to School**.**[2] The stages represent the complete transformative process of an SRTS program, beginning with current

[2] See the National Center for Safe Routes to School's "Steps to Creating a Safe Routes to School Program," available from http://www.saferoutesinfo.org/guide/steps/index.cfm. Local SRTS programs are also sometimes referred to as "projects" or "activities."

conditions and ending with an assessment of any changes that resulted from the program. An SRTS proposal is reviewed at stage three and, if funded, proceeds through the remaining two stages (planning grants are likely reviewed during the second stage). The quality of an SRTS program at each of these five stages contributes to the overall quality of an SRTS program. Existing conditions must be inventoried to identify the need for an SRTS program; a planning process must take place to prioritize these problems and generate acceptable solutions; the planned SRTS program must be presented in a proposal; each element of the SRTS program must be implemented; and the outcomes of the program must be assessed to determine whether and why it achieved success. Because the quality of the program at each of these stages could contribute to its success, selection criteria that evaluate a greater portion of a proposed program's stages may be more effective at identifying successful programs.

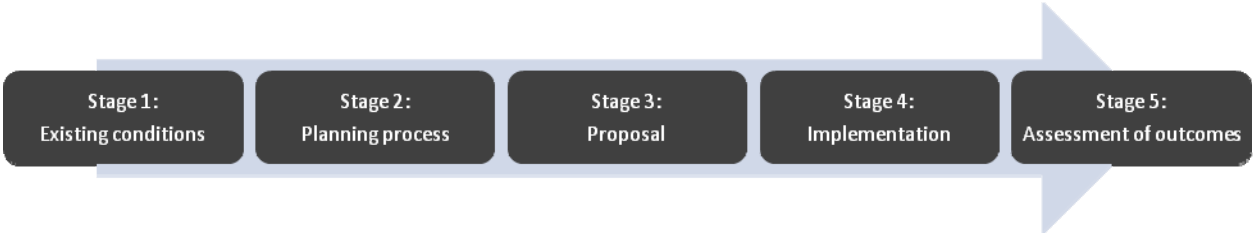

Figure 3.1: The five stages of an SRTS program. The first three program stages occur before a proposal is reviewed. The last two stages occur after a proposal has been funded.

3.1.2 The Five E's

A comprehensive SRTS program is made up of "five E's": engineering, enforcement, education, encouragement, and evaluation.[3] The FHWA requires that 70 to 90 percent of each state's SRTS funds go to engineering; the remaining 10 to 30 percent go to non-infrastructure activities (i.e., the other four E's). Each state, therefore, must fund some combination of the five E's. Because each school's community is different, each SRTS program will emphasize different Es and may not include all five. Nonetheless, the five E's cover the range of accepted strategies for accomplishing the

[3] See the National Center for Safe Routes to School's "SRTS Guide", available from http://www.saferoutesinfo.org/guide.

SRTS program's primary goal of increasing the number of children who can walk or bike safely to and from school.

3.1.3 The Common Barriers to Walking and Biking to School

Phase one of this study identified four common barriers to walking or biking to or from school:

- long distances between children's homes and schools
- high income families having access to resources to drive children to and from school
- parental fear of traffic and crime
- parental schedules and values that conflict with children walking or biking to school.[4]

The four barriers represent existing conditions that can influence the success of an SRTS program. Places that lack these barriers are more likely to have a large number of students walking or biking to school and may benefit from the safety aspect of an SRTS program. Places where these barriers are present benefit from programs that successfully remove them. For example, a Walking School Bus program may remove the barrier of parental fear of traffic and crime. Programs that remove barriers are likely to increase the number of students walking and bicycling to school in a safe manner.

3.2 REVIEW PROCESS

In the selection criteria content analysis, each criterion or phrase that elaborated upon a broad criterion was isolated and reviewed separately. Each criterion was classified as addressing any number of the program stages, five E's, or common barriers.

[4] See "Safe Routes to School (SRTS) Statewide Mobility Assessment Study – Phase 1 Report", available from http://www.wsdot.wa.gov/Research/Reports/700/743.1.htm.

4 SELECTION PROCESS FINDINGS

To review the SRTS program proposal selection process, the researchers looked at state DOT SRTS proposal scoring forms, program guidance documents, and application instructions, along with descriptions provided by state SRTS coordinators. Topics reviewed included the types of SRTS grants available, how SRTS plans fit into the selection process, which agencies were eligible to apply for SRTS grants, policies in place to ensure even distribution of funds, federal and state guidelines that could affect the selection process, and, finally, the proposal review process.

4.1 GRANT TYPES

The five states awarded a variety of SRTS grants. Florida awarded infrastructure and non-infrastructure grants. Infrastructure grants funded engineering activities. Non-infrastructure grants funded mostly education and encouragement activities, as well as an opportunity for statewide or district-wide enforcement and evaluation activities. Applicants that were applying for infrastructure and non-infrastructure awards for the same school were encouraged to describe how the proposals related to each other and created a comprehensive program. Non-infrastructure applicants were also encouraged to focus activities at schools where SRTS infrastructure improvements would be built.

Mississippi awarded comprehensive (infrastructure and non-infrastructure) grants and non-infrastructure grants through a competitive application process.[5] Mississippi also funded statewide non-infrastructure programs for SRTS curriculum development and distribution. In the past, statewide programs had been awarded to organizations such as the Department of Health or Education through a competitive application process. This process was changed to a system in which the Mississippi Department of Transportation (MDOT) simply formed an agreement with the appropriate organization for statewide services.

Texas awarded three types of grants: infrastructure, non-infrastructure, and statewide services. Infrastructure awards funded the implementation of engineering

[5] Mississippi recently updated its application process. It no longer awards separate comprehensive and non-infrastructure grants. All applicants now submit a slightly revised version of the comprehensive application form. This update occurred after selection protocol documents were collected and analyzed. It is not reflected in this report.

improvements identified in an SRTS plan. Non-infrastructure awards funded education, encouragement, enforcement, and evaluation activities identified in an SRTS plan. Statewide services awards funded the development and delivery of non-infrastructure activities, usually education and encouragement, to any school in the state.

Washington state awarded only comprehensive grants with combined infrastructure and non-infrastructure aspects. Applicants were encouraged but not required to develop SRTS programs that incorporated all of the five E's.

Wisconsin awarded two types of grants: one for infrastructure and/or non-infrastructure programs and the other for SRTS plan development assistance.

Table 4.1 summarizes the types of SRTS grants available in each of the five states contributing to the SRTS Statewide Mobility Assessment study.

Table 4.1: Types of SRTS grants awarded in each state

	Florida	Mississippi	Texas	Washington	Wisconsin
Comprehensive (infrastructure and non-infrastructure)		•		•	•
Infrastructure only	•		•		•
Non-infrastructure only	•	•	•		•
Statewide services			•		
Planning assistance					•

4.2 SRTS PLANS

In all five states, schools or school-based communities were encouraged to develop comprehensive SRTS plans. SRTS plans were integrated into the program selection process slightly differently in each state.

Florida, Mississippi, and Texas required SRTS plans for any school that was part of an SRTS grant application. In Florida and Mississippi, schools that were part of SRTS applications were required to have completed or be in the process of developing an SRTS plan. Elements or activities identified in the SRTS plan were submitted as applications for comprehensive, infrastructure, or non-infrastructure SRTS grants. In Texas, any application for an infrastructure or non-infrastructure SRTS grant had to have been associated with an SRTS plan approved by the Texas Department of Transportation

(TxDOT). To gain TxDOT approval, an SRTS plan was required to contain certain elements and information. No program activity would be eligible for funding unless it had been identified in an approved SRTS plan.

In Washington and Wisconsin, SRTS plans were encouraged but not required for SRTS funding. Applicants that did have an SRTS plan were rewarded during the selection process. Additionally, Wisconsin offered SRTS planning assistance in the form of competitive SRTS planning grants. Receipt of a planning assistance award did not guarantee that an applicant would be awarded future infrastructure or non-infrastructure funding. However, the completion of an SRTS Plan was an important selection criterion in deciding which programs received SRTS funding. Washington state also offered planning assistance, although not through a competitive grant process. Washington state applicants that were awarded funding were required to complete a school walk route plan covering the area where program improvements would be completed.

4.3 ELIGIBLE AGENCIES

The agencies eligible to apply for SRTS grants varied by state and grant type. In Florida, school boards of public schools, private schools, and Community Traffic Safety Teams (CTSTs) were eligible to submit infrastructure applications. Most of these agencies needed to partner with a maintaining agency. Maintaining agencies were defined as local government agencies (e.g., cities or counties) that could enter into a local agreement with the Florida Department of Transportation (FDOT), provide up-front funding before reimbursement money had been received, and be responsible for maintaining the completed piece of infrastructure. The range of applicants eligible to apply for non-infrastructure programs was much broader: they included any public or non-profit agency or organization qualified to conduct the proposed activity and follow federal rules, and financially capable of fronting costs and then receiving reimbursement. Statewide non-infrastructure funds had been spent to hire a university to provide major updates to the Florida School Crossing Guard curriculum and create a new video, website, and database.

In Mississippi, comprehensive SRTS awards were open to schools, school districts, municipalities, and other units of government. Non-infrastructure awards were

intended for regional and local governments (e.g., schools, school districts, cities, and counties) and non-profit organizations that wished to engage in activities that promote safe walking and bicycling to and from school.

In Texas, infrastructure applicants were limited to state agencies and political subdivisions, such as cities and counties. These agencies were allowed to partner with schools (public and private), school districts, regional planning councils, metropolitan planning organizations (MPOs), non-profit organizations, and public and non-profit entities working on behalf of schools. Non-infrastructure applications could be submitted by state agencies, political subdivisions (e.g., cities and counties), schools, school districts, and both non- and for-profit organizations. Non-infrastructure applications were also allowed to involve partnerships.

All public agencies in Washington state were eligible to apply for SRTS grants.

In Wisconsin, for infrastructure programs, eligible applicants included state agencies, any political subdivision of the state (e.g., city, village, town, or county), and Tribal Nations. Infrastructure applicants were limited to the local governmental unit that had jurisdiction over the affected property and were authorized to spend funds. Eligible applicants for non-infrastructure activities and planning assistance awards included any state agency, county, local governmental unit (a municipality, regional planning commission, special purpose district or local governmental association, authority, board, commission, department, independent agency, institution or office), including schools, Tribal Nations, or federally recognized non-profit organizations.

4.4 PROGRAM DISTRIBUTION

Florida, Texas, and Wisconsin had application requirements and/or selection protocols intended to help distribute SRTS funds throughout the state. In Florida, which has a DOT district system, the program guidelines stated that “districts will do their best to select good proposals from around their district so their SRTS funds are implemented as equitably to the different geographic areas as possible.” Applicants were also encouraged to be as cost effective as possible so that more SRTS programs could be funded. Furthermore, each applicant could only submit up to five infrastructure applications during each call for applications (unless their District Safety Engineer

granted approval for more). In contrast, reviewers in Wisconsin were encouraged to award grants to programs throughout the state and in a variety of community sizes. These were overall goals; no strict criteria or guidelines were used to ensure these goals were met.

Texas and Wisconsin had per-program award limits, which while not originally intended to do so, may have helped achieve geographic distribution. Limiting the amount of funding that can be awarded to any single application helps ensure that more SRTS applications can be funded within a state, ostensibly resulting in a broader geographic distribution of SRTS programs. Texas limited infrastructure programs to a maximum federal reimbursement of $500,000 in construction costs per application. Statewide services were also limited to a maximum of $500,000 per application. Non-infrastructure awards were limited to $100,000 per application. Wisconsin encouraged applicants to be as cost effective as possible. But to ensure efficient utilization of local and state administrative resources, Wisconsin instituted a minimum award amount. The minimum award amount for infrastructure programs was $25,000, and the minimum award amount for stand-alone non-infrastructure programs was $10,000. Combined infrastructure and non-infrastructure programs were allowed to request a minimum of $26,000—a minimum of $1,000 for the non-infrastructure component and a minimum of $25,000 for infrastructure. Wisconsin set no maximum award amount but did warn that its ability to fund programs over $300,000 was limited.

In contrast, Mississippi did not use monetary constraints or selection protocols to encourage geographic distribution. Mississippi's Safe Routes to School program was located in the Safety section of the DOT. Because of its organizational location, it was not beholden to geographic distribution or caps on funding. Instead, it was charged with identifying the locations that posed the greatest danger and addressing the needs of those areas. Mississippi did, however, encourage applicants to be as cost effective as possible so funds could be distributed among many programs.

4.5 FEDERAL AND STATE GUIDELINES

The FHWA created SRTS Guidance in accordance with the section that established the SRTS program under SAFETEA-LU, the 2005 federal transportation bill.

This Guidance directly influences the SRTS programs that receive funding. Between 70 and 90 percent of federal SRTS money in each state must be spent on engineering, so most funding in every state goes toward infrastructure activities. SRTS grant recipients must also follow the same regulations as large-scale highway projects. These regulations, known as Title 23 regulations, include the use of competitive bidding, adherence to National Environmental Policy Act (NEPA) regulations, and cost reimbursement. This favors SRTS proposals from applicants with the resources necessary to comply with these requirements. It can burden applicants not financially capable of fronting costs or without the resources to navigate the paperwork involved with Title 23 compliance.[6]

The federal Guidance was reflected in each state's application guidelines. However, states interpreted and integrated the guidelines differently. For example, the federal SRTS program provided 100 percent funding to grant recipients; no local match was required. Texas application guidance stated that supplemental funding was not required and lack of such would not penalize an applicant, whereas Washington state guidelines stated that although a match was not required, preference would be given to programs that provided a match. In another example, federal SRTS funds were available for all five E's that are part of a comprehensive SRTS program. However, most enforcement and evaluation activities were not eligible for funding in Florida. The rationale for this policy was that other sources of funding were available for enforcement, and schools would be capable of submitting data for evaluation without any additional funds.

In addition to state implementation of federal SRTS Guidance, states often had additional requirements. These included design guidelines, material requirements, permitting processes, time constraints, and program reporting requirements.

4.6 REVIEW PROCESS

Each state contributing to the SRTS Statewide Mobility Assessment study used a different proposal review process. Within a state, different processes were often used for different grant types. They are described below.

[6] See http://www.saferoutespartnership.org/media/file/title_23_memo_FINAL.pdf

4.6.1 Florida

FDOT administered most SRTS program funding through its seven DOT districts, while $100,000 per year was retained at the state level for statewide non-infrastructure programs, and educational and promotional items. Infrastructure applications were submitted to the safety engineer of the district where the program was located. He or she reviewed the application for completeness and eligibility. If an application was found to be incomplete or ineligible, the district safety engineer could send the application back for prompt revisions. Eligible applications were submitted to the district's evaluation panel. The panel ranked them according to selection criteria (reviewed later in this report). The panel could consist of the following FDOT district personnel: safety engineer, pedestrian/bicycle coordinator, Community Traffic Safety Team (CTST) program manager, Work Program coordinator/manager, traffic engineer, Joint Participatory Agreement/Local Area Participation program manager, and school board liaison. Applications ranked by the evaluation panel and recommended for funding were given to the state SRTS coordinator, who reviewed the applications to ensure the programs were in compliance with state and federal guidelines and for comprehensiveness. The state SRTS coordinator provided feedback to the district safety engineer, who worked with the applicant to make any necessary adjustments to the application or program. The district safety engineer then presented the final recommended programs to the district secretary, who approved the programs for funding. Finally, the programs had to be approved by the Florida division of the FHWA. Any proposed program that was not selected could resubmit an updated application during future funding cycles, or the district safety engineer could choose not to accept applications in a particular cycle because of receiving many good applications in the previous cycle.

Florida's non-infrastructure review process was less formal. Non-infrastructure information forms or scopes of service could be submitted to the district at any time. Information forms were used for non-infrastructure programs at a specific school, while scopes of service were used for programs that would be implemented at a group of schools. If the district decided that the non-infrastructure program was worth pursuing, it would work with the applicant and state SRTS coordinator to develop a good non-

infrastructure program, and a formal agreement would be reached between FDOT and the applicant. Alternatively, some districts developed unique district- or county-wide non-infrastructure programs that were ongoing and therefore did not accept non-infrastructure proposals.

4.6.2 Mississippi

Applications were submitted to the state SRTS coordinator, who performed an initial review to eliminate ineligible applications. The state SRTS coordinator, state safety engineer, and other safety engineers assigned to the SRTS program closely reviewed the remaining applications. The state SRTS coordinator and at least one SRTS-assigned safety engineer made a visit to each proposed program site.[7] After site visits had been conducted, recommendations were made and submitted to the state traffic engineer. Once the state traffic engineer had approved the recommendations, they were passed along to the assistant chief engineer and then the chief engineer for approval. Once these approvals had been obtained, the recommendations were given to the Mississippi Transportation Commission for final approval to enter into a Memorandum of Understanding (MOU) with the applicants. During any point of the review process, additional information could be requested from applicants.

4.6.3 Texas

Texas consists of 25 DOT local districts, which plan, design, build, operate, and maintain the state transportation system within their multi-county jurisdiction. SRTS infrastructure applications were submitted to the district in which they were planned and went through three levels of review. First, district staff reviewed applications with regard to submission requirements, appropriate countermeasures, engineering estimates, and compatibility with planned improvements or existing infrastructure. Each district forwarded acceptable applications to the TxDOT Traffic Operations Division. Second, division staff reviewed applications for completeness and compliance with program

[7] The site visit process was updated in July/August 2010 to include the District Local Public Agencies coordinator. This engineer sees a funded program through design and construction. He or she is better able to identify obstacles that may exist (e.g., railroad crossings, right-of-way issues, utility problems, stormwater issues, etc.) and look at a submitted budget to determine whether funds have been included to address those obstacles.

eligibility requirements. Applications that met those requirements and were received by the published deadline were passed along to two evaluation committees. In the third level of review, two program evaluation committees evaluated eligible programs. The first committee comprised TxDOT staff with expertise in bicycle safety, pedestrian safety, and roadway design and engineering. The second committee was the Bicycle Advisory Committee. Each committee submitted an evaluation score sheet for each application. Division staff combined the score from each committee into a composite score. On the basis of composite scores, the division director recommended a list of programs for consideration by the Texas Transportation Commission. The Commission approved programs on the basis of the division director's recommendation, funding availability, safety considerations, and the SRTS program goal. The Commission's decision was final. Proposals that were not selected could resubmit in future program calls.

Non-infrastructure and statewide service applications were submitted directly to the TxDOT Traffic Operations Division. Division staff reviewed these applications for completeness and eligibility. Eligible and complete applications were then passed along to the two evaluation committees for review. From this point, review and selection followed the same steps the infrastructure applications followed.

