



Safe Routes to School Application Guidance

2012

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Topeka, KS 66603-3745

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Sam Brownback, Governor

February 2, 2012

Dear Potential Applicants,

The Kansas Department of Transportation is pleased to announce they are accepting applications for the Safe Routes to School (SRTS) program. You can find a copy of the application and supporting documents on our website at www.ksdot.org/burTrafficEng/sztoolbox/pdf/SRTS-Application.pdf. This federally funded program will provide reimbursements to cities, counties, school districts, and other entities to provide infrastructure and noninfrastructure improvements that encourage children to walk or bicycle to school more safely.

Please read through the application and its supporting information as it will assist you in determining which type of program will best suit your needs. If you would like further information, please attend one of the Safe Routes to School application workshops. You will find information about the workshops within the application information.

Our goal is to select programs that tackle the issue of Safe Routes to School holistically and involve the entire community, including children. Please feel free to contact me by phone at (785) 296-8593 or by email at rpepper@ksdot.org if you have any questions.

Sincerely,

A handwritten signature in black ink that reads "Becky Pepper". The signature is written in a cursive style.

Becky Pepper
State Bicycle and Pedestrian Coordinator
Kansas Department of Transportation

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Application Cover Sheet

2012

Please complete the information below and include it as the first page of the proposal. Review the Application Guidance prior to filling out the application.

The person identified as the "Contact" will be the main point of contact for KDOT staff.

Applicant (name of organization): _____

Organization Type (please circle): School District City County State Other

Sponsoring Public Authority: _____

Contact Person: _____

Title: _____

Mailing Address: _____

City/State/Zip: _____ **County:** _____

Daytime Phone: _____ **Fax:** _____

Email Address: _____

School District: _____

School Names: _____

Type of Funding Requested: Phase 1 Phase 2

Amount of Funding Requested: _____

Signature and Title of Person Submitting Proposal* **Date**

*By signing, applicant admits to being authorized to sign for _____ (name of organization) and that all information contained herein is true and correct to the best of his/her knowledge.

Postmark by May 31st, 2012 to:
Becky Pepper
Bicycle and Pedestrian Coordinator
Kansas Department of Transportation
Dwight D. Eisenhower State Office Building
Bureau of Transportation Planning
700 SW Harrison Street
Topeka, KS 66603-3754

I. INTRODUCTION

Background

The Federal-aid Safe Routes to School Program (SRTS) was authorized on August 10, 2005 under the *Safe, Accountable, Flexible, Efficient Transportation Equity Act: A Legacy for Users Act* (SAFETEA-LU). The funds made available through the creation of this program are available for infrastructure and noninfrastructure projects, and to administer SRTS programs that benefit elementary and middle school children in grades K-8.

SRTS Program Purpose

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

SRTS Program Outcomes

There are many possible outcomes as a result of successfully implementing SRTS projects and activities at the state and local level.

Desired outcomes of the SRTS Program include:

- Increased bicycle, pedestrian, and 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
- Reduced fuel consumption
- Increased community security
- Enhanced community accessibility
- Increased community involvement
- Improvements to the physical environment that increase the ability to walk and bicycle to and from schools
- Improved partnerships among schools, local municipalities, parents, and other community groups, including non-profit organizations
- Increased interest in bicycle and pedestrian accommodations throughout a community

Comprehensive Nature of SRTS Activities—The “5 E’s”

This program is intended to be comprehensive by combining five components, often referred to as the “5 E’s”. These components are:

- a) Engineering — Creating operational and physical improvements to the infrastructure surrounding schools that reduce speeds and potential conflicts with motor vehicle traffic, and establish safer and fully accessible crossings, walkways, trails and bikeways.
- b) Education — Teaching children about the broad range of transportation choices, instructing them in important lifelong bicycling and walking safety skills, and launching driver safety campaigns in the vicinity of schools.
- c) Enforcement — Partnering with local law enforcement to ensure traffic laws are obeyed in the vicinity of schools (this includes enforcement of speeds, yielding to pedestrians in crossings, and proper walking and bicycling behaviors), and initiating community enforcement.
- d) Encouragement — Using events and activities to promote walking and bicycling.
- e) Evaluation — Monitoring and documenting outcomes and trends through the collection of data, including the collection of data before and after the intervention(s).