4.6.4 Washington

Applications were submitted to the Washington State Department of Transportation (WSDOT) and reviewed by WSDOT staff for eligibility. The WSDOT SRTS Advisory Board evaluated the proposals and made recommendations. In 2010, the SRTS Advisory Board comprised ten members, one member each from the Washington Traffic Safety Commission, Washington State Department of Health, Office of the Superintendent of Public Instruction, Association of Washington Cities, Association of Washington Counties, Department of Commerce, Yakima Valley Conference of Governments, and three WSDOT staff. WSDOT staff conducted a site visit before finalizing the list of priorities. Once site visits had been completed, a prioritized list of programs was submitted to the governor's office and the legislature for final funding approval.

4.6.5 Wisconsin

Applications were submitted to the Wisconsin Department of Transportation (WisDOT). A copy of each application was sent to the MPO or regional planning commission (RPC) responsible for the area where the program was located. Feedback from these organizations was shared with a selection committee to assist in the review process. All applications (infrastructure and non-infrastructure, as well as planning assistance awards) were reviewed by the selection committee. The selection committee included representatives from several Wisconsin state agencies, such WisDOT, the Department of Public Instruction and Department of Health and Family Services, as well as representatives from the bicycle and walking communities, law enforcement, and health and safety fields. The SRTS Selection Committee ranked programs by using selection criteria (reviewed later in this report). The SRTS Selection Committee's funding recommendations were then sent to the WisDOT secretary for final approval.

4.7 SUMMARY

In most states contributing to this study, the selection process consisted of a review for eligibility, a scoring and ranking process, and final approval of the selected proposals. States in this study relied on a broad range of experts for the scoring and ranking process, including the following:

- Association of Cities/Counties representatives
- Bicycle Advisory Committee members
- Bicycle and walking community representatives
- DOT Community Traffic Safety Team program managers
- DOT Joint Participatory Agreement (JPA)/Local Area Participation (LAP) program managers
- DOT Pedestrian/Bicycle coordinators
- DOT safety engineers
- DOT School Board liaisons
- DOT staff with expertise in bicycle safety, pedestrian safety, roadway safety, roadway design, traffic engineering, or other related fields
- DOT traffic engineers

- DOT Work Program coordinator/managers
- Health professionals
- Law enforcement representatives
- Safety professionals
- State Department of Commerce representatives
- State Department of Health or Health and Family Services representatives
- State Department of Public Instruction representatives
- State SRTS coordinators
- State Traffic Safety Commission representatives.

In addition to the people chosen to score and rank the proposals, the criteria they used also heavily influenced the programs that were selected for funding. The next section reviews the range of selection criteria used in the five states participating in the SRTS Statewide Mobility Assessment study.

5 SELECTION CRITERIA FINDINGS

All five states used a point system to rank at least certain types of program proposals. Table 5.1 lists the broad themes used to organize criteria by each state for each proposal type. In three states (Mississippi, Washington, and Wisconsin) points were allocated for a broad theme, under which specific criteria were listed for the scorer to consider when allocating points. Florida and Texas allocated points for each specific criterion under each theme. Florida, Texas, and Washington provided clear instructions on the number of points to be awarded depending on the extent to which a proposal met each criterion or theme. While all states had eligibility requirements, Texas and Florida's were explicitly integrated into the selection criteria. Florida's selection criteria included an initial administrative review. Texas had a checklist of SRTS plan elements that had to be present for a proposal to be eligible for funding.

Table 5.1: Themes used to organize criteria in the eligibility/selection process

State (proposal type)	Theme used to organize criteria	Points	Percent
Florida (Infrastructure proposals)	Administrative review	Req.	Req.
	Planning	120	18%
	Problem identification	40	6%
	Current conditions	100	15%
	5 Es	100	15%
	Specific infrastructure improvements	70	11%
	Cost estimate	170	26%
	Application attachments	50	8%
	Total	**650**	**100%**
Mississippi (Comprehensive proposals)	Need for the project	25	25%
	Comprehensive program planned	25	25%
	Community/partner commitment and support	20	20%
	Project budget	20	20%
	Potential model program	10	10%
	Total	**100**	**100%**
Mississippi (Non-infrastructure proposals)	Goals and outcomes	25	25%
	Quality of project activities	25	25%
	Participation	25	25%
	Ability to achieve goals and evaluate success	25	25%
	Total	**100**	**100%**

State (proposal type)	Theme used to organize criteria	Points	Percent
Texas (SRTS plan requirements)	Description of existing conditions	Req.	Req.
	Identification of existing problems or needs	Req.	Req.
	Proposed activities related to problems or needs	Req.	Req.
	Evaluation, coordination, and support activities	Req.	Req.
	Total	**Req.**	**Req.**
Texas (Infrastructure proposals)	Problem identification and solution	25	25%
	Proposed improvement plan	40	40%
	Project measurement	10	10%
	Project coordination and support	10	10%
	Budget	15	15%
	Total	**100**	**100%**
Texas (Non-infrastructure proposals)	Problem identification	30	30%
	Proposed solution	25	25%
	Objectives, performance measures, and activities	25	25%
	Project coordination and support	10	10%
	Budget	15	15%
	Total	**100**	**100%**
Texas (Statewide services proposals)	Problem identification	25	25%
	Proposed solution	25	25%
	Past project experience	10	10%
	Objectives, performance measures, and activities	20	20%
	Project coordination and support	10	10%
	Budget	10	10%
	Total	**100**	**100%**
Washington (All proposals)	Engineering improvements	5	20%
	Education and encouragement efforts	5	20%
	Enforcement component	5	20%
	Implementation	5	20%
	Need	5	20%
	Total	**25**	**100%**
Wisconsin (Infrastructure and non-infrastructure proposals)	SRTS Plan or similar assessment	125	25%
	Severity of identified problems	75	15%
	Effective and comprehensive solutions	75	15%
	Increase walking, biking and/or safety	75	15%
	Community and school support for SRTS, biking and walking and future sustainability of SRTS efforts	75	15%
	Community need	25	5%
	Overall quality and creativity of projects/activities	20	4%
	Evaluation Plan	20	4%
	timetable	10	2%

State (proposal type)	Theme used to organize criteria	Points	Percent
	Total	**500**	**100%**
Wisconsin (Planning proposals)	Strength of Task Force	30	30%
	Potential for development of successful SRTS Program	20	20%
	Severity of identified problems	20	20%
	Community and school support for SRTS, biking and walking	15	15%
	Community need for assistance and community demographics	15	15%
	Total	**100**	**100%**

From the five states' selection documents, a total of 250 selection criteria (or phrases that elaborated upon broader criteria) were identified. The state with the most criteria was Florida (70 criteria), followed by Texas (63 criteria: 23 for plan requirements, 13 for infrastructure proposals, 12 for non-infrastructure proposals, and 15 for statewide services proposals), Wisconsin (62 criteria: 41 for infrastructure and non-infrastructure proposals, 21 for planning proposals), Mississippi (37 criteria: 19 for comprehensive and 18 for non-infrastructure proposals), and Washington (18 criteria). A complete list of the criteria is presented in a tabular format in Appendix B.

The remainder of this section discusses the range of selection criteria found within each of the SRTS program stages, five E's, or four common barriers. Note that this review includes only selection criteria that were documented in the SRTS proposal scoring documents. Program stages, five E's, or common barriers that were not explicitly documented in selection criteria documents could still be taken into account by scorers during the review process. For example, Mississippi required each applicant to sign off on a checklist of items needed for a complete application and required that all programs awarded funding agreed to complete an evaluation. These items were not included in the selection criteria review because they pertained to other parts of the selection process.

5.1 PROGRAM STAGES

Selection criteria from the five states addressed all five of the conceptualized SRTS program stages. Selection criteria used for "non-traditional" SRTS proposals, such as planning or statewide non-infrastructure programs, addressed fewer program stages, ostensibly because these programs do not follow the conceptualized program stages.

Overall the planning process stage was addressed least. All sets of selection criteria considered the existing conditions and assessment of outcomes stages (Table 5.2).

Table 5.2: Program stages considered by each state's selection criteria.

State (proposal type)	Stage 1: Existing conditions	Stage 2: Planning process	Stage 3: Proposal	Stage 4: Implemen-tation	Stage 5: Assessment of outcomes
Florida (infrastructure)	•	•	•	•	•
Mississippi (comprehensive)	•	•	•	•	•
Mississippi (non-infrastructure)	•	•	•	•	•
Texas (plan)	•	•	•	•	•
Texas (infrastructure)	•	•	•	•	•
Texas (non-infrastructure)	•	•	•	•	•
Texas (state-wide)	•		•	•	•
Washington	•		•	•	•
Wisconsin (planning)	•	•			•
Wisconsin (infrastructure/non-infrastructure)	•	•	•	•	•

Under the conceptualized program stages, proposals were evaluated at the third stage. Criteria that considered stages four and five—implementation and assessment of outcomes—could only speculate on the future characteristics of a program. Many of the criteria that considered these two post-proposal stages specified which existing information should be used to predict future characteristics of the program (e.g., "potential for VMT reduction (as determined by existing mode choice and the number of children that live within two miles of the target schools)" – Washington). Thus many criteria looked at outcomes as a function of existing conditions and proposed changes, incorporating three program stages into a single criterion.

5.1.1 Existing Conditions

Existing conditions criteria focused on the community or specific site where an SRTS program would take place. They were used to establish the level of need for an SRTS program within a community. Often this involved the identification of a population of students that could walk to school and any barriers to walking or biking to school. These criteria evaluated characteristics of the physical environment, such as the number

of children living within a certain distance to the school, traffic control information, or the presence of bicycle or pedestrian facilities. They also considered characteristics of the institutional or regulatory and social environments, such as the presence of bicycle- and pedestrian-friendly policies, parent concerns, or support for the program. Existing conditions criteria also evaluated the number of children currently walking or biking to school (e.g., " What percent of children from this school and living in the program area are currently walking or bicycling to school? (lower percentages show more potential for increase, and receive more points) (76- 100% = 5 pts, 51%-75% = 10 pts, 26-50% = 15 pts, 0-25% = 20 pts)" – Florida). Existing conditions criteria also identified past efforts within a community to increase the safety and number of children walking or biking to school (e.g., "Success with similar planning efforts or programming efforts" – Wisconsin). To ensure reliable reporting of needs, existing condition criteria often required documentation (e.g., “Is the SRTS problem identified supported with current data (crash & traffic data, health statistics, student population, etc.) that is sufficiently sourced?” – Texas).

In summary, existing conditions criteria were used to

- establish community need for an SRTS program, often through data and/or documentation
- assess the physical and social environment of the community
- consider student travel behavior
- consider past efforts to encourage walking and biking to school
- identify barriers to walking and biking to school.

5.1.2 Planning Process

Quality planning results in a quality SRTS program. “Through the program design process, the community becomes vested, activities and actions are optimized, the effectiveness of all program elements are predicted, and program execution is coordinated and managed.”[8] Therefore, criteria that appraise the SRTS planning process can appraise the potential success of a program. Some planning process criteria directly investigated the problems identified and solutions generated during the planning process

[8] See http://www.saferoutespartnership.org/media/file/Guiding_Principles.pdf

(e.g., "Community has shown that they understand their community's specific needs and have approached the solution creatively" – Wisconsin). Other planning process criteria examined the number of planning meetings (e.g., "The school-based SRTS Committee has met at least three times (No/not enough information = 0 pts, The Committee has met 4-5 times = 10 pts, The Committee has met more than 5 times = 20 pts)" – Florida) or considered the backgrounds of planning participants (e.g., "The members of the SRTS Committee listed include school and community representatives from the 5 E's" – Florida). Some criteria awarded points to proposals that could show that the planning process would continue; that is, activities would be monitored and plans would be updated as the program progressed.

In summary, planning criteria were used to

- assess a community's ability to identify problems and develop appropriate solutions during the planning process
- favor proposals with a more comprehensive planning process
- favor proposals with a planning process that included a broad range of stakeholders
- consider the extent to which all five E's were considered during the planning process
- consider the process for updating the SRTS plan.

5.1.3 Proposal

Most selection criteria reviewed the characteristics of the actual SRTS program proposal. Many of these criteria evaluated how one or more of the five E's would be integrated into the program. Often the characteristics of the proposal were considered in the context of how well they would solve identified problems, achieve program goals, or perform according to established engineering standards (e.g., "The project or activity described addresses the problems that were identified." – Wisconsin). Some criteria considered the level of community acceptance of the program (e.g., "Is the project important to the community?" – Mississippi). Some criteria considered the program's budget to ensure the cost estimates were reasonable. Other criteria considered how the SRTS program would fit into the greater planning context, such as city, county, or MPO

comprehensive plans or school policies (e.g., “Proposed project improvement is located on designated route in a local or regional bicycle, pedestrian, and/or trails transportation plan or SRTS plan” – Texas). Some criteria focused on the characteristics of the application itself, either to determine eligibility or favor applications with more complete information. (For example, "Color project maps and/or aerial photos clearly identify school location, two-mile radius around school, school's attendance area, names of streets around school, existing conditions and proposed improvements. (Some required information missing = 0 pts, Minimal Information; maps hard to read = 10 pts, Good maps; easy to read = 20 pts)" – Florida.)

In summary, proposal criteria were used to

- consider proposed program characteristics, often in the context of how well they would solve identified problems, incorporate the five Es, perform according to established engineering standards, or meet proposal objectives
- favor proposals with complete and detailed information
- favor proposals with community support
- favor proposals that complemented existing plans or policies
- favor proposals for programs with reasonable budgets.

5.1.4 Implementation

Criteria that considered the implementation stage of an SRTS generally asked a question similar to Mississippi’s criterion: "Is the program likely to happen smoothly?" Other criteria specifically identified the factors that would contribute to a smooth program. These factors included the following:

- who would implement the program (e.g., "Has the Applicant proposed responsible parties for each stage of the project?" – Florida)
- whether those designated to implement it were likely to follow through (e.g., "Is there a strong partnership among local agencies that will facilitate completion of this project on time and on budget?" – Washington)
- the complexity of the infrastructure improvement relative to the proposed budget (e.g., "Level of constructability of proposed project or alternative (Consider ADA, shoulder, slope, railroad tracks, etc.)” – Florida)

- the program timeline (e.g., "Project has necessary approvals to begin as soon as funding is available" – Wisconsin)
- and plans for public outreach (e.g., Outreach and publicity strategy (include school-specific stakeholders as well as community partners such as law enforcement, homeowners, etc.)" – Texas).

Some criteria even considered the ability of the proposed program to be maintained over the long term (e.g., "Plans to provide maintenance/ongoing funding to ensure continued project success are described in detail" – Texas).

In summary, implementation criteria were used to

- assess the ease of implementing a proposed SRTS program or program element
- favor proposals that could begin once funding had been received or proceed on a reasonable timeline
- consider the complexity of infrastructure improvements in the context of the proposed budget
- favor proposals with partner roles clearly defined
- favor proposals to be completed by qualified parties
- favor proposals with plans for ongoing support and maintenance
- consider public outreach strategies.

5.1.5 Assessment of Outcomes

SRTS programs can result in numerous positive outcomes, which can only be identified through an assessment of the program once it is complete. Because the assessment of outcomes stage occurs in the future, after a proposal has been selected for funding and implemented, these criteria had to rely on forecasts. Criteria that considered outcomes often focused on the potential for the program to increase the number of children walking to school, the safety of students walking to school, or both. Some criteria considered other goals, including reduction in vehicle miles travelled (VMT), relief of traffic congestion, increased health, improved community security, and reduced air pollution. In many cases, criteria identified the existing information used to determine potential outcomes (e.g., "Explain how the population characteristics and density around the school relates to the success of the proposed SRTS project" – Florida). Some criteria

or scoring instructions favored proposals that resulted in long-term outcomes. (For example, "Education and encouragement scoring directions: 5 pts = Substantial long-term education and encouragement solutions such as policy changes or the adoption of curriculum that will continue after the project is complete; 3 Pts = Education and/or encouragement efforts in the vicinity of the project post construction period only; 1 Pt = Little or no education or encouragement included in the project." – Washington.) Some outcome criteria considered less direct program effects, such as the outcome of not funding the proposal ("Community would be unlikely to be able to undertake the project without SRTS funding" – Wisconsin) or the program's potential effect on the overall SRTS program ("Is the potential of this program becoming a model SRTS program for the state there?" – Mississippi).

One outcome-based criterion incorporated a benefit-cost analysis ("Benefit/cost consideration, Divide total requested by the number of students who could use the route once improved... Lower cost per student receives more points." – Florida). Not all criteria considered specific, defined outcomes; some considered the outcomes that the proposal would attempt to achieve. One Mississippi criterion simply asked whether the “goals are stated clearly,” and a Texas criterion evaluated whether the desired outcomes matched community-specific existing conditions and proposed activities (“Are the objectives specific to the problem and solution?” – Texas).

In order to identify outcomes, all states in this study required that SRTS programs assess their results. Specific criteria considered whether a community would likely be able to complete a required assessment after the program had been completed (e.g., "Is the applicant willing to collect required data before and after project is built?" – Florida). Other criteria considered whether any additional assessments might be completed and whether the assessments were appropriate to the program (e.g., "Project includes additional evaluation activities that are appropriate to the size and complexity of the project" – Wisconsin).

In summary, assessment of outcomes criteria were used to

- favor proposals that would increase the number and safety of children walking or biking to school or other specific goals
- favor proposals with clearly stated and relevant desired outcomes

- favor proposals with long-term outcomes
- favor proposals that would use resources efficiently to achieve desired outcomes
- favor proposals with the potential to set good precedents and advance the overall SRTS program
- consider the outcomes of not funding a proposal
- consider program outcomes in relation to the existing conditions and proposed solutions
- consider applicants' ability to complete required or additional assessments after program completion
- consider the appropriateness of the proposed assessment on the basis of the size and complexity of the program.

5.2 FIVE E'S

All states addressed one or more of the five E's specifically in their selection criteria (

Table 5.3). Three states also mentioned the five E's as a group (e.g., "The school-based SRTS Committee has made some progress on SRTS E's or topics (Minimal Information or progress = 10 pts, Well defined information and progress = 20 pts)" – Florida). There may have been a qualitative difference between using specific E's in the selection criteria and using the five E's as a group as a selection criterion. Use of a specific E likely focused attention and importance on that individual characteristic, while use of the five E's focused importance on the overall composition of the program. In Texas, the five E's were addressed in the SRTS plan requirements, but criteria used to select plan elements for funding did not explicitly cite any of the E's. Many criteria implicitly considered a program element that could be classified as one of the five E's; this review, however, only identified those criteria that explicitly cited one or more E.

Table 5.3: The five E's considered by each state selection criteria

State (proposal type)	All 5 E's	Engineering	Education	Enforcement	Encouragement	Evaluation
Florida (infrastructure)	•	•	•	•	•	•
Mississippi (comprehensive)	•	•				
Mississippi (non-infrastructure)			•		•	•
Texas (plan)		•	•	•	•	•
Texas (infrastructure)						
Texas (non-infrastructure)						
Texas (state-wide)						
Washington		•	•	•	•	
Wisconsin (planning)					•	•
Wisconsin (infrastructure/ Non-infrastructure)	•				•	•

5.2.1 All Five E's

Florida, Mississippi, and Wisconsin included criteria that addressed all five E's as a group ("Well planned proposal that addresses 5 E's of SRTS (engineering solutions, education programs, encouragement activities, enforcement programs, and evaluation of the project)" – Mississippi). Criteria that addressed all five E's may have permited the reviewer to consider the overall makeup of a program in a holistic way, rather than focusing on individual components that may or may not have worked well together. These criteria considered whether the community or proposal had addressed all five E's or whether the planning group contained representatives of each E.

In summary, the five E's criteria were used to

- consider the extent to which proposals addressed the five E's
- consider the extent to which proposals considered all five E's during the planning process.

5.2.2 Engineering

Four states specifically cited engineering—the construction of pedestrian and bicycle infrastructure—as part of the selection criteria. Often the criteria pertained to the utility of the engineering improvement. Such considerations included, “Will it make a safer built environment?” “Will it resolve a hazardous walking condition?” And “If the infrastructure is in place, will students use it?” Other engineering criteria related to the comprehensiveness of the infrastructure plan, such as the identification of a clearly defined location or consideration of alternative solutions. Some criteria evaluated how feasible the engineering component would be to construct, based on cost or design considerations. Finally, engineering criteria also considered the engineering components’ ability to solve identified problems or perform according to established metrics. (For example, "How well the project has or will: establish safer and fully accessible crossings, walkways, trails or bikeways consistent with WSDOT Design Standards or the AASHTO 'Guide for the Planning Design, and Operation of Pedestrian Facilities' or 'Guide for the Development of Bicycle Facilities'?" – Washington.)

In summary, engineering criteria were used to

- favor engineering components that would be effective given their location, ability to solve identified problems, achieve goals, or perform according to established guidelines
- favor engineering components that were planned in detail (e.g., location identified, adherence to design standards, and reasonable cost estimates)
- consider both previous and planned engineering efforts.

5.2.3 Education

Education activities often involve bike and pedestrian safety instruction that is either integrated into regular curriculum or delivered as a special event, such as a bicycle rodeo. Four states explicitly considered a proposal’s education component as part of the selection criteria. Some criteria considered past efforts as well as future plans to address a problem using education. Washington and Texas considered the long-term effectiveness of the education component. Florida looked at the education component's potential to

increase the number and safety of students walking or biking to school. Similarly, Texas considered education in the context of its use as a strategy to solve identified problems.

In summary, education criteria were used to

- consider whether the proposed program would include specific education activities
- favor proposals with an education component that would be effective, given its ability to solve identified problems or achieve goals
- consider both previous and planned education efforts
- favor proposals with an education component that would be sustainable in the long term.

5.2.4 Enforcement

Enforcement activities help ensure that bicyclists, pedestrians, and motorists exhibit safe behaviors around schools. Increased police patrols and crossing guards are often part of an enforcement component. Florida, Texas and Washington specifically cited enforcement as selection criteria. Florida and Washington considered past efforts in addition to future plans to address the problem with enforcement. Florida and Washington also considered the effectiveness of the enforcement component at increasing rates and safety of walking and bicycling to or from school. Texas favored proposals that identified how enforcement would address community-specific problems. Washington and Texas explicitly favored long-term enforcement solutions.

In summary, enforcement criteria were used to

- favor proposals with an enforcement component that would be effective, given its ability to solve identified problems or achieve goals
- consider previous as well as planned enforcement efforts
- favor proposals with a long-term enforcement component.

5.2.5 Encouragement

Encouragement activities promote walking and biking as a fun, healthy, and environmentally friendly way to travel to and from school. Education and encouragement activities are often delivered together as part of the same lesson. All five states specifically cited encouragement activities as selection criteria. Florida evaluated both

past efforts and future plans to address the problem with encouragement. Mississippi evaluated the plan for promoting events and activities to appropriate audiences. Texas considered the potential of the proposal to address identified problems through encouragement. Washington evaluated the long-term effectiveness of the program to encourage walking and bicycling. Wisconsin, like Florida, also considered past efforts to promote walking and biking, such as "Walk to School Day, bike rodeos, physical education classes or other similar events."

In summary, encouragement criteria were used to

- favor proposals with an encouragement component that would be effective, given its ability to solve identified problems or achieve goals
- consider previous as well as planned encouragement efforts
- consider the use of specific events to encourage safe walking and biking
- favor proposals with an encouragement component that would be sustainable in the long term.

5.2.6 Evaluation

SRTS evaluation sometimes refers to identifying existing problems so effective SRTS programs can be designed. In this report, evaluation refers to measuring the results of a completed (or at least implemented) program. Four states considered the ability of the proposal to be evaluated upon completion to determine whether desired outcomes had been achieved. Florida and Washington considered whether the community would be able to complete required student and parent surveys. Mississippi, Texas, and Wisconsin considered whether the program would include evaluation activities that were appropriate to the size and complexity of the program. Wisconsin and Texas considered whether the community recognized the need for continuing evaluation and updating of the plan.

In summary, evaluation criteria were used to

- consider applicants' ability to complete required or voluntary evaluations after a program had been completed
- consider previous as well as planned evaluation efforts
- consider communities' commitment to updating an SRTS plan on the basis of evaluations.

5.3 COMMON BARRIERS TO WALKING AND BIKING TO SCHOOL

All states addressed at least some of the four common barriers to children walking or biking to school (

Table 5.4). Parental fear of traffic danger was the most commonly addressed barrier. All states considered parental concern of traffic danger or a lack of pedestrian or bicycle facilities, which likely contribute to parental fears of traffic danger, in the review process. The level of income in a school-based community was also a common criterion. Analysis of data from the 2001 National Household Travel Survey showed that students from high-income households were less likely to walk or bike to school,[9] whereas students from low-income households were more likely to walk or bike to school.[10] Additionally, lower-income areas may face greater challenges in accessing SRTS funds[11] and experience greater traffic and crime dangers.[12] Parental fears of crime, their values, or schedule constraints were rarely addressed directly but could be inferred in some criteria that considered parental concerns in general. The distance from students' homes to school was considered by four of the five states' criteria. All states had criteria that asked applicants to identify any barriers to walking or biking that existed in the community.

[9] McDonald, N. C. 2008. Critical Factors for Active Transportation to School Among Low-Income and Minority Students Evidence from the 2001 National Household Travel Survey. *American Journal of Preventive Medicine*, 34 (4): 341-344.

[10] McDonald, N. C. 2007. Active Transportation to School: Trends Among U.S. Schoolchildren, 1969-2001. *American Journal of Preventive Medicine*, 32 (6): 509-516.

[11] McDonald, N. C. 2008. Critical Factors for Active Transportation to School Among Low-Income and Minority Students Evidence from the 2001 National Household Travel Survey. *American Journal of Preventive Medicine*, 34 (4): 341-344.

[12] Zhu, X., Lee, C. 2008. Walkability and Safety Around Elementary School Economic and Ethnic Disparities. *American Journal of Preventive Medicine*, 34 (4): 282-290.

Table 5.4: Common barriers addressed by selection criteria from each state

State (proposal type)	Distance	Low Income	Traffic	High Crime	Schedules	Values	Any barriers
Florida (infrastructure)	•	•	•	•		•	•
Mississippi (comprehensive)	•	•	•	•	•	•	•
Mississippi (non-infrastructure)							
Texas (plan)	•	•	•			•	•
Texas (infrastructure)			•				•
Texas (non-infrastructure)			•				•
Texas (state-wide)			•				•
Washington	•	•	•				
Wisconsin (planning)		•	•	•	•	•	•
Wisconsin (infrastructure/ non-infrastructure)		•	•	•	•	•	•

5.3.1 Distance

Florida, Mississippi, and Washington used selection criteria that favored schools with more children living nearby, often using a measure of the student population near the school (e.g., "number of children living within a one- and two-mile radii of the school" – Mississippi). Texas required similar measures for each SRTS plan. Florida considered the number of students living near the proposed improvement, as well as the general population density near the target school, since a neighborhood's demographics can change quickly, but the overall population density is likely to remain more stable. Florida also considered the location of the engineering component. It favored proposals with infrastructure improvements closer to schools or other nearby facilities, like libraries, where more pedestrians and bicyclists would be likely to use it. (For example, "Are there other facilities within 2 miles of the project which would also benefit from the proposed project? (Minimal Information/benefit = 5 pts, Well defined/many benefits = 10 pts)" – Florida.)

In summary, distance criteria were used to

- favor schools with a greater number of students who live near the school and would be more likely to walk or bike to school
- favor schools with a greater general population density nearby
- favor proposals with engineering improvements that were located closer to schools or other facilities.

5.3.2 Income

Phase one of this study found that children from families with lower incomes and fewer resources are more likely to walk or bike to school.[13] Lower incomes in an area also sometimes indicate a need for traffic safety improvements and pedestrian and bicycle facilities.[14] Additionally, lower income communities may face greater difficulties accessing SRTS funding.[15] Florida, Texas, Washington, and Wisconsin used criteria that asked for the number of students eligible for the free or reduced-price lunch program as a measure of students' household resources. Mississippi also considered free or reduced-price lunch data when applicants were reviewed, although that factor was not explicitly included in the selection criteria. Wisconsin also considered indicators of a school's community resources, such as whether an applying agency would likely be unable to undertake the program without SRTS funding or whether the community had few professional staff that could provide the necessary planning assistance. Mississippi and Texas both used selection criteria that could be construed to measure community resources: clear understanding of the barriers and demonstrated need of the community and the children served. These criteria, however, did not explicitly identify lack of household or school resources as contributing to an applicant's need.

In summary, income criteria were used to

- identify the resources in a school's community, often using a clearly defined indicator such as the percentage of students eligible for the free or reduced-price

[13] Stewart, O., in press. Findings from Research on Active Transportation to School and Implications for Safe Routes to School Programs. *Journal of Planning Literature*.

[14] Zhu, X., Lee, C. 2008. Walkability and Safety Around Elementary School Economic and Ethnic Disparities. *American Journal of Preventive Medicine*, 34 (4): 282-290.

[15] McDonald, N. C. 2008. Critical Factors for Active Transportation to School Among Low-Income and Minority Students Evidence from the 2001 National Household Travel Survey. *American Journal of Preventive Medicine*, 34 (4): 341-344.

lunch program or the number of professionals available to assist with SRTS planning and securing funds

- favor schools in lower income communities where traffic safety improvements were likely needed
- favor schools in lower income communities where more children would be more likely to walk or bike to school
- determine whether or not a community had alternative resources for implementing the SRTS program.

5.3.3 Parental Fears of Traffic and Violent Crime

Numerous criteria accounted for traffic dangers as a barrier to walking or biking. These criteria often identified unsafe existing conditions. Some criteria used objective measures such as pedestrian/bicycle collision history or high traffic volumes on roads near schools. Other criteria used subjective data, such as parent concerns reported in a survey. Criteria that considered potential program outcomes that would increase safety or reduce traffic could be said to address parental concerns. Parental fear of their children's exposure to the danger of violent crimes was explicitly addressed only in one Wisconsin criterion: "Project likely to increase community security." Many criteria could, however, be interpreted to take this factor into account. (For example, "Are a large number of children already walking or bicycling to this school, in less than ideal conditions?" – Florida. "Clear understanding of the barriers (lack of complete infrastructure, parent fears, lack of safety education, etc.)" – Mississippi.)

In summary, parental fear criteria were used to

- identify the presence of unsafe walking conditions or past collisions by using both objective and subjective data
- consider the proposed program or program element's ability to mitigate unsafe conditions.

5.3.4 Parental Values and Schedules

Parental values were addressed indirectly either through concerns that children were not able to walk or bike to school safely or community-level support for walking and bicycling (e.g., "Bicycle and pedestrian friendly policies (or plan in place to change

policies) at school and community level" – Wisconsin). Some criteria considered a program's ability to change attitudes, which likely included parents' attitudes. Parental schedules were only addressed implicitly through criteria that identified any barriers to walking or biking to school or concerns that were reported in parent survey results.

In summary, parental value and schedule criteria were used to

- identify parental values and schedules using a parent survey
- identify parental values through community-level support for children walking and biking to or from school
- identify a proposed program's ability to change attitudes.

5.3.5 Any Barriers

The four barriers identified in phase one of this study are the most common barriers found in research on children walking and biking to school, but they are not exhaustive. Other physical barriers, such as interstates or railroad tracks, may exist in areas around schools. Other institutional barriers, such as policies forbidding children to walk or bike to school, may exist within schools, cities, or other jurisdictions. Other social barriers, such as a social stigma against those who walk, may exist within school-based communities. To address the presence of any number of additional barriers, some criteria approached the existence of barriers as an open-ended question ("clear understanding of the barriers (lack of complete infrastructure, parent fears, lack of safety education, etc.)" – Mississippi).

In summary, any barrier criteria were used to

- identify the presence of other barriers or problems that make it difficult to walk or bike to school.

6 DISCUSSION

SRTS programs were administered differently from state to state. These differences were reflected in the variety of selection protocols and criteria used in the five states and identified in this review. These differences make it difficult to recommend best practices. What could work well in one state might not in another. These different practices highlight some of the issues regarding the design of the SRTS proposal selection process. They also offer examples of practices that could effectively address these issues.

6.1 SRTS GRANT TYPES

Perhaps the most basic selection protocol issue is how states satisfy the FHWA's infrastructure/non-infrastructure funding split requirement. The larger states in this study (Florida and Texas) funded separate infrastructure and non-infrastructure programs, whereas the smaller states (Mississippi, Washington, and Wisconsin) funded proposals for combined infrastructure and non-infrastructure activities.

The SRTS National Partnership recommends that states separate non-infrastructure grants from infrastructure grants. The reasoning for this is to make non-infrastructure funding available for large-scale activities that reach many students, the development of ongoing non-infrastructure programs, and the formation of partnerships that could plan and propose SRTS infrastructure programs. However, in the same document, the SRTS National Partnership also encourages each SRTS program to include all five E's. [16] The combined infrastructure and non-infrastructure grant approach is one way to ensure that funding is provided for all five E's of an SRTS program. This approach could result in highly focused programs that could be very effective for the children involved. Because of the somewhat contradictory guidance from the SRTS National Partnership and the potential benefit of both approaches, the outcomes of the combined or separate grant systems should be analyzed in greater detail. Such an analysis would help DOTs completely understand the trade-offs and select the best system for their state.

[16] See: http://www.saferoutespartnership.org/media/file/Guiding_Principles.pdf

6.2 SRTS PLANS

State DOTs should consider how SRTS plans fit into the proposal selection process. This study found that some states required plans, whereas others only recommended them. Some states also required plans to contain certain information or encouraged communities to follow prescribed planning methods. SRTS plans help communities develop more competitive program proposals but may require resources that are not equally available among communities. A review of the SRTS planning assistance available in each state would provide examples of ways that DOTs can help communities—especially those with few resources—develop effective SRTS plans.

6.3 ELIGIBILITY REQUIREMENTS AND GUIDELINES

DOTs receive SRTS proposals that must be screened for eligibility and compliance with state and federal guidelines. To ensure that resources are not wasted on the preparation of ineligible proposals, these requirements should be made clear to potential applicants. Coordinators should also be aware of how eligibility requirements and guidelines affect the selection process and program characteristics. If proposals with matching funds are given priority, perhaps areas with better access to resources will be favored. If enforcement or evaluation activities are not eligible for funding, perhaps fewer programs will actually follow through with these activities.

6.4 PROGRAM DISTRIBUTION POLICIES

Eligibility requirements can be structured to help achieve the goals of a state's SRTS program, such as an equitable distribution of SRTS programs or addressing the least safe locations. Some states had minimum or maximum grant amounts to ensure that programs created a large enough impact without unduly impacting the statewide funding allocation. Some states also promoted equitable program distribution by allocating funds to DOT districts or reminding reviewers to consider the geographic distribution of programs as they ranked proposals. Some states may wish to forego geographic distribution policies or monetary constraints that might prevent funding from going to those areas that were identified as the least safe through the selection process. Programs could be funded in areas with the greatest need regardless of location or budget.

6.5 PROPOSAL REVIEW PROCESS AND SELECTION CRITERIA

6.5.1 Need for Data

All states contributing to this study ranked SRTS proposals by assigning points on the basis of a series of criteria. This process may have the largest impact on the selection of proposals to be funded. Those who review and score SRTS proposals must have adequate information to make an informed decision. Whenever possible, data should be collected in a consistent manner so that they are comparable across programs and communities. This may not always be easy to achieve. For example, collision data from police records appear to offer a clear and consistent indicator of traffic danger. But typically, the number of reported pedestrian and bicycle crashes involving children near schools is low and presents an element of randomness. Additionally, not all pedestrian and bicycle collisions are captured in reported law enforcement records, and it may be difficult to identify recorded collisions that occurred near a specific school.

The need for accurate, detailed information should be tempered by its availability and burden to applicants. Criteria that require information that is not available in all jurisdictions could unfairly punish some applicants. Equitable selection protocols would limit required information to that which is most pertinent and would advise applicants on how to obtain it. For example, current rates of walking and biking to school are vital for understanding whether an SRTS program should focus on safety or encouragement. These data are also vital for facilitating an assessment of outcomes after completion. Applicants could easily be directed to the NCSRTS student travel tallies as a way of collecting these data. SRTS planning assistance, site visits, and input from local community or planning organizations are all methods for obtaining more detailed information without overburdening applicants. A statewide database of school demographics and environmental characteristics—such as nearby streets and population density—could also help reviewers make accurate comparisons of community need. Proposed SRTS program elements are a vital part of the review process but can only be obtained from the applicants themselves. To ensure clear reporting and comparability, a standard program element checklist should be part of the application. This checklist

should include all common SRTS elements under each of the five E's, as well as space to add other, less common elements.

6.5.2 The Reviewers

The proposals selected also depend on who takes part in the review process: who reviews the proposals for eligibility, who scores and ranks the proposals, who makes recommendations for proposal funding, and who ultimately decides which programs are funded. Including fewer reviewers likely makes for an easier process, but a wider range of voices at the table may result in a more balanced short list of programs. A carefully chosen panel of experts in transportation, the environment, health, education, pedestrian and bicycle issues, and related fields will help ensure that all pertinent issues are considered when proposals are reviewed.