II. PROJECT ELIGIBILITY

Eligible Funding Categories

(1) INFRASTRUCTURE-RELATED PROJECTS — Funding is used for the creation of a planning document and the construction of infrastructure-related projects that will substantially improve the ability of students to walk and bicycle to school, including:

- Sidewalk improvements
- Traffic calming and speed reduction improvements
- Pedestrian and bicycle crossing improvements
- On-street bicycle facilities
- Off-street bicycle and pedestrian facilities
- Secure bicycle parking facilities
- Traffic diversion improvements in the vicinity of schools

The Kansas SRTS Program administers infrastructure-related projects through a phased approach.

Phase 1: In the first stage, funding is used to create a SRTS Plan that includes all of the “5 E’s”. Funding can be used for technical assistance, assessment and project/activity planning support.

Phase 2: In the second stage, funding is used for implementation of all or portions of a SRTS Plan. Applicants are eligible for Phase 2 funding only after they have developed a comprehensive SRTS Plan. While this is considered an infrastructure-related project, activities involving education, encouragement, enforcement, and evaluation must also be completed.

(2) NONINFRASTRUCTURE-RELATED ACTIVITIES — Funding may be used for noninfrastructure-related activities to encourage walking and bicycling to school, including:

- Public awareness campaigns and outreach to press and community leaders
- Traffic education and enforcement in the vicinity of schools
- Student sessions on bicycle and pedestrian safety, health, and environment
- Funding for training, volunteers, and managers of safe routes to school programs

Eligible School Grades

Projects and activities in each category should directly support increased safety and convenience for elementary and middle school children in grades K-8 to bicycle and/or walk to school. Projects may indirectly benefit high school age youth or the general public, however these constituencies cannot be the sole or primary beneficiaries.

Private schools are eligible for SRTS funding if the schools serve children in grades K-8, the schools are full-time, and there are children who live within two miles of the schools.

Eligible Jurisdictional Levels

SRTS activities can occur at three jurisdictional levels. Examples of the type of projects typically requested by the different jurisdiction levels are:

1. Individual school-based projects: These projects are typically infrastructure-related projects that are coordinated with noninfrastructure activities to encourage comprehensive programs. However, infrastructure-only projects could occur at locations where walking and bicycling to school is already happening at high levels and remediation of unsafe conditions or facilities is needed. Conversely, noninfrastructure-only projects may be appropriate where a safe built environment for walking and bicycling already exists but few children are walking or bicycling to and from school.
2. Multi-school projects: This category includes school district-based projects, multi-district, city, county or other sub-state or regional configuration. In many cases, these projects will be primarily noninfrastructure activities and relate to training, education, encouragement, and enforcement activities. Projects that address school curriculum and training, Walk to School Day promotion, and media-oriented strategies are likely to be more effectively administered and implemented at some collective level above the individual school. Multi-school projects can also include infrastructure-related projects, how these projects are most effective when the necessary engineering improvements surrounding the multiple schools are minimal.
3. State-wide activities: Examples of state-level activities include training, publication and distribution of materials, providing a pool of engineering expertise and/or safety educators for schools to draw upon, or mounting a media campaign or state curriculum initiative.

Eligible Project Locations

(1) For infrastructure-related projects, public funds must be spent on projects within the public right-of-way. This may include projects on private land that have public access easements. Public property includes lands that are owned by a public entity, including those lands owned by public school districts. Construction projects also must be located within approximately two miles of a primary or middle school (grades K-8). Schools with grades that extend higher than grade 8, but which include grades that fall within the eligible range, are eligible to receive infrastructure improvements.

(2) Traffic education and enforcement activities must take place within approximately two miles of a primary or middle school (grades K-8). Other eligible activities under the noninfrastructure portion of the SRTS Program do not have a location restriction.