An expert panel of reviewers may be able to select quality programs with little guidance from selection criteria score sheets. However, extensive and explicit selection criteria will help ensure a comprehensive and transparent ranking process. Explicit criteria will also likely result in more complete and thorough documentation of the reasoning behind the list of selected programs, which could prove helpful when that list is presented to those who have the final authority to approve funding. Selection criteria should also be more detailed and explicit if they are made publicly available so they can be understood by a lay audience. These measures could result in more complete applications, useful feedback to applicants that are not funded, and perhaps even better proposals in future rounds of applications.

6.5.3 Common Barriers to Walking and Bicycling to School

The four common barriers to walking and biking to school, the five E's, and the five SRTS program stages offer a framework for ensuring that selection criteria are comprehensive. Criteria that consider all the common barriers can evaluate whether the existing conditions that prevent safe walking and biking have been clearly identified. Criteria that consider all five E's can assess whether the best countermeasures will be implemented. And finally, criteria that consider all five program stages can judge the quality of a proposed program before, during, and after implementation. The body of this

report offers a summary of criteria that address each of the four common barriers, five E's, and five program stages.

Of the four common barriers to walking or biking to school, distance and income can be readily measured and compared objectively. The two remaining barriers, parental fears of traffic and crime and parental value and schedule conflicts, are more difficult to accurately measure and compare. Traffic data, collision data, walking audits, and other observations of pedestrian safety near a school may provide objective measures of the presence of traffic conditions that contribute to parental fears. The NCSRTS parent survey is an existing tool for directly measuring and comparing parental fears, values, and schedules. Parental support for an SRTS proposal, while difficult to compare from proposal to proposal, could also be an effective way to measure parental fears and values. Additional work is needed to determine the best methods for assessing the fears, values, and logistical constraints that will influence the success of an SRTS program.

6.5.4 The Five E's

Selection criteria that evaluate the five E's as one holistic entity may be an effective method for assessing the overall SRTS program design. Each of the five E's must be considered to ensure that an SRTS program is designed to address the barriers to walking and biking to school. It is necessary to consider not only each E of a program individually, but also how they work together to form a complete SRTS program.

6.5.5 The Five Program Stages

Of the five SRTS program stages, the final assessment of outcomes stage is most important. The outcomes a program wishes to achieve will heavily influence all other characteristics of the proposal, including how the other program stages contribute to achieving the outcomes, how the five E's are used to achieve the outcomes, and how the presence or absence of common barriers currently prevent or support the outcomes. Proposals should clearly identify the desired outcomes. The FHWA provides a list of SRTS outcomes, which has been elaborated upon by the study participants:

- increased bicycle and pedestrian traffic safety
- more children walking and bicycling to and from schools
- decreased traffic congestion

- improved childhood health
- reduced childhood obesity
- encouragement of healthy and active lifestyles
- improved air quality
- improved community safety and security
- reduced fuel consumption
- enhanced community accessibility
- increased community involvement
- improvements to the physical environment that increase the ability to walk and bicycle to and from schools
- improved partnerships among schools, local municipalities, parents, and other community groups, including non-profit organizations
- increased interest in bicycle and pedestrian accommodations throughout a community
- a culture of walking and biking in a community
- a sense of place
- reduced hazard and/or courtesy busing
- a reduction in private vehicle travel to school.

All SRTS programs should focus on the primary program goals of increasing the safety and numbers of students walking and biking to school. Therefore, selection criteria should focus on these two outcomes while remaining sensitive to the unique context and specific desired outcomes of each proposal. A school that wishes to make walking and biking safe for a large percentage of students that already use these modes should have a very different SRTS program than a school that has a safe pedestrian and bicycle environment but wishes to increase rates of walking and bicycling. Selection criteria should allow reviewers to rank both types of programs fairly.

The outcomes of an SRTS program occur in the future, after a proposal has been selected. Therefore, forecasts must be made on the basis of existing conditions and knowledge of how well certain characteristics of SRTS programs perform under these conditions. Selection criteria often identified the specific existing information that was to

be considered in making such a forecast, but reviewers still had to rely on experience, intuition, and limited research to predict program outcomes. Additional focused research to understand how existing conditions (including the four common barriers), the SRTS planning process, and program characteristics (including the five E's) interact to contribute to desired outcomes will enable reviewers to make better informed decisions in the future. To help facilitate this research, states should implement an SRTS grant process that collects and maintains standard data at all stages of an SRTS program.

7 CONCLUSION

Demand for federal SRTS funding far exceeds the supply in most states. To best use scarce public resources, state DOTs employ SRTS selection protocols that will fund the proposals with the greatest potential for increasing the safety and number of children walking or biking to school. This report reviewed the SRTS proposal selection protocols used in the five states contributing to the SRTS Statewide Mobility Assessment study for examples of effective practices. This review focused on SRTS grant types, use of SRTS plans, eligibility requirements, program distribution policies, federal and state guidelines, proposal review processes, and selection criteria.

The five states used a variety of SRTS grant types. Additional analysis is necessary to assess the benefits and drawbacks of the various SRTS grants. Similarly, additional review is necessary to identify and highlight the various technical and monetary assistance that states made available for SRTS plan development. This report offers numerous examples of how eligibility requirements, selection criteria, and the review process were used to ensure equitable geographic distribution of SRTS program funds. Equitable geographic distribution can advance the goals of the federal SRTS program by helping SRTS funds reach as many children as possible, but this goal should be balanced with the goal of increasing safety in areas that need it most. The five states also had varying eligibility requirements. To ensure that resources are not wasted on ineligible applications, states should make their grant eligibility requirements and guidelines clear to potential applicants.

To select the applications with the greatest potential for success, states should first define success. It is recommended that success be defined by using the primary SRTS goals of increasing the rates and safety of students that walk or bike to school. Selection criteria should focus on these two outcomes while remaining sensitive to each proposal's unique context and any additional specific desired outcomes.

To identify applications that will increase rates and safety of walking and biking to school, SRTS grant application selection criteria should consider the presence or absence of the four common barriers to walking or biking to school, the extent to which the five E's are incorporated into the program, and the quality of the program at all five

stages. States should incorporate a range of experts into the proposal review process so that all pertinent issues are considered when proposals are ranked. Reviewers should use consistent and comparable data when ranking SRTS applications. This data collection, however, should not overburden applicants. Finally, states should collect and maintain standard data on SRTS programs, including existing conditions, program activities, and outcomes. These data would facilitate future evaluations that could help identify characteristics of successful SRTS programs. The findings of these evaluations could be used to further refine and improve SRTS selection protocols.

APPENDIX A: ORIGINAL SRTS PROPOSAL SELECTION DOCUMENTS

Contents

Florida (infrastructure): page 1 of 5

FDOT Form 500-000-31

SafeRoutes
Florida Safe Routes to School
www.srtsfl.org

District: _____ School Name: _____ Elementary: ☐ Middle: ☐ Other: ☐
County: _____
City: _____ Contact Person: _____ Phone No: _____

NOTE: If filled in electronically, the FDOT District, School Name, County & City will be filled in & the total calculated automatically

Application Eligibility: This preliminary evaluation is to be conducted by District Safety Engineer or Designee. If any of the below questions are answered "NO", the application is ineligible to be ranked. The District may return the application and give the applicant 1-2 weeks to obtain missing information.

Administrative Review:	Yes	No	N/A
Was application received by deadline?			
Is application accompanied by cover letter?			
Are all applicable sections of the application complete?			
Are all required attachments included?			
Is project located on public property within two miles of a school serving grades K-8?			
Is this a new project? (not already in a Work Program or funded another way?)			
Is this project compatible with existing infrastructure or planned improvements?			

Section 1:			
Is the application from a qualified Applicant?			
Is application signed by authorized official of the Applicant agency?			
Has a Maintaining Agency signed the application if necessary?			
Has the MPO signed the application if project is within an MPO urban boundary area?			
Has the Applicant identified the Designated Contact?			

Section 2:			
1. Has a school-based SRTS Committee been formed and at least three meetings held?			
2A. Has student travel data been collected using the NCSRTS's form & methods?			
2B. Is the applicant willing to collect required data before and after project is built?			
3. Is sufficient ROW available to support this project, or have access plans been made?			
4. Does the project have public support or is there a plan to gain public support?			
5. Is the Maintaining Agency LAP certified or willing to become, if necessary for project's success?			
6. Has the Applicant proposed responsible parties for each stage of the project?			
7. Did the Maintaining Agency answer Yes to the questions in #7, if applicable?			

Eligible: ☐ **Ineligible:** ☐ **Returned to Applicant for missing information:** ☐

NOTE: If/when this project is deemed Eligible, give copies to SRTS committee members to independently score, based on questions on the following pages.

* Select the score which most closely matches the response given in the Application. Do not enter scores other than 0, 5, 10, 15 or 20, as applicable
* The maximum possible points is 650 points
* Return completed evaluation form to your District Safety Engineer or designee via e-mail, interoffice mail or in person
* The District Safety Engineer has the option of holding a committee meeting to discuss scores, once each member has scored all projects independently
* Top-scoring applications which can be funded must be forwarded ASAP to the SRTS Coordinator for review, along with a list of all applications received

Florida (infrastructure): page 2 of 5

NOTE: In all sections of the scoring sheet, if required information is missing & the score is 0, the application is ineligible to be ranked.
The District Safety Engineer has the option of returning it for missing information. If no 0 score is listed, leave the box blank if no bonus points are given.

Section 3A- Background Information: Planning

NOTE: The Applicant must have used a school-based planning process, and the SRTS Committee have met at least three times, to be eligible for consideration.

1. Applicant has used the Florida Safe Ways to School Toolkit or a similar planning process in its school-based planning
   No/not enough information = **0 pts** Minimal information/planning process = **10 pts** Well defined/thorough planning process = **20 pts**
2. Additional planning processes such as a consultant review or governmental agency's review has been done
   No = **0 pts** Yes = **20 pts**

3A. The school-based SRTS Committee has met at least three times
   No/not enough information = **0 pts** The Committee has met 4-5 times = **10 pts** The Committee has met more than 5 times = **20 pts**

3B. The school-based SRTS Committee has made some progress on SRTS E's or topics
   Minimal information or progress = **10 pts** Well defined information and progress = **20 pts**

4. The members of the SRTS Committee listed include school and community representatives from the 5 E's
   Not identified = **0 pts** Minimal Information = **10 pts** Well defined = **20 pts**
5. The proposed project has been identified as a priority in other planning processes, such as a Pedestrian or Bicycle Plan, or is a missing link.
   Minimal Information = **10 pts** Well defined or on several priority lists= **20 pts**

Section 3B-Background Information: Five E's *(Refer to the Guidelines and/or SRTS Guide: http://www.saferoutesinfo.org/guide/ for more information)*

Note: for all Future E actions, consider the likelihood of the actions increasing: 1) the number of children walking/biking to school, and/or 2) the safety of children already walking or biking to school. Remember that a 0 score means the project is ineligible.

1A. Efforts in the past to address the identified problems using Engineering
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

1B. Plans in the future to address the identified problems using Engineering
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

2A. Efforts in the past to address the identified problems using Education (including programs targeting students and adults, and including any of the following topics: traffic and personal safety, health and fitness, and social, lifestyle and environmental issues related to SRTS.)
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

2B. Plans in the future to address the identified problems using Education (see definition in 2A)
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

3A. Efforts in the past to address the identified problems using Encouragement (Existing programs and activities which are in place to support and encourage walking and bicycling to this school)
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

3B. Plans in the future to address the identified problems using Encouragement
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

4A. Efforts in the past to address the identified problems using Enforcement
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

4B. Plans in the future to address the identified problems using Enforcement
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

5A. Efforts in the past to address the identified problems using Evaluation methods including the student and parent surveys produced by the National Center for Safe Routes to School, which are likely to accurately measure the extent of the problem and/or the success of the project
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

5B. Plans in the future to address the identified problems using Evaluation
   Not identified = **0 pts** Minimal Information/potential for improvement = **5 pts** Maximum information/potential for improvement = **10 pts**

FDOT Form 500-000-31 **School:** _____

12/22/09 *Florida SRTS Infrastructure Scoring Form* *Page 2 of 5*

Florida (infrastructure): page 3 of 5

Section 4 - Problem Identification

1. Explain if there are obstacles which prevent children from walking or bicycling to/from Applicant school. Include a brief history of neighborhood traffic issues as background for the proposed project.
   Not identified = **0 pts** Minimal Information = **5 pts** Well defined = **10 pts**
2. Are a large number of children already walking or bicycling to this school, in less than ideal conditions?
   Not identified = **0 pts** Minimal Information = **5 pts** Well defined = **10 pts**
3. Explain how the population characteristics and density around the school relates to the success of the proposed SRTS project.
   Not identified = **0 pts** Minimal Information = **5 pts** Well defined = **10 pts**
4. Provide any additional demographic information that helps describe the students at this school (such as percent of free or reduced lunch program, availability of parents to help with SRTS programs, etc.
   Not identified = **0 pts** Minimal Information = **5 pts** Well defined = **10 pts**

Section 5 - Current Conditions

1A. Location information, including how close to the school the project begins (entire project must be within 2 mi).
Not identified = **0 pts** 1.5 mi+ = **5 pts** 1 mi-1.5 mi = **10 pts** . 5 mi-1 mi = **15 pts** 0 mi-.5 mi = **20 pts**

1B. Are there other facilities within 2 miles of the project which would also benefit from the proposed project?
Minimal Information/benefit = **5 pts** Well defined/many benefits = **10 pts**

2. Roadway Characteristics information
   Not identified = **0 pts** Minimal Information = **5 pts** Well defined = **10 pts**
3. Traffic Control Information
   Not identified = **0 pts** Minimal Information = **5 pts** Well defined = **10 pts**
4. Traffic Data
   Posted Speed Limit not identified = **0 pts** Operating Speed or AADT identified = **5 pts** Both identified = **10 pts**

5A. School Student Travel Data--using National Center for SRTS survey & methods (in-class travel tally must be done before application submitted)
Not identified = **0 pts** Well defined = **10 pts**

5B. Proposed Route Student Travel Data
Not identified = **0 pts;** Minimal Information/based on estimate = **5 pts;** Well defined/based on observation survey or school information = **10 pts**

5C. What percent of children from this school and living in the project area are currently walking or bicycling to school? (lower percentages show more potential for increase, and receive more points)
76- 100% = **5 pts** 51%-75% = **10 pts** 26-50% = **15 pts** 0-25% = **20 pts**

FDOT Form 500-000-31 **School:** _____

Section 6 A- Specific Infrastructure Improvements Requested

Florida (infrastructure): page 4 of 5

1. Project location(s)
   Location not identified = **0 pts** Well defined = **10 pts**

2. Project specifics (One or more of A) Sidewalk, Bike lane, Paved Shoulder, Shared Use Path; B) Traffic Control; C) Other Requests)
Note: For each proposed improvement, consider Specifics, Level of Constructibility and Suitability to solve identified problems
*Specifics: Not identified = **0 pts** Minimal Information = **5 pts** Well defined = **10 pts**

*Level of constructability of proposed project or alternative (Consider ADA, shoulder, slope, railroad tracks, etc.)
Not reasonably constructible: cost prohibitive major design and roadway modifications needed (such as drainage, railroad or bridge work) = **0 pts**
Reasonably constructible: moderate design and roadway modifications needed = **10 pts**
Very constructible: only minimal design and roadway modifications needed = **20 pts**

*Suitability: How likely is it that the proposed solutions will improve or correct the safety problems identified above?
Low chance = **0 pts** Moderate chance = **5 pts** High chance = **10 pts**

3. Other Information to support funding: A) Resolution of hazardous walking condition; B) alternative solutions considered & rejected; C) Other viable solutions
Note: 20 pts possible: A: Resolution of hazardous walking condition = **10 pts**
B &/or C: Alternative solutions considered & rejected, and/or other viable solutions = **10 pts**

Section 7 A - Cost Estimate
1. The Cost Estimate is filled in appropriately
None included = **0 pts** Minimal or confusing Information = **10 pts** Complete and Well defined = **20 pts**

Section 7 B - Cost Estimate Narrative
1. Cost Estimator:
*Identification of Cost Estimator: Not identified = **0 pts** Well identified = **10 pts**
*Qualification of Cost Estimator: Not qualified = **0 pts** Minimally qualified = **5 pts** Well qualified = **10 pts**
2. Cost Estimate Narrative Details
* Completeness: Not completed = **0 pts** Minimal/Confusing Information = **10 pts** Well defined = **20 pts**

Section 7 C- Additional Cost Estimate Considerations
1. Overall costs are reasonable for proposed project
Reasonable = **10 pts**
Very reasonable = **20 pts**
2. Costs are allowable under federal and Florida SRTS Guidelines (Adjust the budget to delete any unallowable costs)
Some costs are not allowable = **10 pts** All costs are allowable = **20 pts**
3. Costs are related to the project (Adjust the budget to delete any costs not related to the SRTS project)
Some costs are not related = **10 pts** All costs are related = **20 pts**
4. Benefit/cost consideration (Divide total requested by the number of students who could use the route once improved.
See Section 5, Student Travel Data for proposed Route. Lower cost per student receives more points.)
High (over $2,000) = **0 pts;** Fairly high ($1,000 to $2,000) = **10 pts;** Reasonable ($500-$1,000) = **15 pts;** Very Reasonable (under $500) = **20 pts**
5. Funding this project (or a portion of this project) allows the District's SRTS funds to be distributed within the District in a fair manner
No = **0 pts** Probably = **10 pts** Yes = **20 pts**
6. Application includes funding or in-kind services from other sources
Yes = **10 pts**

FDOT Form 500-000-31 **School:** _____

Section 8A -Required Attachments
1. Color project maps and/or aerial photos clearly identify school location, two-mile radius around school, school's attendance area, names of streets

Florida (infrastructure): page 5 of 5

around school, existing conditions and proposed improvements (Please obtain any missing information before sending to SRTS Coordinator)
Some required information missing = **0 pts** Minimal Information; maps hard to read = **10 pts** Good maps; easy to read = **20 pts**

Section 8B -Optional Attachments

A. Adopted School Walking Map = **5 pts**
B. Map showing where children attending school live = **5 pts**
C. Color digital photos showing existing conditions = **5 pts**
D. Detailed crash data = **5 pts**
E. Traffic or engineering reports evaluating the problems and proposing solutions = **5 pts**
F. Letter (s) of support = **5 pts**

Total Points

District: _____ **School:** _____

County: _____ **Total Points**

City: _____

Panel Member: _____ Date: _____

Comments/Questions: _____

12/22/09 *Florida SRTS Infrastructure Scoring Form* *Page 5 of 5*

Mississippi (comprehensive): page 1 of 1

SRTS Comprehensive Project Score Sheet

Organization: _____

_____**1. Need for the Project (25 points)**
# of children living within a one- and two-mile radii of the school; students currently walking/biking to school in unsafe conditions; school wants to increase the number of walkers and bikers; child ped/bike crashes or the likelihood; clear understanding of the barriers (lack of complete infrastructure, parent fears, lack of safety education, etc.)
Comments:

_____**2. Comprehensive Program Planned (25 points)**
Well planned proposal that addresses 5 E's of SRTS (engineering solutions, education programs, encouragement activities, enforcement programs, and evaluation of the project); if the infrastructure is in place, will students use it; will program prevent child ped/bike crashes; does program make sense (are they connecting schools to homes and not schools to schools); is the program (projects and activities) reasonable; are we likely to see an increase in students walking/biking to school safely
Comments:

_____**3. Community/Partner Commitment and Support (20 points)**
Have the right partners been identified; do the identified partners represent key stakeholders (parents, city officials, school administration and faculty, etc.); have partners made their commitment/support known (letters of support/agreement; timeline assignments); is the project important to the community; is the program likely to happen smoothly;
Comments:

_____**4. Project Budget (20 points)**
Is the budget and budget itemization clear; are expenses realistic
Comments:

_____**5. Potential Model Program (10 points)**
Is the potential of this program becoming a model SRTS program for the state there? (As knowledge of the SRTS program grows, so will the need for exemplary programs.
Comments:

Total Score:_____

Mississippi (non-infrastructure): page 1 of 1

SRTS Noninfrastructure Projects Only Score Sheet

Organization: _____

_____**Goals and Outcomes (25 points)**
Goals are stated clearly; goals support the goals of the SRTS program; outcomes (measurable, tangible events that need to happen to achieve these goals) are clear
Comments:

_____**Quality of Project Activities (25 points)**
Activities or strategies planned are clear and support stated goals and outcomes; responsibility for activities is clear; the organization/persons hired are qualified to develop and implement activities; timeline is reasonable to the project; activities will increase safety and encourage more children to walk/bike to school safely.
Comments:

_____**Participation (25 points)**
Participants in the planning of activities are key stakeholders and understand goal of SRTS program; are potential/targeted audiences appropriate for the activities/program (rural children living 5 miles from a school would not be reasonable participants); how will participants benefit
Comments:

_____**Ability to Achieve Goals and Evaluate Success (25 points)**
Who are the personnel involved and what are their qualifications; what appropriate collaborations are in place; are the roles of each partner clear; is there support for this project from key stakeholders; project expenses are reasonable and have been clearly explained in the budget itemization; is there a plan for promoting events/activities to appropriate audiences; the plan for evaluation is appropriate
Comments:

Total Score: _____

Texas (plan requirements): page 1 of 1

Form 2240
(Rev. 07/09)
Page 1 of 1

SRTS Plan: Required Elements

Description of Existing Conditions:

- ☐ Location of school(s)
- ☐ Environment type (urban, suburban, rural)
- ☐ Enrollment
- ☐ Type of school (elementary, middle)
- ☐ Student participation data for each school, including, but not limited to, the following elements:
  - total number of students
  - % students within 2 mi
  - % students walking or bicycling
  - potential walking/bicycling outside 2 mi (remote drop off -- survey)
  - % participating in a free or reduced lunch program
- ☐ Identification of the current walking and biking routes to a school(s). Inclusion of a graphic representation (diagram, picture, etc.) of the current routes provides a better representation of the current environment as well as highlights the potential for improvement, especially for those who are not as familiar with the local situation.
- ☐ Current travel modes including student survey results (including walk, bike, bus, auto).

Identification of Existing Problems or Needs:

- ☐ Detailed analysis of existing conditions and impediments to safe biking and walking (physical barriers, safety issues, awareness)
- ☐ Parent and student desired travel modes (include survey data)
- ☐ Traffic, safety, and other relevant data including citations, crashes, injuries and/or fatalities, if applicable.

Proposed Activities Related to Problems or Needs:

- ☐ Identification of a program "Champion" — person(s) to spearhead the effort
- ☐ Identification of a "Team" or Action Committee that will develop and implement the Plan and subsequent projects or activities
- ☐ Identification of stakeholders — parents, students, teachers, school admin, elected officials and how they might contribute to the development or execution of the Plan
- ☐ Evidence that all stakeholders have been identified and invited to participate
- ☐ SRTS Policy Statement defining the school's/school district's intent/mission relative to an SRTS initiative
- ☐ Outreach and publicity strategy (include school specific stakeholders as well as community partners such as law enforcement, homeowners, etc.)
- ☐ Responsibilities and tasks for enacting the plan
- ☐ Potential developments and/or improvements to safe walking and bicycling routes to a school(s)
- ☐ Identification of strategies to address the issues raised in the problem identification section of the plan as well as specific goals and objectives, both short-term and long-term, related to the strategies. These strategies should be organized in a manner that demonstrates that education, evaluation, encouragement, enforcement, and engineering are considered and/or addressed.

Evaluation, Coordination, and Support Activities:

- ☐ Activities that address the monitoring, review, and update process related to the Plan
- ☐ Plan for how the initiative(s) will be sustained
- ☐ Methods and measures of success for the strategies included in the SRTS Plan
- ☐ Reference to or inclusion of a non-motorized master plan or similar document.

Contact/Help Print Form

Texas (infrastructure): page 1 of 4

Form 2333
(Rev. 05/10)
Page 1 of 4

Safe Routes to School Proposal Scoring Template
Infrastructure Projects

	Problem Identification and Solution	Values	Score	Weight	Total	% of Total Points
1	Is a Safe Routes to School (SRTS) problem identified?		3	3	9	
	Problem is clearly identified and significant	3				
	Problem is fairly clear, but not all specifics or problem elements are provided	2				
	Problem is vague and weak in definition and description	1				
	Problem not identified and/or not significant	0				
2	Is the SRTS problem identified supported with current data (crash & traffic data, health statistics, student population, etc.) that is sufficiently sourced?		2	3.5	7	
	Problem is clearly supported by current data from the local area that is appropriately sourced	2				
	Problem is partially supported by data from the local area, but not all specifics or problem elements are provided	1				
	Problem not supported by data that applies to the local area	0				
3	Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a **comprehensive representation of the problem identified** in the narrative?		3	3	9	
	Auxiliary documentation (diagrams, maps, engineering documentation, etc.) clearly illustrates the problem identified	3				
	Auxiliary documentation partially supports the problem, but not all specifics or problem elements are provided/identified	2				
	Auxiliary documentation illustrating the problem is weak or difficult to analyze	1				
	Problem is not supported by the auxiliary documentation	0				
	Problem Identification Total				25	*25%*

Texas (infrastructure): page 2 of 4

Form 2333 (Rev. 05/10)
Page 2 of 4

Safe Routes to School Proposal Scoring Template
Infrastructure Projects

	Proposed Improvement Project	Values	Score	Weight	Total	*% of Total Points*
4	Is the proposed improvement project directly related to the SRTS problem identified in the proposal and directly related to problems identified in the appropriate SRTS plan?		3	5	15	
	The proposed improvement project provides a comprehensive approach to address to the problem. Includes relevant tasks and specific activities	3				
	The proposed improvement project provides a general approach to the problem. Includes some relevant tasks and specific activities	2				
	The proposed improvement project is vaguely identified and few details are provided	1				
	The proposed improvement project does not address the problem identified	0				
5	Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive **representation of the proposed improvement project** in the narrative?		3	5	15	
	Auxiliary documentation (diagrams, maps, engineering documentation, etc.) provides a detailed illustration of the proposed improvement project	3				
	Auxiliary documentation partially supports the proposed solution, but not all specifics or problem elements are provided/identified	2				
	Auxiliary documentation illustrating the proposed solution is weak or difficult to analyze	1				
	Proposed solution is not supported by the auxiliary documentation	0				
6	Does the description of the proposed project improvement appropriately detail the activities necessary to complete effectively?		2	5	10	
	Detailed project activities are provided in sufficient detail and specific information to track progress	2				
	Project activities are included, but are not detailed and could use some elaboration in order to track progress	1				
	Detailed project activities are not provided	0				
	Proposed Improvement Project Total				40	*40%*

Texas (infrastructure): page 3 of 4

Form 2333 (Rev. 05/10)
Page 3 of 4

Safe Routes to School Proposal Scoring Template
Infrastructure Projects

	Project Measurement	Values	Score	Weight	Total	% of Total Points
7	Are the performance measures specific to the problem and solution?		2	5	10	
	All performance measures are clearly stated and relate to the identified problem and proposed solution	2				
	Performance measures are vaguely stated, or less than half of the performance measures address the problem and solution	1				
	The performance measures are non-existent and/or do not relate to the problem and solution	0				
	Project Measurement Total				10	*10%*

	Project Coordination & Support	Values	Score	Weight	Total	% of Total Points
8	Project activities are supported by and coordinated with appropriate organizations and stakeholders in the community and/or region as well as being identified in the SRTS Plan		3	1	3	
	Project coordination & support has been sufficiently secured and documented as well as identified in the SRTS Plan	3				
	Some project coordination & support has been secured and documented as well as identified in the SRTS Plan	2				
	Evidence that some project coordination & support has been secured, but proposal lacks documentation and/or identification in the local SRTS Plan	1				
	Project coordination & support has not been secured or documented in the proposal or in the SRTS Plan	0				
9	Proposed project improvement is located on designated route(s) in a local or regional bicycle, pedestrian, and/or trails transportation plan or SRTS Plan		3	1	3	
	Designated route(s) are described with sufficient detail and linked to specific sections of the supporting plans	3				
	Designated route(s) are vaguely described and linked to specific sections of the supporting plans	2				
	Designated route(s) are vaguely described, and are lacking links to specific sections of the supporting plans	1				
	Designated route(s) are not described/details are not provided	0				

Texas (infrastructure): page 4 of 4

Form 2333 (Rev. 05/10)
Page 4 of 4

Safe Routes to School Proposal Scoring Template

Infrastructure Projects

		Values	Score	Weight	Total	% of Total Points
10	Programmed or planned transportation projects adjacent to the proposed project that would impact the function of the safety improvement are identified		2	1	2	
	Sufficient details and construction time frames are provided for any applicable planned or programmed projects	2				
	Lacks specific detail or time frames for any applicable planned or programmed projects	1				
	No projects identified	0				
11	Plans to provide maintenance/ongoing funding to ensure continued project success are described in sufficient detail		2	1	2	
	Plans are described in sufficient detail and the parties responsible are clearly identified	2				
	Plans are described in some detail and/or the parties responsible are not clearly identified	1				
	No plans are detailed	0				
	Project Coordination & Support Total				10	*10%*

	Budget	Values	Score	Weight	Total	% of Total Points
12	Is the budget realistic to support the problem, solution, and objectives described?		2	3	6	
	Budget appears reasonable, necessary, and all costs are eligible	2				
	Budget can support the project, but it is not completely reasonable, necessary or some costs are ineligible	1				
	Budget is not reasonable, necessary, eligible or may not support the project or Not Applicable	0				
13	Has sufficient information been provided to explain costs?		3	3	9	
	Sufficient detail has been provided to explain the requested budget	3				
	Detail provided for at least half, but not all of the budget requested	2				
	Detail provided for less than half of the costs requested	1				
	No detail provided or Not Applicable	0				
	Budget Total				15	*15%*
	Total Number of Possible Points				100	

Contact/Help Submit

Texas (non-infrastructure): page 1 of 5

Form 2328
(Rev. 05/10)
Page 1 of 5

Safe Routes to School Scoring Template
Non-Infrastructure Projects

	Problem Identification	Values	Score	Weight	Total	% of Total Points
1	Is a Safe Routes to School problem identified?		3	4	12	
	Problem is clearly identified and significant	3				
	Problem is fairly clear, but not all specifics or problem elements are provided	2				
	Problem is vague and weak in definition and description	1				
	Problem not identified and/or not significant	0				
2	Is the Safe Routes to School problem identified supported with current data (crash & traffic data, health statistics, student population, etc.) that is sufficiently sourced?		3	3	9	
	Problem is clearly supported by current data that is appropriately sourced	3				
	Problem is partially supported by data, but not all specifics or problem elements are provided	2				
	Data supporting the problem is weak and/or not appropriately sourced or does not apply to the local area	1				
	Problem not supported by data	0				
3	Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive representation of the problem identified in the narrative?		3	3	9	
	Auxiliary documentation (diagrams, maps, engineering documentation, etc.) clearly illustrates the problem identified	3				
	Auxiliary documentation partially supports the problem, but not all specifics or problem elements are provided/ identified	2				
	Auxiliary documentation illustrating the problem is weak or difficult to analyze	1				
	Problem is not supported by the auxiliary documentation	0				
	Problem Identification Total				**30**	***30%***

Texas (non-infrastructure): page 2 of 5

Form 2328 (Rev. 05/10)
Page 2 of 5

Safe Routes to School Proposal Scoring Template
Non-Infrastructure Projects

	Proposed Solution	Values	Score	Weight	Total	% of Total Points
4	Is the proposed solution directly related to the Safe Routes to School problem identified in the proposal and directly related to problems identified in the appropriate SRTS plan?		3	4	12	
	The proposed solution provides a comprehensive approach to address the problem. Includes relevant tasks and specific activities	3				
	The proposed solution provides a general approach to the problem. Includes some relevant tasks and specific activities	2				
	The proposed solution is vaguely identified and few details are provided	1				
	Proposed solution is not supported by the auxiliary documentation	0				
	The proposed solution does not address the problem identified	0				
	Auxiliary documentation illustrating the proposed solution is weak or difficult to analyze	1				
5	Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive representation of the proposed solution in the narrative?		4	3.25	13	
	Auxiliary documentation partially supports the proposed solution, but not all specifics or problem elements are provided/identified	2				
	Auxiliary documentation (diagrams, maps, engineering documentation, etc.) provides a detailed illustration of the proposed solution	4				
	Auxiliary documentation (diagrams, maps, engineering documentation, etc.) clearly illustrates the proposed solution	3				
	Proposed Improvement Project Total				25	*25%*

Texas (non-infrastructure): page 3 of 5

Form 2328 (Rev. 05/10)
Page 3 of 5

Safe Routes to School Proposal Scoring Template
Non-Infrastructure Projects

	Objectives, Performance Measures, & Activities	Values	Score	Weight	Total	% of Total Points
6	Are the objectives specific to the problem and solution?		3	3	9	
	All objectives are clearly stated and relate to the identified problem and proposed solution	3				
	Objectives are generally stated or at least half, but not all, of the objectives relate to the problem and solution	2				
	Objectives are vaguely stated, or less than half of the objectives address the problem and solution	1				
	No objectives relate to the problem and solution	0				
7	Are the objectives time framed appropriately?		2	3.5	7	
	All objectives are time framed appropriately	2				
	Some, but not all of the objectives are time framed appropriately	1				
	No objectives are time framed appropriately or the objectives are not applicable	0				
8	Do the project activities within the objectives provide sufficient explanation to support the objectives?		3	3	9	
	Detailed project activities are provided for all objectives	3				
	Project activities include, but are not detailed and could use some elaboration	2				
	Project activities are vaguely written and will not provide much information to track progress for more than half of the objectives	1				
	Detailed project activities are not provided for any objectives or Not Applicable	0				
	Objectives, Performance Measures, & Activities Total				25	25%

Texas (non-infrastructure): page 4 of 5

Form 2328 (Rev. 05/10)
Page 4 of 5

Safe Routes to School Proposal Scoring Template
Non-Infrastructure Projects

	Project Coordination & Support	Values	Score	Weight	Total	% of Total Points
9	Project activities are supported by and coordinated with appropriate organizations and stakeholders in the community and/or region as well as being identified in the SRTS Plan?		3	2	6	
	Project coordination & support has been sufficiently secured and documented through documentation, letters, etc. as well as identified in the SRTS Plan	3				
	Some project coordination & support has been secured and documented through documentation, letters, etc. as well as identified in the SRTS Plan	2				
	Evidence that some project coordination & support has been secured, but proposal lacks documentation and/or identification in the local SRTS Plan	1				
	Project coordination & support has not been secured or documented in the proposal or in the SRTS Plan	0				
10	Proposed project improvement is located in an area with designated route(s) in a local/regional bicycle, pedestrian, and/or trails transportation plan or SRTS Plan		2	2	4	
	Proposed project improvement is described with sufficient detail and linked to specific sections of the supporting plans	2				
	Proposed project improvement is vaguely described and lacks links to specific sections of the supporting plans	1				
	Proposed project improvement is not described and details are not provided	0				
	Project Coordination & Support Total				10	*10%*

Texas (non-infrastructure): page 5 of 5

Form 2328 (Rev. 05/10)
Page 5 of 5

Safe Routes to School Proposal Scoring Template

Non-Infrastructure Projects

	Budget	Values	Score	Weight	Total	% of Total Points
11	Is the budget realistic to support the problem, solution, and objectives described?		2	2	4	
	Budget appears reasonable, necessary, and all costs are eligible	2				
	Budget can support the project, but it is not completely reasonable, necessary or some costs are ineligible	1				
	Budget is not reasonable, necessary, eligible or may not support the project or Not Applicable	0				
12	Has sufficient information been provided to explain costs?		3	2	6	
	Sufficient detail has been provided to explain the requested budget	3				
	Detail provided for at least half, but not all of the budget requested	2				
	Detail provided for less than half of the costs requested	1				
	No detail provided or Not Applicable	0				
	Budget Total				10	*10%*
	Total Number of Possible Points				100	

Contact/Help Submit

Texas (statewide): page 1 of 5

Form 2350
(Rev. 05/10)
Page 1 of 5

Safe Routes to School Proposal Scoring Template
Statewide Services Projects

Problem Identification	Values	Score	Weight	Total	% of Total Points
Is a Safe Routes to School (SRTS) problem identified?		3	3.5	10.5	
Problem is clearly identified and significant	3				
Problem is fairly clear, but not all specifics or problem elements are provided	2				
Problem is vague and weak in definition and description	1				
Problem not identified and/or not significant	0				
Is the Safe Routes to School problem identified supported with current data (crash & traffic data, health statistics, student population, etc.) that is sufficiently sourced?		3	3.5	10.5	
Problem is clearly supported by current data that is appropriately sourced	3				
Problem is partially supported by data, but not all specifics or problem elements are provided	2				
Data supporting the problem is weak and/or not appropriately sourced or does not apply to the statewide level	1				
Problem not supported by data	0				
Does the auxiliary documentation such as diagrams, maps, educational materials, etc. provide a comprehensive **representation of the problem identified** in the narrative?		2	2	4	
Auxiliary documentation (diagrams, maps, educational materials, etc.) clearly illustrates the problem identified	2				
Auxiliary documentation partially supports the problem, but not all specifics or problem elements are provided/identified	1				
Problem is not supported by the auxiliary documentation	0				
Problem Identification Total				25	*25%*