III. PROJECT FUNDING

Infrastructure-Related Project Funding

- Phase 1: Project funding is \$15,000 maximum
- Phase 2: Project funding is \$250,000 maximum

Noninfrastructure-Related Project Funding

Given the wide range of possible noninfrastructure-related projects, funding maximums will be determined on a case-by-case basis and will be dependent on the type of project that is submitted.

Funds cannot be used for reoccurring costs. For example, funds could not be used to pay crossing guard salaries, as these are reoccurring costs, however funds could be used for crossing guard training programs. Funding requests for costs that are expected to be reoccurring in future years should include plans for how the costs will be funded in the future.

Eligible Costs

(1) Within the following funding categories the eligible project costs will be determined on a case-by-case basis.

- Phase 1 SRTS Plan creation
- Phase 2 activities associated with education, encouragement, enforcement, and evaluation
- Noninfrastructure-related projects

The project review committee will determine if the project costs described within the application and/or SRTS Plan specifically serve the stated purpose of the SRTS Program and are therefore eligible for reimbursement.

(2) For the portion of Phase 2 projects associated with engineering, eligible costs include construction, construction engineering, and materials. The applicant will be 100% responsible for plan preparation (design costs), the acquisition of right-of-way, and the adjustment of utilities.

Funds for projects that reorganize pick-up and drop-off primarily for the conveniences of drivers rather than to improve child safety and/or walking and bicycling access is not permitted.

Furthermore, funds cannot be used on education programs that are primarily focused on bus safety. Improvements to bus stops are not eligible for funding.

Specific Funding Guidelines

SRTS is not a typical “grant” program, but rather functions as a federal reimbursement program. Sponsoring agencies will be required to enter into a contract with KDOT in which the agency agrees to pay for work as it is performed. The sponsoring agent will then submit proper proof of payment to KDOT for reimbursement. KDOT will reimburse the program sponsor as the bills are submitted. Please note: KDOT will administer construction projects for communities without a full-time, publicly employed, licensed professional engineer. In these instances, if the project does not exceed the project funding maximum amount, the sponsoring agency will not be responsible for any construction and construction engineering costs. KDOT will be responsible

for reimbursing the contractor. The local, however, will be responsible for any costs that exceed the project funding maximum amount.

Any work performed by the applicant prior to receiving written authorization from KDOT to proceed is not eligible for reimbursement.

The SRTS Program is a 100% reimbursement program for all eligible costs. There is no match required.

Please note: This program is intended for projects without traditional funding sources. Projects that routinely receive funding from other local sources will receive lower priority.

IV. PROJECT SELECTION CRITERIA

Applications should be comprehensive and address both infrastructure and noninfrastructure activities, regardless of whether the applicant is requesting one type of funding or both. Applicants should show evidence that they are either planning these activities or already have adequate programs to address the other “E’s” that are not included in the application. The criterion considered during project selection includes:

- Demonstrated needs
- Identification of safety hazards
- Potential of proposal to reduce child injuries and fatalities
- Potential of proposal to create a safe walking and bicycling built environment within approximately two miles of a school
- Potential of proposal to encourage walking and bicycling among students
- Identification of current and potential safe walking and bicycling routes to school
- Number of child pedestrians and bicyclists anticipated to use routes
- Community support for application

V. APPLICATION INFORMATION

Sponsoring Agent

The sponsoring agent will also be responsible for project administration and will have responsibility for maintenance should the project be selected. As such, the sponsoring agent will be KDOT’s contact should the project be selected.

(1) A SRTS project that contains construction (Phase 2 infrastructure-related projects) must have the following sponsoring agents:

- City or County Governments

If a non-governmental agency is interested in infrastructure-related projects, they must work with the appropriate governmental agency to develop project applications.

(2) A SRTS project that does not contain any construction components (Phase 1 SRTS Plan creation and noninfrastructure-related projects) may have the following sponsoring agents:

- School District
- City or County Governments
- State Agencies
- Nonprofits and Civic Organizations

Please note: Applications for infrastructure-related projects and noninfrastructure-related projects whose sponsoring agent is not the school district must include a letter from the identified school district(s) stating their support and co-sponsorship of the SRTS project or activity.