Texas (statewide): page 2 of 5

Form 2350 (Rev. 05/10)
Page 2 of 5

Safe Routes to School Proposal Scoring Template
Statewide Services Projects

Proposed Solution	Values	Score	Weight	Total	% of Total Points
Is the proposed solution directly related to the Safe Routes to School problem identified in the proposal?		3	3	9	
The proposed solution provides a comprehensive approach to address to the problem. Includes relevant tasks and specific activities	3				
The proposed solution provides a general approach to the problem. Includes some relevant tasks and specific activities	2				
The proposed solution is vaguely identified and few details are provided	1				
The proposed solution does not address the problem identified	0				
Does the proposed solution provide service on a statewide basis directly related to the Safe Routes to School problem identified in the proposal?		2	5	10	
The proposed solution provides a comprehensive approach to address to the problem at a statewide level - includes relevant tasks and specific activities	2				
The proposed solution provides a general approach to the problem, but only addresses the needs at a regional level - includes some relevant tasks and specific activities	1				
The proposed solution does not address the problem identified	0				
Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive **representation of the proposed solution** in the narrative?		3	2	6	
Auxiliary documentation (diagrams, maps, educational materials, etc.) provides a detailed illustration of the proposed solution	3				
Auxiliary documentation (diagrams, maps, educational materials, etc.) clearly illustrates the proposed solution	2				
Auxiliary documentation partially supports the proposed solution, but not all specifics or problem elements are provided/identified	1				
Proposed solution is not supported by the auxiliary documentation	0				
Proposed Solution Total				25	25%

Texas (statewide): page 3 of 5

Form 2350 (Rev. 05/10)
Page 3 of 5

Safe Routes to School Proposal Scoring Template
Statewide Services Projects

Past Project Experience	Values	Score	Weight	Total	% of Total Points
Does the proposing agency/organization have the demonstrated project experience to carry out a SRTS project at the statewide level?		3	2	6	
Sufficient documentation has been provided detailing that the agency/organization's past project experience, the project experience is similar/consistent with the scope of the project being proposed.	3				
Detailed documentation has been provided describing the agency/organization's past project experience, the project experience is not similar/consistent with the scope of the project being proposed.	2				
Evidence of the agency/organization's past project experience has been provided, but not in sufficient detail	1				
Agency/organization's past project experience has not been provided or is significantly different from the scope of the project being proposed to the extent that there are concerns as to whether the project could be accomplished successfully	0				
Does the proposing agency/organization have available an experienced staff to complete the objectives/activities detailed in the project solution?		2	2	4	
Sufficient documentation has been provided detailing that the agency/organization staff has experience in the activities presented in the implementation plans and have been secured for the duration of the project	2				
Agency/organization has the experienced staff to conduct the project, but proposal lacks documentation to support the availability of staff to complete the objectives according to the schedule provided	1				
Agency/organization has not demonstrated that it has the available and experienced staff to conduct the project	0				
Past Project Experience Total				**10**	*10%*

Texas (statewide): page 4 of 5

Form 2350 (Rev. 05/10)
Page 4 of 5

Safe Routes to School Proposal Scoring Template
Statewide Services Projects

Objectives, Performance Measures & Activities	Values	Score	Weight	Total	% of Total Points
Are the objectives specific to the problem and solution?		3	3	9	
All objectives are clearly stated and relate to the identified problem and proposed solution	3				
Objectives are generally stated or at least half, but not all, of the objectives relate to the problem and solution	2				
Objectives are vaguely stated, or less than half of the objectives address the problem and solution	1				
No objectives relate to the problem and solution	0				
Are the objectives time framed appropriate?		2	2.5	5	
All objectives are time framed appropriately	2				
Some, but not all of the objectives are time framed appropriately	1				
No objectives are time framed appropriately or not applicable	0				
Do the project activities within the objectives provide sufficient explanation to support the objectives?		3	2	6	
Detailed project activities are provided for all objectives	3				
Project activities include, but are not detailed and could use some elaboration	2				
Project activities are vaguely written and will not provide much information to track progress for more than half of the objectives	1				
Detailed project activities are not provided for any objectives or Not Applicable	0				
Objectives, Performance Measures & Activities Total				**20**	***20%***

Texas (statewide): page 5 of 5

Form 2350 (Rev. 05/10)
Page 5 of 5

Safe Routes to School Proposal Scoring Template
Statewide Services Projects

Project Coordination & Support	Values	Score	Weight	Total	*% of Total Points*
Project activities are supported by and coordinated with appropriate organizations and stakeholders in the communities regionally, and statewide?		2	5	10	
Project coordination & support has been sufficiently secured and documented through documentation, letters, etc.	2				
Evidence that some project coordination & support has been secured, but proposal lacks documentation	1				
Project coordination & support has not been secured or documented in the proposal or in the SRTS Plan	0				
Project Coordination & Support Total				10	*10%*

Budget	Values	Score	Weight	Total	*% of Total Points*
Is the budget realistic to support the problem, solution, and objectives described?		2	2	4	
Budget appears reasonable, necessary or some costs are ineligible	2				
Budget can support the project, but it is not completely reasonable, necessary or some costs are ineligible	1				
Budget is not reasonable, necessary, eligible or may not support the project or Not Applicable	0				
Has sufficient information been provided to explain costs?		3	2	6	
Sufficient detail has been provided to explain the requested budget	3				
Detail provided for at least half, but not all of the budget requested	2				
Detail provided for less than half of the costs requested	1				
No detail provided or Not Applicable	0				
Budget Total				10	*10%*
Total Number of Possible Points				100	

Contact/Help Submit

Washington (all project types): page 1 of 2

GRANT EVALUATION

All proposals will be reviewed to ensure that they are complete and eligible for funding. The WSDOT Safe Routes to Schools Advisory Board (drawn from sponsoring agencies, local officials and advocacy groups) will evaluate the proposals and make recommendations. A site visit will be conducted by WSDOT staff prior to finalizing the list of priorities. A prioritized list of projects will be submitted to the Governor's office and the legislature by December 15, 2010, to select projects for funding. Announcements are expected by June 2011.

The following criteria will be used to evaluate the project proposals. The ranking criteria are expressed numerically, with 5 being the highest and 1 being the lowest.

(1) Engineering Improvements

How well the project has or will: reduce potential pedestrian and bicycle conflicts with motor vehicle traffic; reduce traffic volume around schools; and/or establish safer and fully accessible crossings, walkways, trails or bikeways consistent with WSDOT Design Standards or the AASHTO "Guide for the Planning Design, and Operation of Pedestrian Facilities" or "Guide for the Development of Bicycle Facilities"?

5 Pts = Substantial long term solution based on identified deficiencies.
3 Pts = Moderate improvements based on identified deficiencies.
1 Pt = Little or no improvement included in the project.

(2) Education and Encouragement Efforts

How well the project has or will teach about: bicycling, walking and/or driving safety skills, the health effects of walking and biking, the impact to the environment, the broad range of transportation choices and provide events and activities utilized to promote walking and biking to school safely?

5 Pts = Substantial long term education and encouragement solutions such as policy changes or the adoption of curriculum that will continue after the project is complete.
3 Pts = Education and/or encouragement efforts in the vicinity of the project post construction period only.
1 Pt = Little or no education or encouragement included in the project.

(3) Enforcement Component

How well the project has or will address traffic safety and help to increase the number of children walking and biking to school safely?

5 Pts = Substantial long term enforcement solutions based on identified deficiencies.
3 Pts = Enforcement efforts in the vicinity of the project post construction period only, based on

Washington: page 2 of 2

identified deficiencies.
1 Pt = Little or no enforcement efforts included in the project.

(4) Implementation

Is there a strong partnership among local agencies that will facilitate completion of this project on time and on budget?

5 Pts = Clear, committed multi-agency partnerships.
3 Pts = Minimal multi-agency partnerships.
1 Pt = No established partnerships or partnerships to be established after receipt of grant.

(5) Need

Is there a high need or potential impact based on (1) pedestrian/bicycle collision history, (2) potential for VMT reduction (as determined by existing mode choice and the number of children that live with-in two miles of the target school(s)), and (3) the percentage of low-income children served by the school (as determined by the percentage of children receiving free or reduced cost meals).

5 Pts = All three categories of need are high.
3 Pts = At least two categories of need are high.
1 Pt = At least one category of need is high.

Wisconsin (infrastructure and non-infrastructure): page 1 of 4

Wisconsin Infrastructure and Non-infrastructure Selection Criteria:

For Infrastructure and Non-infrastructure applications, scores of up to 500 will be given based on the following:

- SRTS Plan or similar assessment – up to 125 points

Things to look for include:

o Community has a completed SRTS Plan that assesses the issues that keep children from biking and walking to school. The requested projects and activities were recommended actions in the plan.

o The community has a Bicycle and/or Pedestrian Plan or Comprehensive Plan that looked at pedestrian and bicycle issues near the community's schools. The requested projects or activities were recommended actions in the plan.

o The community has undertaken some planning efforts such as walk or bike audits, assessment of the school facilities and problems at pick-up and drop-off time, parent surveys, traffic volume and speed studies or other SRTS assessments.

- Severity of identified problems – up to 75 points

Things to look for include:

o Crash or injuries near school or in community involving children.

o Lack of or poorly maintained bicycle or pedestrian facilities.

o Documented traffic problems such as speeding or high traffic volume roads near school.

o High level of parent concerns shown by conducting survey.

o Hazard bussing situations.

- Effective and Comprehensive Solutions – up to 75 points

Things to look for include:

o The project or activity described addresses the problems that were identified.

Wisconsin (infrastructure and non-infrastructure): page 2 of

- Community/school has given consideration to necessary engineering, education, enforcement and encouragement that is needed to encourage and enable children to walk and bike to school safely.

- Increases walking, biking and/or safety – up to 75 points

Things to look for include:

- Project has strong potential to get more children walking and biking to school. The project will increase the safety of children who begin walking and biking to school.

- Project will significantly increase the safety of children who are currently walking to school.

- Community and school support for SRTS, biking and walking and future sustainability of SRTS efforts – up to 75 points

Things to look for include:

- Bicycle and pedestrian friendly policies (or plan in place to change policies) at school and community level.

- Wellness policy that promotes physical activity.

- Involvement with programs such as the Green and Healthy Schools, Governor's School Health Award, Movin' and Muchin' Program or other programs that promote issues of physical fitness, health, etc.

- Promotion of biking and walking through Walk to School Day, bike rodeos, physical education classes or other similar events.

- Activities they are already undertaking that support for SRTS.

- Other programs related to physical activity, wellness or safety that the school or community has started and that has been successful.

- Recognition of need for continuing evaluation and updating of plan.

- Success with similar planning efforts or programming efforts.

- Policies related to sidewalk provision or development of trails for new developments

- Prior provision of facilities such as sidewalks, traffic calming, trails, etc

4

Wisconsin (infrastructure and non-infrastructure): page 3 of 4

- Community need – up to 25 points

Things to look for include:

- o High percentage of low-income students in school (based on number of students eligible for free or reduced cost lunch or other provided data).
- o Community would be unlikely to be able to undertake the project without SRTS funding.

- Overall quality and creativity of projects/activities – up to 20 points

Things to look for include:

- o Community has shown that they understand their community's specific needs and have approached the solution creatively.

In addition, give consideration to the federal objectives of:

- o Project likely to decrease traffic congestion.
- o Project likely to improve childhood health.
- o Project likely to reduce childhood obesity.
- o Project likely to encourage a healthy and active lifestyle.
- o Project likely to improve air quality.
- o Project likely to improve community safety.
- o Project likely to reduce fuel consumption.
- o Project likely to increase community security.
- o Project likely to enhance community accessibility.
- o Project likely to increase community involvement.
- o Project likely to improve partnerships between schools, municipalities, parents and other community groups.
- o Project likely to increase a community's interest in bicycle/pedestrian facilities.

Wisconsin (infrastructure and non-infrastructure): page 4 of 4

- Evaluation Plan – up to 20 points

Things to look for include:

  - Community will be able to complete required Student and Parent surveys.
  - Project includes additional evaluation activities that are appropriate to the size and complexity of the project.

- Timetable – up to 10 points

Things to look for include:

  - Project has necessary approvals to begin as soon as funding is available.
  - Project can be started within no more than three years.

Wisconsin (planning): page 1 of 2

Wisconsin Planning Project Ranking Guidelines:

For Planning Grants, scores of up to 100 will be given based on the following:

- Strength of Task Force – up to 30 points

Things to look for include:

  - Inclusion of committee members from key areas such as schools, engineering/public works department, health, and police.
  - Diversity of committee membership such as bringing in parents, business owners, or other members that bring important perspectives.
  - Activities committee has already undertaken that show their ability to successfully undertake the planning process.

- Potential for development of successful SRTS Program – up to 20 points

Things to look for include:

  - Showing how SRTS will fit into larger city planning.
  - Activities they are already undertaking to build support for SRTS.
  - Other programs related to physical activity, wellness or safety that the school or community has started and that has been successful.
  - Recognition of need for continuing evaluation and updating of plan.
  - Success with similar planning efforts or programming efforts.

- Severity of identified problems – up to 20 points

Things to look for include:

  - Crash or injuries near school or in community involving children.
  - Lack of or poorly maintained bicycle or pedestrian facilities.
  - Documented traffic problems such as speeding or high traffic volume roads near school.
  - High level of parent concerns shown by conducing survey.

Wisconsin (planning): page 2 of 2

- Lack of any children that currently walk or bike.
- Hazard bussing situations.

• Community and school support for SRTS, biking and walking – up to 15 points

Things to look for include:

- Bicycle and pedestrian friendly policies (or willingness to change or add policies as part of planning process).
- Wellness policy that promotes physical activity.
- Involvement with programs such as the Green and Healthy Schools, Governor's School Health Award, Movin' and Muchin' Program or other programs that promote issues of physical fitness, health, etc.
- Promotion of biking and walking through Walk to School Day, bike rodeos, physical education classes or other similar events.

• Community need for assistance and community demographics – up to 15 points

Things to look for include:

- High percentage of low-income students in school (based on number of students eligible for free or reduced cost lunch).
- Community has few professional staff that could provide the necessary planning assistance.
- Community would be unlikely to be able to undertake the planning process without a grant.

Selection Committee members are also reminded that a goal, but not a criterion, is to have projects that are reasonably distributed throughout the state. Another goal is to fund projects in a variety of sized communities including urban, suburban and rural. They are asked to keep these goals in mind as they finalize project scores.

APPENDIX B: SRTS PROPOSAL SELECTION CRITERIA CLASSIFICATION MATRIX

Each row of the table represents a criterion. Criteria are listed in the first column. They are organized by state and project type (highlighted in green) and the theme used to organize the criteria (highlighted in grey). Points for each criterion or theme are listed in the second column. The remaining columns indicate whether a criterion addressed any of the SRTS project stages, five Es, or four common barriers.

		Project Stages					Five Es						Common Barriers						
	Points possible	Existing Conditions	Planning process	Proposal	Implement-ation	Assessment of outcomes	engineering	education	enforcement	Encourage-ment	evaluation	all 5	distance	income	Traffic	crime	schedules	values	Any barriers
Florida – Infrastructure project proposal (50 criteria)	650	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•		•	•
administrative review																			
Was application received by deadline?	req			•															
Is application accompanied by cover letter?	req			•															
Are all applicable sections of the application complete?	req			•															
Are all required attachments included?	req			•															
Is project located on public property within two miles of a school serving grades K-8?	req			•									•						
Is this a new project? (not already in a Work Program or funded another way?)	req			•															
Is this project compatible with existing infrastructure or planned improvements?	req	•		•															
Section 1:																			
Is the application from a qualified Applicant?	req			•															
Is application signed by authorized official of the Applicant agency?	req			•															
Has a Maintaining Agency signed the application if necessary?	req			•															
Has the MPO signed the application if project is within an MPO urban boundary area?	req			•															
Has the Applicant identified the Designated Contact?	req			•															
Section 2:																			
Has a school-based SRTS Committee been formed and at least three meetings held?	req		•																
Has student travel data been collected using the NCSRTS's form & methods?	req	•		•															
Is the applicant willing to collect required data before and after project is built?	req	•		•		•					•								
Is sufficient ROW available to support this project, or have access plans been made?	req			•															
Does the project have public support or is there a plan to gain public support?	req			•	•														
Is the Maintaining Agency LAP certified or willing to become, if necessary for project's success?	req			•															
Has the Applicant proposed responsible parties for each stage of the project?	req			•	•														
Did the Maintaining Agency answer Yes to the questions in #7, if applicable?	req			•															
Background Information: Planning																			
Applicant has used the Florida Safe Ways to School Toolkit or a similar planning process in its school-based planning (No/not enough information = 0 pts, Minimal information/planning process = 10 pts, Well defined/thorough planning process = 20 pts)	20		•																
Additional planning processes such as a consultant review or governmental agency's review has been done (No = 0 pts, Yes = 20 points)	20		•																
The school-based SRTS Committee has met at least three times (No/not enough information = 0 pts, The Committee has met 4-5 times = 10 pts, The Committee has met more than 5 times = 20 pts)	20		•																
The school-based SRTS Committee has made some progress on SRTS E's or topics (Minimal Information or progress = 10 pts, Well defined information and progress = 20 pts)	20		•									•							
The members of the SRTS Committee listed include school and community representatives from the 5 E's (Not identified = 0 pts, Minimal Information = 10 pts, Well defined = 20 pts)	20		•									•							
The proposed project has been identified as a priority in other planning processes, such as a Pedestrian or Bicycle Plan, or is a missing link. (Minimal Information = 10 pts, Well defined or on several priority lists= 20 pts)	20			•															