MPO Support

All projects which are located within urbanized areas (populations greater than 50,000) must obtain support from a Metropolitan Planning Organization (MPO). Those applicants located within a MPO's jurisdiction should send their applications to their respective MPO for supporting documentation by the deadlines listed below.

Lawrence-Douglas County Metropolitan Planning Organization (Douglas County)

Todd Girdler, Senior Transportation Planner
 PO Box 708, 6 E. 6th Street
 Lawrence, KS 66044
 785-832-3155

Deadline: April 20th, 2012

Metropolitan Topeka Planning Organization (Shawnee County)

David Thurbon, MPO Director
 City of Topeka – Planning Department
 620 SE Madison, 3rd Floor
 Topeka, KS 66607
 785-368-3728

Deadline: April 16th, 2012

Mid-America Regional Council (Johnson, Wyandotte, Leavenworth Counties)

Heidi Schallberg, Transportation Planner
 600 Broadway, Suite 200
 Kansas City, MO 64105-1659
 816-701-8315

Deadline: April 30th, 2012

St. Joseph Area Transportation Study Org. (Cities of Wathena and Elwood, Doniphan County)

Ty Nagle, Transportation Planner
 1100 Frederick Ave., Room 204
 St. Joseph, MO 64501
 816-236-1471

Deadline: Please contact MPO for deadline information

Wichita Area Metropolitan Planning Organization (Sedgwick County, Cities of Mulvane and Andover)

Bill Christian, Principal Planner/Interim Manager
 455 N. Main, 10th Floor
 Wichita, KS 67202
 316-268-4391

Deadline: April 13th, 2012

Application Instructions

Applications will be reviewed by a project review committee representing experts in various fields related to the SRTS Program. The documentation provided within the applications should be detailed and thorough enough to fully describe all relevant aspects of the community and the proposed SRTS project or activity.

(1) INFRASTRUCTURE-RELATED PROJECTS

Phase 1 Instructions

The application should include the following items:

- A completed Application Cover Sheet
- Information about the following four sections:
 1. The current conditions and obstacles preventing children from walking and/or bicycling to school
 2. The planning process and community partners that will be involved in that process (including their roles)
 3. A project timeline as it relates to the planning process
 4. A project budget as it relates to the planning process
- Maps of the 2-mile radius of all schools that will participate in the SRTS Program
- Resolution of Support and Administration from the appropriate city, county, or state agency, or a school district. A letter of support and co-sponsorship from the identified school district(s) must be included if school district is not main applicant
- Letters of support from members of the community

Phase 2 Instructions

The application for the Phase 2 project is the submission of a completed and comprehensive SRTS Plan document. The SRTS Plan should include the following:

- A completed Application Cover Sheet
- A narrative describing the current conditions

The *SRTS Student Arrival and Departure Tally Sheet* and the *Survey about Walking and Bicycling to School for Parents* must be administered once during the creation of the SRTS Plan. In this section, please site data gathered through parent and student surveys and any other relevant data (traffic counts, injury data, speed checks, etc). Please see Appendix C for survey forms.
- A narrative about the public involvement process
- A narrative about the initiatives for all of the “5E’s”

This section should include a description of the proposed initiatives as they relate to the current conditions. A timeline for implementation should also be included.
- A detailed budget

The budget should include all of the costs associated with the implementation of the SRTS Plan and should include all of the “5 E’s”. If the applicant is only seeking funding for some of the proposed initiatives, the budget must detail how the other activities will be funded.
- Resolution of Support and Administration from the appropriate city or county agency
- A letter of support and co-sponsorship from the identified school district(s)
- Letters of support from members of the community

(2) NONINFRASTRUCTURE-RELATED PROJECTS

- A completed Application Cover Sheet
- A narrative describing the current conditions and why the proposed activity is needed
- A narrative describing the proposed activity
Information should discuss how the beneficiary will be affected by the activity, who will facilitate the activity and how the activity will be maintain in the future (if applicable).
- An detailed timeline
- An detailed budget
- Maps of the 2-mile radius of all schools that will participate in the SRTS Program
- Resolution of Support and Administration
- A letter of support and co-sponsorship from the identified school district(s)
- Letters of support from members of the community

Application Workshops

The Kansas SRTS Program will be providing workshops that will give applicants more information about the SRTS program and the application process. The workshop dates are as follows:

Hays: February 20th, 1:30-3:30

Bonner Springs: February 22nd, 1:30-3:30

Wichita: February 23rd, 1:30-3:30

Please RSVP by contacting Becky Pepper at rpepper@ksdot.org. Addresses for the workshop locations will be given at the time the reservation request is submitted.

Application Submissions

Please submit THREE (3) complete sets of the application (including all supporting material) with a postmark of **no later than May 31st, 2012.**

All applications are assumed to have been submitted in their entirety at the application deadline. Applications submitted without all requested information will be reviewed accordingly.

Please mail application materials to:

Becky Pepper
Bicycle and Pedestrian Coordinator
Kansas Department of Transportation
Dwight D. Eisenhower State Office Building
Bureau of Transportation Planning
700 SW Harrison Street
Topeka, KS 66603-3754

If further information is needed, please contact Becky Pepper, State Bicycle and Pedestrian Coordinator, at 785-296-8593 or email at rpepper@ksdot.org.

Appendix A

Example: Resolution of Support and Administration

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

Whereas, the <Local Governmental Agency>, Kansas, has the legal authority to apply for, receive, and administer federal, state, and other monies through Home Rule Power under the Constitution of the State of Kansas and authorized by K.S.A. 12-1662, regarding the expenditure of federal aid to public agencies; and

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

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

Whereas, Federal monies are available under a Safe Routes to Schools program set forth by SAFETEA-LU, administered by the State of Kansas, Department of Transportation, for the purpose of creating safer routes to schools in Kansas; and

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

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

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

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

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

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

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

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

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

_____ CEO

ATTEST: <Seal>

Appendix B

Safe Routes to School Internet Resources

The most successful way to increase bicycling and walking is through a comprehensive approach that includes the “5 E’s” (Engineering, Education, Enforcement, Encouragement, Evaluation).

The following websites are resources that will assist you in developing an exciting and effective program in your school area.

Access Board

<http://www.access-board.gov>

Bikes Belong Coalition

<http://bikesbelong.org>

Centers for Disease Control and Prevention (CDC)

<http://www.cdc.gov/nccdphp/dnpa/kidswalk/>

Federal Highway Administration Bicycle and Pedestrian Program

<http://www.fhwa.dot.gov/environment/bikeped/index.htm>

Federal Highway Administration Safe Routes to School Website

<http://safety.fhwa.dot.gov/saferoutes/index.htm>

National Center for Safe Routes to School

<http://www.saferoutesinfo.org>

Official Website of International Walk to School Day

<http://www.iwalktoschool.org>

Partnership for a Walkable America

<http://www.walkableamerica.org>

Pedestrian and Bicycle Information Center

<http://www.pedbikeinfo.org>

Safe Routes to School Online Guide

<http://www.saferoutesinfo.org/guide>

Walk and Bike to School

<http://www.walktoschool.org>

Walking School Bus

<http://www.walkingschoolbus.org>

Appendix C

NCSRTS Safe Routes to School Clearinghouse Evaluation Materials

- Safe Routes to School Data Collection Overview
- Instructions for Using the Student Tally Sheet and Parent Survey
- Safe Routes to School Student Arrival and Departure Tally Sheet
- Survey About Walking and Biking to School—For Parents

SAFE ROUTES TO SCHOOL DATA COLLECTION OVERVIEW

The National Center for Safe Routes to School has developed a set of data collection forms and tools intended to help local and state Safe Routes to School programs measure and understand results.