Appendix B: Selection Criteria Classification Matrix

Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

Background Information: Five Es (Note: for all Future E actions, consider the likelihood of the actions increasing: 1) the number of children walking/biking to school, and/or 2) the safety of children already walking or biking to school. Remember that a 0 score means the project is ineligible.)																				
Efforts in the past to address the identified problems using Engineering (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•	•													
Plans in the future to address the identified problems using Engineering (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•	•													
Efforts in the past to address the identified problems using Education (including programs targeting students and adults, and including any of the following topics: traffic and personal safety, health and fitness, and social, lifestyle and environmental issues related to SRTS.) (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•		•												
Plans in the future to address the identified problems using Education (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•		•												
Efforts in the past to address the identified problems using Encouragement (Existing programs and activities which are in place to support and encourage walking and bicycling to this school) (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•				•										
Plans in the future to address the identified problems using Encouragement (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•				•										
Efforts in the past to address the identified problems using Enforcement (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•			•											
Plans in the future to address the identified problems using Enforcement (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•			•											
Efforts in the past to address the identified problems using Evaluation methods including the student and parent surveys produced by the National Center for Safe Routes to School, which are likely to accurately measure the extent of the problem and/or the success of the project	10			•		•					•									
Plans in the future to address the identified problems using Evaluation (Not identified = 0 pts, Minimal Information/potential for improvement = 5 pts, Maximum information/potential for improvement = 10 pts)	10			•		•					•									
problem identification																				
Explain if there are obstacles which prevent children from walking or bicycling to/from Applicant school. Include a brief history of neighborhood traffic issues as background for the proposed project. (Not identified = 0 pts, Minimal Information = 5 pts, Well defined = 10 pts)	10	•																		•
Are a large number of children already walking or bicycling to this school, in less than ideal conditions? (Not identified = 0 pts, Minimal Information = 5 pts, Well defined = 10 pts)	10	•													•	•				
Explain how the population characteristics and density around the school relates to the success of the proposed SRTS project. (Not identified = 0 pts, Minimal Information = 5 pts, Well defined = 10 pts)	10	•				•							•	•						•
Provide any additional demographic information that helps describe the students at this school (such as percent of free or reduced lunch program, availability of parents to help with SRTS programs, etc.) (Not identified = 0 pts, Minimal Information = 5 pts, Well defined = 10 pts)	10	•												•						
current conditions																				
Location information, including how close to the school the project begins (entire project must be within 2 mi). (Not identified = 0 pts, 1.5 mi+ = 5 pts, 1 mi-1.5 mi = 10 pts, . 5 mi-1 mi = 15 pts, 0 mi-.5 mi = 20 pts).	20	•											•							
Are there other facilities within 2 miles of the project which would also benefit from the proposed project? (Minimal Information/benefit = 5 pts, Well defined/many benefits = 10 pts)	10	•																		
Roadway Characteristics information (Not identified = 0 pts, Minimal Information = 5 pts, Well defined = 10 pts)	10	•													•					
Traffic Control Information (Not identified = 0 pts, Minimal Information = 5 pts, Well defined = 10 pts)	10	•													•					
Traffic Data (Posted Speed Limit not identified = 0 pts, Operating Speed or AADT identified = 5 pts, Both identified = 10 pts)	10	•													•					
School Student Travel Data--using National Center for SRTS survey & methods (in-class travel tally must be done before application submitted) (Not identified = 0 pts, Well defined = 10 pts)	10	•																		
Proposed Route Student Travel Data (Not identified = 0 pts; Minimal Information/based on estimate = 5 pts; Well defined/based on observation survey or school information = 10 pts)	10	•																		
What percent of children from this school and living in the project area are currently walking or bicycling to school? (lower percentages show more potential for increase, and receive more points) (76- 100% = 5 pts, 51%-75% = 10 pts, 26-50% = 15 pts, 0-25% = 20 pts)	20	•				•														
Specific Infrastructure Improvements Requested																				
Project location(s) (Location not identified = 0 pts, Well defined = 10 pts)	10			•			•													
Project specifics (One or more of A) Sidewalk, Bike lane, Paved Shoulder, Shared Use Path; B) Traffic Control; C) Other Requests) identified and defined (Not identified = 0 pts, Minimal Information = 5 pts, Well defined = 10 pts)	10			•			•													

Appendix B: Selection Criteria Classification Matrix

Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

Level of constructability of proposed project or alternative (Consider ADA, shoulder, slope, railroad tracks, etc.) (Not reasonably constructible: cost prohibitive major design and roadway modifications needed (such as drainage, railroad or bridge work) = 0 pts, Reasonably constructible: moderate design and roadway modifications needed = 10 pts, Very constructible: only minimal design and roadway modifications needed = 20 pts)	20			•	•		•													
Suitability: How likely is it that the proposed solutions will improve or correct the safety problems identified above? (Low chance = 0 pts, Moderate chance = 5 pts, High chance = 10 pts)	10	•		•		•	•								•					
Other Information to support funding: A) Resolution of hazardous walking condition; B) alternative solutions considered & rejected; C) Other viable solutions (A: Resolution of hazardous walking condition = 10 pts, B &/or C: Alternative solutions considered & rejected, and/or other viable solutions = 10 pts)	20			•		•	•								•					
cost estimate, cost estimate narrative, and additional cost estimate considerations																				
The Cost Estimate is filled in appropriately (None included = 0 pts, Minimal or confusing Information = 10 pts, Complete and Well defined = 20 pts)	20			•																
cost estimator identified (Not identified = 0 pts, Well identified = 10 pts)	10			•																
qualification of cost estimator (Not qualified = 0 pts, Minimally qualified = 5 pts, Well qualified = 10 pts)	10			•																
cost estimate narrative details (Not completed = 0 pts, Minimal/Confusing Information = 10 pts, Well defined = 20 pts)	20			•																
Overall costs are reasonable for proposed project (Reasonable = 10 pts, Very reasonable = 20 pts)	20			•																
Costs are allowable under federal and Florida SRTS Guidelines (Adjust the budget to delete any unallowable costs) (Some costs are not allowable = 10 pts, All costs are allowable = 20 pts)	20			•																
Costs are related to the project (Adjust the budget to delete any costs not related to the SRTS project) (Some costs are not related = 10 pts, All costs are related = 20 pts)	20			•																
Benefit/cost consideration (Divide total requested by the number of students who could use the route once improved. See Section 5, Student Travel Data for proposed Route. Lower cost per student receives more points.) (High (over $2,000) = 0 pts; Fairly high ($1,000 to $2,000) = 10 pts; Reasonable ($500-$1,000) = 15 pts; Very Reasonable (under $500) = 20 pts)	20	•		•		•														
Funding this project (or a portion of this project) allows the District's SRTS funds to be distributed within the District in a fair manner (No = 0 pts, Probably = 10 pts, Yes = 20 pts)	20			•		•														
Application includes funding or in-kind services from other sources (Yes = 10 pts)	10			•																
Required Attachments																				
Color project maps and/or aerial photos clearly identify school location, two-mile radius around school, school's attendance area, names of streets around school, existing conditions and proposed improvements. (Some required information missing = 0 pts, Minimal Information; maps hard to read = 10 pts, Good maps; easy to read = 20 pts)	20	•		•																
Optional Attachments																				
Adopted School Walking Map (= 5 pts)	5	•		•																
Map showing where children attending school live (= 5 pts)	5	•		•																
Color digital photos showing existing conditions (= 5 pts)	5	•		•																
Detailed crash data (= 5 pts)	5	•		•												•				
Traffic or engineering reports evaluating the problems and proposing solutions (= 5 pts)	5	•		•												•				
Letter (s) of support (= 5 pts)	5			•														•		
Mississippi – Comprehensive project proposal (19 criteria)	100	•	•	•	•	•	•					•	•	•	•	•	•	•	•	
Need for the Project (25 points)	25																			
# of children living within a one- and two-mile radii of the school		•											•							
students currently walking/biking to school in unsafe conditions		•																		
school wants to increase the number of walkers and bikers		•																•		
child ped/bike crashes or the likelihood		•													•					
clear understanding of the barriers (lack of complete infrastructure, parent fears, lack of safety education, etc.)		•											•	•	•	•	•	•	•	
Comprehensive Program Planned (25 points)	25																			
Well planned proposal that addresses 5 E's of SRTS (engineering solutions, education programs, encouragement activities, enforcement programs, and evaluation of the project)			•	•								•								
if the infrastructure is in place, will students use it				•		•	•													
will program prevent child ped/bike crashes				•		•									•					
does program make sense (are they connecting schools to homes and not schools to schools)				•																
is the program (projects and activities) reasonable				•																

Appendix B: Selection Criteria Classification Matrix

Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

are we likely to see an increase in students walking/biking to school safely				•		•														
Community/Partner Commitment and Support (20 points)	20																			
Have the right partners been identified			•																	
do the identified partners represent key stakeholders (parents, city officials, school administration and faculty, etc.)			•																	
have partners made their commitment/support known (letters of support/agreement; timeline assignments)				•															•	
is the project important to the community				•															•	
is the program likely to happen smoothly				•	•															
Project Budget	20																			
Is the budget and budget itemization clear				•																
are expenses realistic				•																
Potential Model Program	10																			
Is the potential of this program becoming a model SRTS program for the state there? (As knowledge of the SRTS program grows, so will the need for exemplary programs.				•		•														
Mississippi – Non-infrastructure project proposal (18 criteria)	100	•	•	•	•	•		•		•	•	•								
Goals and Outcomes	25																			
Goals are stated clearly						•														
goals support the goals of the SRTS program						•														
outcomes (measurable, tangible events that need to happen to achieve these goals) are clear						•														
Quality of Project Activities	25																			
Activities or strategies planned are clear and support stated goals and outcomes				•		•														
responsibility for activities is clear					•															
the organization/persons hired are qualified to develop and implement activities					•															
timeline is reasonable to the project					•															
activities will increase safety and encourage more children to walk/bike to school safely						•				•										
Participation	25																			
Participants in the planning of activities are key stakeholders and understand goal of SRTS program			•																	
are potential/targeted audiences appropriate for the activities/program (rural children living 5 miles from a school would not be reasonable participants)				•																?
how will participants benefit						•														
Ability to Achieve Goals and Evaluate Success	25																			
Who are the personnel involved and what are their qualifications					•															
what appropriate collaborations are in place		•																		
are the roles of each partner clear					•															
is there support for this project from key stakeholders		•																		
project expenses are reasonable and have been clearly explained in the budget itemization				•																
is there a plan for promoting events/activities to appropriate audiences				•				•		•										
the plan for evaluation is appropriate				•		•					•									
Texas – SRTS Plan requirements (23 criteria)	req	•	•	•	•	•	•	•	•	•	•		•	•	•				•	•
description of existing conditions	req																			
Location of school(s)	req	•																		
Environment type (urban, suburban, rural)	req	•																		
Enrollment	req	•																		
Type of school (elementary, middle)	req	•																		
Student participation data for each school, including, but not limited to, the following elements: total number of students, % students within 2 mi, % students walking or bicycling, potential walking/bicycling outside 2 mi (remote drop off -- survey), % participating in a free or reduced lunch program.	req	•											•	•						•
Identification of the current walking and biking routes to a school(s). Inclusion of a graphic representation (diagram, picture, etc.) of the current routes provides a better representation of the current environment as well as highlights the potential for improvement, especially for those who are not as familiar with the local situation.	req	•																		

Appendix B: Selection Criteria Classification Matrix

Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

Current travel modes including student survey results (including walk, bike, bus, auto).	req	•																		
Identification of Existing Problems or Needs:	req																			
Detailed analysis of existing conditions and impediments to safe biking and walking (physical barriers, safety issues, awareness)	req	•																		•
Parent and student desired travel modes (include survey data)	req	•																	•	
Traffic, safety, and other relevant data including citations, crashes, injuries and/or fatalities, if applicable.	req	•														•				
Proposed Activities Related to Problems or Needs:	req																			
Identification of a program “Champion” — person(s) to spearhead the effort	req				•															
Identification of a “Team” or Action Committee that will develop and implement the Plan and subsequent projects or activities	req				•															
Identification of stakeholders — parents, students, teachers, school admin, elected officials and how they might contribute to the development or execution of the Plan	req				•															
Evidence that all stakeholders have been identified and invited to participate	req		•																	
SRTS Policy Statement defining the school’s/school district’s intent/mission relative to an SRTS initiative	req			•																
Outreach and publicity strategy (include school specific stakeholders as well as community partners such as law enforcement, homeowners, etc.)	req			•	•			•		•										
Responsibilities and tasks for enacting the plan	req				•															
Potential developments and/or improvements to safe walking and bicycling routes to a school(s)	req			•			•													
Identification of strategies to address the issues raised in the problem identification section of the plan as well as specific goals and objectives, both short-term and long-term, related to the strategies. These strategies should be organized in a manner that demonstrates that education, evaluation, are considered and/or addressed.encouragement, enforcement, and engineering are considered and/or addressed.	req		•	•			•	•	•	•	•									
Evaluation, Coordination, and Support Activities:	req																			
Activities that address the monitoring, review, and update process related to the Plan	req		•		•	•														
Plan for how the initiative(s) will be sustained	req				•															
Methods and measures of success for the strategies included in the SRTS Plan	req					•					•									
Reference to or inclusion of a non-motorized master plan or similar document.	req			•																
Texas – Infrastructure project proposals (13 criteria)	100	•	•	•	•	•										•				•
Problem Identification and Solution	25																			
Is a SRTS problem identified? [scoring guideline: problem is clearly identified and significant (9), Problem is fairly clear, but not all specifics or problem elements are provided (6), problem is vague and weak in definition and description (3), problem not identified and/or not significant (0)]	9	•																		•
Is the SRTS problem identified supported with current data (crash & traffic data, health statistics, student population, etc.) that is sufficiently sourced? [scoring guideline: Problem is clearly supported by current data from the local area that is appropriately sourced (7), Problem is partially supported by data from the local area, but not all specifics or problem elements are provided (3.5), Problem not supported by data that applies to the local area (0)]	7	•														•				•
Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive representation of the problem identified in the narrative? [scoring guideline: Auxiliary documentation (diagrams, maps, engineering documentation, etc.) clearly illustrates the problem identified (9), Auxiliary documentation partially supports the problem, but not all specifics or problem elements are provided/identified (6), Auxiliary documentation illustrating the problem is weak or difficult to analyze (3), Problem is not supported by the auxiliary documentation (0)]	9	•		•																
Proposed improvement Plan	40																			
Is the proposed improvement project directly related to the SRTS problem identified in the proposal and directly related to problems identified in the appropriate SRTS plan? [scoring guideline: The proposed improvement project provides a comprehensive approach to address the problem. Includes relevent tasks and specific activities (15), The proposed improvement project provides a general approach to the problem. Includes some relevent tasks and specific activities (10), The proposed improvement project is vaguely identified and few details are provided (5), The proposed improvement project does not address the problem identified (0)]	15	•		•																
Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive representation of the proposed improvement project in the narrative? [Scoring guideline: Auxiliary documentation (diagrams, maps, engineering documentation, etc.) provides a detailed illustration of the proposed improvement project (15), Auxiliary documentation partially supports the proposed solution, but not all specific or problem elements are provided/identified (10), Auxiliary documentation illustrating the proposed solution is weak or difficult to analyze (5), Proposed solution is not supported by the auxiliary documentation (0)]	15			•																
Does the description of the proposed project improvement appropriately detail the activities necessary to complete effectively? [scoring guideline: Detailed project activities are provided in sufficient detail and specific information to track progress (10), project activities are included, but are not detailed and could use some elaboration in order to track progress (5), Detailed project activities are not provided (0)]	10			•	•															
Project Measurement	10																			
Are the performance measures specific to the problem and solution? [Scoring guideline: All performance measures are clearly stated and relate to the identified problem and proposed solution (10), Performance measures are vaguely stated, or less than half of the performance measures address the problem and solution	10	•		•		•														

Appendix B: Selection Criteria Classification Matrix

Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

(5), The performance measures are non-existent and/or do not relate to the problem and solution (0)]																				
Project coordination and support	10																			
Project activities are supported by and coordinated with appropriate organizations and stakeholders in the community and/or region as well as being identified in the SRTS plan [scoring guidelines: Project coordination and support has been sufficiently secured and documented as well as identified in the SRTS plan (3), Some project coordination and support has been secured and documented as well as identified in the SRTS plan (2), Evidence that some project coordination and support has been secured, but proposal lacks documentation and/or identification in the local SRTS plan (1), Project coordination and support has not been secured or documented in the proposal or in the SRTS plan (0)]	3		•		•															
Proposed project improvement is located on designated route(s) in a local or regional bicycle, pedestrian, and/or trails transportation plan or SRTS plan [scoring guideline: Designated route(s) are described with sufficient detail and linked to specific sections of the supporting plans (3), Designated route(s) are vaguely described and linked to specific sections of the supporting plans (2), Designated route(s) are vaguely described, and are lacking links to specific sections of the suppporting plans (1), Designated route(s) are not described/details are not provided (0)]	3			•																
Programmed or planned transportation projects adjacent to the proposed project that would impact the function of the safety improvement are identified [Scoring guidelines: Sufficient details and construction time frames are provided for any applicable planned or programmed projects (2), Lacks specific detail or time frames for any applicable planned or programmed projects (1), No projects identified (0)]	2			•	•															
Plans to provide maintenance/ongoing funding to ensure continued project success are described in detail [Scoring guidelines: Plans are described in sufficient detail and the parties responsible are clearly identified (2), Plans are described in some detail and/or the parties responsible are not clearly identified (1), No plans are detailed (0)]	2				•															
Budget	15																			
Is the budget realistic to support the problem, solution, and objectives described? [Scoring guidelines: Budget appears reasonable, necessary, and all costs are eligible (6), Budget can support the project, but it is not completely reasonable, necessary or some costs are ineligible (3), Budget is not reasonable, necessary, eligible or may not support the project or Not Applicable (0)]	6			•																
Has sufficient information been provided to explain costs? [Scoring guidelines: Sufficient detail has been provided to explain the requested budget (9), Detail provided for at least half, but not all of the budget requested (6), Detail provided for less than half of the costs requested (3), No detail provided or Not Applicable (0)]	9			•																
Texas – Non-infrastructure project proposals (12 criteria)	100	•	•	•	•	•										•				•
Problem Identification	30																			
Is a SRTS problem identified? [scoring guideline: problem is clearly identified and significant (12), Problem is fairly clear, but not all specifics or problem elements are provided (8), problem is vague and weak in definition and description (4), problem not identified and/or not significant (0)]	12	•																		•
Is the SRTS problem identified supported with current data (crash & traffic data, health statistics, student population, etc.) that is sufficiently sourced? [scoring guideline: Problem is clearly supported by current data that is appropriately sourced (9), Problem is partially supported by data, but not all specifics or problem elements are provided (6), Data supporting the problem is weak and/or not appropriately sourced or does not apply to the local area (3), Problem not supported by data (0)]	9	•														•				•
Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive representation of the problem identified in the narrative? [scoring guideline: Auxiliary documentation (diagrams, maps, engineering documentation, etc.) clearly illustrates the problem identified (9), Auxiliary documentation partially supports the problem, but not all specifics or problem elements are provided/identified (6), Auxiliary documentation illustrating the problem is weak or difficult to analyze (3), Problem is not supported by the auxiliary documentation (0)]	9	•		•																
Proposed solution	25																			
Is the proposed solution directly related to the SRTS problem identified in the proposal and directly related to problems identified in the appropriate SRTS plan? [scoring guideline: The proposed solution provides a comprehensive approach to address the problem. Includes relevent tasks and specific activities (12), The proposedsolution provides a general approach to the problem. Includes some relevent tasks and specific activities (8), The proposed solution is vaguely identified and few details are provided (4), The proposed solution does not address the problem identified (0)]	12	•		•																
Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive representation of the proposed solution in the narrative? [Scoring guideline: Auxiliary documentation (diagrams, maps, engineering documentation, etc.) provides a detailed illustration of the proposed solution (13), Auxiliary documentation (diagrams, maps, engineering documentation, etc.) clearly illustrates the proposed solution (9.75),Auxiliary documentation partially supports the proposed solution, but not all specific or problem elements are provided/identified (6.5), Auxiliary documentation illustrating the proposed solution is weak or difficult to analyze (3.25), Proposed solution is not supported by the auxiliary documentation (0)]	13			•																
Objectives, Performance Measures, and activities	25																			
Are the objectives specific to the problem and solution? [Scoring guideline: All objectives are clearly stated and relate to the identified problem and proposed solution (9), Objectives are generally stated, or at least half, but not all, of the objectives relate to the problem and solution (6), Objectives are vaguely stated, or less than half of the objectives address the problem and solution (3), No objectives relate to the problem and solution (0)]	9	•		•		•														
Are the objectives time framed appropriately? [Scoring guidelines: All objectives are time framed appropriately (7), Some, but not all of the objectives are time framed appropriately (3.5), No objectives are time framed appropriately or the objectives are not applicable (0)]	7				•															
Do the project activities within the objectives provide sufficient explanation to support the objectives? [Scoring guidelines: Detailed project activities are provided for all objectives (9), Project activities include, but are not detailed and could use some elaboration (6), Project activities are vaguely written and will not provide much information to track progress for more than half of the objectives (3), Detailed project activities are not provided for any objectives or Not Applicable (0)]	9			•	•	•														

Appendix B: Selection Criteria Classification Matrix

Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

Project coordination and support	10																			
Project activities are supported by and coordinated with appropriate organizations and stakeholders in the community and/or region as well as being identified in the SRTS plan [scoring guidelines: Project coordination and support has been sufficiently secured and documented through documentation, letters, etc. as well as identified in the SRTS plan (6), Some project coordination and support has been secured and documented through documantation, letters, etc. as well as identified in the SRTS plan (4), Evidence that some project coordination and support has been secured, but proposal lacks documentation and/or identification in the local SRTS plan (2), Project coordination and support has not been secured or documented in the proposal or in the SRTS plan (0)]	6		•	•	•															
Proposed project improvement is located in an area with designated route(s) in a local or regional bicycle, pedestrian, and/or trails transportation plan or SRTS plan [scoring guideline: Proposed project improvement is described with sufficient detail and linked to specific sections of the supporting plans (4), Proposed project improvement is vaguely described and lacks links to specific sections of the supporting plans (2), Proposed project improvement is not described and details are not provided (0)]	4			•																
Budget	10																			
Is the budget realistic to support the problem, solution, and objectives described? [Scoring guidelines: Budget appears reasonable, necessary, and all costs are eligible (4), Budget can support the project, but it is not completely reasonable, necessary or some costs are ineligible (2), Budget is not reasonable, necessary, eligible or may not support the project or Not Applicable (0)]	4			•																
Has sufficient information been provided to explain costs? [Scoring guidelines: Suficient detail has been provided to explain the requested budget (6), Detail provided for at least half, but not all of the budget requested (4), Detail provided for less than half of the costs requested (2), No detail provided or Not Applicable (0)]	6			•																
Texas – Statewide services project proposals (15 criteria)	100	•		•	•	•										•				•
Problem identification	25																			
Is a SRTS problem identified? [scoring guideline: problem is clearly identified and significant (10.5), Problem is fairly clear, but not all specifics or problem elements are provided (7), problem is vague and weak in definition and description (3.5), problem not identified and/or not significant (0)]	10.5	•																		•
Is the SRTS problem identified supported with current data (crash & traffic data, health statistics, student population, etc.) that is sufficiently sourced? [scoring guideline: Problem is clearly supported by current data that is appropriately sourced (10.5), Problem is partially supported by data, but not all specifics or problem elements are provided (7), Data supporting the problem is weak and/or not appropriately sourced or does not apply to the statewide level (3.5), Problem not supported by data (0)]	10.5	•														•				•
Does the auxiliary documentation such as diagrams, maps, educational materials, etc. provide a comprehensive representation of the problem identified in the narrative? [scoring guideline: Auxiliary documentation (diagrams, maps, educational materials, etc.) clearly illustrates the problem identified (4), Auxiliary documentation partially supports the problem, but not all specifics or problem elements are provided/identified (2), Problem is not supported by the auxiliary documentation (0)]	4	•		•																
proposed solution	25																			
Is the proposed solution directly related to the SRTS problem identified in the proposal? [scoring guideline: The proposed solution provides a comprehensive approach to address the problem. Includes relevent tasks and specific activities (9), The proposed solution provides a general approach to the problem. Includes some relevent tasks and specific activities (6), The proposed solution is vaguely identified and few details are provided (3), The proposed solution does not address the problem identified (0)]	9	•		•																
Does the proposed solution provide service on a statewide basis directly related to the SRTS problem identified in the proposal? [Scoring guideline: The proposed solution provides a comprehensive approach to address the problem at a statewide level - includes relevent tasks and specific activities (10), The proposed solution provides a general approach to the problem, but only addresses the needs at a regional level - includes some relevent tasks and specific activities (5), The proposed solution does not address the problem identified (0)]	10	•		•																
Does the auxiliary documentation such as diagrams, maps, engineering documentation, etc. provide a comprehensive representation of the proposed solution in the narrative? [Scoring guideline: Auxiliary documentation (diagrams, maps, educational materials, etc.) provides a detailed illustration of the proposed solution (6), Auxiliary documentation (diagrams, maps, educational materials, etc.) clearly illustrates the proposed solution (4), Auxiliary documentation partially supports the proposed solution, but not all specific or problem elements are provided/identified (2), Proposed solution is not supported by the auxiliary documentation (0)]	6			•																
Past Project Experience	10																			
Does the proposing agency/organization have the demonstrated project experience to carry out a SRTS project at the statewide level? [Scoring guidelines: Sufficient documentation has been provided detailing that the agency/organization's past project experience, the project experience is similar/consistent with the scope of the project being proposed. (6), Detailed documentation has been provided describing the agency/organization's past project experience, the project experience is not similar/consistent with the scope of the project being proposed. (4), Evidence of the agency/organization's past project experience has been provided, but not in sufficient detail (2), Agency/organization's past project experience has not been provided or is significantly different from the scope of the project being proposed to the extent that there are concerns as to whether the project could be accomplished successfully (0)]	6	•		•	•															
Does the proposing agency/organization have available an experienced staff to complete the objectives/activities detailed in the project solution? [Scoring guidelines: Sufficient documentation has been provided detailing that the agency/organization staff has experience in the activities presented in the implementation plans and have been secured for the duration of the project (4), Agency/organization has experienced staff to conduct the project, but proposal lacks documentation to support the availability of staff to complete the objectives according to the schedule provided (2), Agency/organization has not demonstrated that it has the available and experienced staff to conduct the project (0)]	4	•																		
Objectives, Performance Measures, and activities	20																			
Are the objectives specific to the problem and solution? [Scoring guideline: All objectives are clearly stated and relate to the identified problem and proposed solution (9), Objectives are generally stated, or at least half, but not all, of the objectives relate to the problem and solution (6), Objectives are vaguely stated, or	9	•		•		•														

Appendix B: Selection Criteria Classification Matrix

Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

less than half of the objectives address the problem and solution (3), No objectives relate to the problem and solution (0)]																				
Are the objectives time framed appropriately? [Scoring guidelines: All objectives are time framed appropriately (5), Some, but not all of the objectives are time framed appropriately (2.5), No objectives are time framed appropriately or the objectives are not applicable (0)]	5				•															
Do the project activities within the objectives provide sufficient explanation to support the objectives? [Scoring guidelines: Detailed project activities are provided for all objectives (6), Project activities include, but are not detailed and could use some elaboration (4), Project activities are vaguely written and will not provide much information to track progress for more than half of the objectives (2), Detailed project activities are not provided for any objectives or Not Applicable (0)]	6			•	•	•														
Project coordination and support	10																			
Project activities are supported by and coordinated with appropriate organizations and stakeholders in the communities regionally, and statewide? [scoring guidelines: Project coordination and support has been sufficiently secured and documented through documentation, letters, etc. (10), Evidence that some project coordination and support has been secured, but proposal lacks documentation (5), Project coordination and support has not been secured or documented in the proposal or in the SRTS plan (0)]	10				•															
Budget	10																			
Is the budget realistic to support the problem, solution, and objectives described? [Scoring guidelines: Budget appears reasonable, necessary,or some costs are ineligible (4), Budget can support the project, but it is not completely reasonable, necessary or some costs are ineligible (2), Budget is not reasonable, necessary, eligible or may not support the project or Not Applicable (0)]	4			•	•															
Has sufficient information been provided to explain costs? [Scoring guidelines: Sufficient detail has been provided to explain the requested budget (6), Detail provided for at least half, but not all of the budget requested (4), Detail provided for less than half of the costs requested (2), No detail provided or Not Applicable (0)]	6			•																
Washington – All project proposals (18 criteria)	25	•		•	•	•	•	•	•	•	•			•	•	•				
Engineering Improvements	5																			
How well the project has or will: reduce potential pedestrian and bicycle conflicts with motor vehicle traffic consistent with WSDOT Design Standards or the AASHTO “Guide for the Planning Design, and Operation of Pedestrian Facilities” or “Guide for the Development of Bicycle Facilities”?				•		•	•								•					
How well the project has or will: reduce traffic volume around schools consistent with WSDOT Design Standards or the AASHTO “Guide for the Planning Design, and Operation of Pedestrian Facilities” or “Guide for the Development of Bicycle Facilities”?				•		•	•								•					
How well the project has or will: establish safer and fully accessible crossings, walkways, trails or bikeways consistent with WSDOT Design Standards or the AASHTO “Guide for the Planning Design, and Operation of Pedestrian Facilities” or “Guide for the Development of Bicycle Facilities”?				•		•	•								•					
Engineering scoring directions: (5 Pts = Substantial long term solution based on identified deficiencies, 3 Pts = Moderate improvements based on identified deficiencies, 1 Pt = Little or no improvement included in the project.)		•		•		•	•													
Education and Encouragement Efforts	5																			
How well the project has or will teach about: bicycling, walking and/or driving safety skills.		•		•				•		•					•					
How well the project has or will teach about: the health effects of walking and biking.		•		•				•		•										
How well the project has or will teach about: the impact to the environment (of transportation choices).		•		•				•		•										
How well the project has or will teach about: the broad range of transportation choices.		•		•				•		•										
How well the project has or will provide events and activities utilized to promote walking and biking to school safely.		•		•				•		•										
Education and Encouragement scoring directions: 5 Pts = Substantial long term education and encouragement solutions such as policy changes or the adoption of curriculum that will continue after the project is complete, 3 Pts = Education and/or encouragement efforts in the vicinity of the project post construction period only, 1 Pt = Little or no education or encouragement included in the project.				•		•		•		•										
Enforcement Component	5																			
How well the project has or will address traffic safety and help to increase the number of children walking and biking to school safely?				•		•			•						•					
Enforcement scoring directions: 5 Pts = Substantial long term enforcement solutions based on identified deficiencies, 3 Pts = Enforcement efforts in the vicinity of the project post construction period only, based on identified deficiencies., 1 Pt = Little or no enforcement efforts included in the project.		•		•		•			•											
Implementation	5																			
Is there a strong partnership among local agencies that will facilitate completion of this project on time and on budget?				•	•															
Implementation scoring directions: 5 Pts = Clear, committed multi-agency partnerships., 3 Pts = Minimal multi-agency partnerships., 1 Pt = No established partnerships or partnerships to be established after receipt of grant.				•																
Need	5																			
Is there a high need or potential impact based on pedestrian/bicycle collision history		•													•					
Is there a high need or potential impact based on potential for VMT reduction (as determined by existing mode choice and the number of children that live with-in two miles of the target school(s))		•				•							•							

Appendix B: Selection Criteria Classification Matrix

Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

Is there a high need or potential impact based on the percentage of low-income children served by the school (as determined by the percentage of children receiving free or reduced cost meals)		•												•						
Need scoring directions: 5 Pts = All three categories of need are high., 3 Pts = At least two categories of need are high., 1 Pt = At least one category of need is high		•																		
Wisconsin – Infrastructure/non-infrastructure project proposals (41 criteria)	500	•	•	•	•	•				•	•	•		•	•	•	•	•	•	
SRTS Plan or similar assessment	125																			
Community has a completed SRTS Plan that assesses the issues that keep children from biking and walking to school. The requested projects and activities were recommended actions in the plan		•		•															•	
The community has a Bicycle and/or Pedestrian Plan or Comprehensive Plan that looked at pedestrian and bicycle issues near the community's schools. The requested projects or activities were recommended actions in the plan.		•		•																
The community has undertaken some planning efforts such as walk or bike audits, assessment of the school facilities and problems at pick-up and drop-off time, parent surveys, traffic volume and speed studies or other SRTS assessments.		•	•																	
Severity of identified problems	75																			
Crash or injuries near school or in community involving children.		•													•					
Lack of or poorly maintained bicycle or pedestrian facilities.		•																		
Documented traffic problems such as speeding or high traffic volume roads near school.		•													•					
High level of parent concerns shown by conducting survey.		•													•	•	•	•	•	
Hazard bussing situations.		•													•					
Effective and Comprehensive Solutions	75																			
The project or activity described addresses the problems that were identified.		•		•																
Community/school has given consideration to necessary engineering, education, enforcement and encouragement that is needed to encourage and enable children to walk and bike to school safely.			•			•						•								
Increases walking, biking and/or safety	75																			
Project has strong potential to get more children walking and biking to school. The project will increase the safety of children who begin walking and biking to school.						•									•	•				
Project will significantly increase the safety of children who are currently walking to school.						•									•	•				
Community and school support for SRTS, biking and walking and future sustainability of SRTS efforts	75																			
Bicycle and pedestrian friendly policies (or plan in place to change policies) at school and community level		•																•		
Wellness policy that promotes physical activity		•																•		
Involvement with programs such as the Green and Healthy Schools, Governor's School Health Award, Movin' and Muchin' Program or other programs that promote issues of physical fitness, health, etc.		•																•		
Promotion of biking and walking through Walk to School Day, bike rodeos, physical education classes or other similar events.		•								•								•		
Activities they are already undertaking that support for SRTS		•																		
Other programs related to physical activity, wellness or safety that the school or community has started and that has been successful		•																		
Recognition of need for continuing evaluation and updating of plan			•			•					•									
Success with similar planning efforts or programming efforts		•																		
Policies related to sidewalk provision or development of trails for new developments		•																		
Prior provision of facilities such as sidewalks, traffic calming, trails, etc		•																		
Community need	25																			
High percentage of low-income students in school (based on number of students eligible for free or reduced cost lunch or other provided data).		•												•						
Community would be unlikely to be able to undertake the project without SRTS funding.		•				•								•						
Overall quality and creativity of projects/activities	20																			
Community has shown that they understand their community's specific needs and have approached the solution creatively.			•																	
Project likely to decrease traffic congestion.				•		•									•					
Project likely to improve childhood health				•		•														
Project likely to reduce childhood obesity				•		•														
Project likely to encourage a healthy and active lifestyle				•		•														

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Criteria are identified as addressing any of the project stages, five Es, or common barriers. Criteria are organized under source states (highlighted in green) and themes (highlighted in grey).

Project likely to improve air quality				•		•														
Project likely to improve community safety				•		•									•	•				
Project likely to reduce fuel consumption				•		•														
Project likely to increase community security				•		•										•				
Project likely to enhance community accessibility				•		•														
Project likely to increase community involvement				•		•														
Project likely to improve partnerships between schools, municipalities, parents and other community groups				•		•														
Project likely to increase a community's interest in bicycle/pedestrian facilities				•		•													•	
Evaluation Plan	20																			
Community will be able to complete required Student and Parent surveys				•		•					•									
Project includes additional evaluation activities that are appropriate to the size and complexity of the project				•		•					•									
Timetable	10																			
Project has necessary approvals to begin as soon as funding is available.				•	•															
Project can be started within no more than three years.					•															
Wisconsin – Planning project proposals (21 criteria)	100	•	•			•				•	•			•	•	•	•	•	•	
Strength of Task Force	30																			
Inclusion of committee members from key areas such as schools, engineering/public works department, health, and police.		•																		
Diversity of committee membership such as bringing in parents, business owners, or other members that bring important perspectives.		•																		
Activities committee has already undertaken that show their ability to successfully undertake the planning process.		•																		
Potential for development of successful SRTS Program	20																			
Showing how SRTS will fit into larger city planning			•																	
Activities they are already undertaking to build support for SRTS.		•																		
Other programs related to physical activity, wellness or safety that the school or community has started and that has been successful.		•																		
Recognition of need for continuing evaluation and updating of plan.			•			•					•									
Success with similar planning efforts or programming efforts.		•																		
Severity of identified problems	20																			
Crash or injuries near school or in community involving children.		•													•					
Lack of or poorly maintained bicycle or pedestrian facilities.		•																		
Documented traffic problems such as speeding or high traffic volume roads near school.		•													•					
High level of parent concerns shown by conducing survey.		•													•	•	•	•	•	
Lack of any children that currently walk or bike.		•																		
Hazard bussing situations.		•													•					
Community and school support for SRTS, biking and walking	15																			
Bicycle and pedestrian friendly policies (or willingness to change or add policies as part of planning process).		•																		
Wellness policy that promotes physical activity.		•																		
Involvement with programs such as the Green and Healthy Schools, Governor's School Health Award, Movin' and Muchin' Program or other programs that promote issues of physical fitness, health, etc.		•																		
Promotion of biking and walking through Walk to School Day, bike rodeos, physical education classes or other similar events.		•								•										
Community need for assistance and community demographics	15																			
High percentage of low-income students in school (based on number of students eligible for free or reduced cost lunch).		•												•						
Community has few professional staff that could provide the necessary planning assistance.		•												•						
Community would be unlikely to be able to undertake the planning process without a grant.		•												•						