Downloadable Forms and Instructions

How do I get the forms? Data forms and instructions are available for download at www.saferoutesinfo.org/data-central/data-collection-forms

Data Collection Forms: The Student Travel Tally and The Parent Survey

What does the **Student Travel Tally** form do? The form helps measure how students travel to and from school. It can be used to identify changes in students' school travel behavior with SRTS programs.

Who gets tallied? Students in K-8 classrooms at participating schools.

Who fills out the form? Teachers in each classroom or SRTS program volunteers.

How many days are students tallied? The tallies should be conducted in each classroom on two days (Tuesday, Wednesday, or Thursday only – not Monday or Friday) during a normal week.

What does the **Parent Survey** do? This 5-10 minute questionnaire gathers information about factors that affect whether parents allow their children to walk or bike to school, the presence of safety-related conditions along routes to school, and other background school travel data. Results can help determine how to improve opportunities for children to walk or bike to school, and measure parental attitude changes as local SRTS programs occur.

Who gets surveyed? Parents of all K-8 graders at participating schools should be asked to complete the survey. (One survey per household per school.)

How is the questionnaire administered? The questionnaire can be administered to parents in two ways: paper-based or online surveying. Paper questionnaires can be given as a take-home survey as homework or an extra credit assignment. Paper or online surveys can be completed as part of parent-teacher conferences. For schools that communicate primarily through email with their parents, an online surveying may be a reasonable option.

Detailed instructions are available at www.saferoutesinfo.org/data/materials/Specific_Form_Instructions.pdf

Timing of Student Tally and Parent Surveys

When should the tallies and surveys occur? Ideally, data would be collected at the beginning of the school year and toward the end of the school year.

For example: Start of year: 2nd, 3rd, or 4th week of school year ("Baseline")

End of year: during one of the last 4 weeks of school year ("Post Activity")

If a local SRTS program is applying for or has received funding from their State SRTS program and the State program requires a collection timeline different than the one proposed here, then follow the State SRTS program defined schedule.

Data Entry and Viewing

How do I enter data? Completed forms can be converted to useful information in two ways:

1. Enter the data yourself using the online "DataTools" program at www.saferoutesdata.org. Data is available immediately for usage. Instructions for accessing the data system are available at via the "Data System Instructions" link at www.saferoutesinfo.org/data-central/data-collection-forms

--OR--

2. Send completed forms to the National Center's Data Entry Program for processing. Data are usually available in 4 to 6 weeks and local programs are emailed instructions on how to access their data online.

Where do I send completed questionnaires? Completed surveys, and tallies along with coversheets should be sent to:

To generate the coversheets please see the link titled "How to Mail Data for Processing" at:

www.saferoutesinfo.org/data-central/data-collection-forms

National Center for Safe Routes to School
Attn: SRTS Data Entry
730 Martin Luther King Jr. Blvd., Suite 300
Chapel Hill, NC 27599-3430

How do I view my data? Once data are entered (either by the user or by the National Center), users can view their data through the online data system. Summary reports of the data can be viewed and shared. The completed data is also part of the National SRTS Program tracking efforts and can be used to better understand the national SRTS program.

Please contact: data@saferoutesinfo.org if you have questions.

Instructions for Using the Student Travel Tally Sheet and Parent Survey and Options for Entering the Data Collected



This document provides specific instructions on how to administer each data collection tool. The table of contents below can help you identify where to find specific information.

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If you have any questions, please contact the National Center for Safe Routes to School staff at data@saferoutesinfo.org

Student Travel Tally Form Administration

What is the Student Travel Tally form and who uses It?

The Student Travel Tally Form is a one-page sheet used to count the number of students arriving to and departing from school by various travel modes (walk, bicycle, bus, car etc.)

The form is designed to be administered by teachers or volunteers and takes approximately five minutes each morning for two days. One Student Travel Tally Form per classroom should be used for all K-8 classrooms in the school.

The information collected has many applications, including learning travel patterns and estimating traffic congestion and environmental effects. Additionally, when gathered before and after the SRTS activity or project, the count information can help local SRTS programs measure any changes in walking, biking, and other forms of travel to and from school.

Downloading and printing the Tally Form

The Tally Sheet form can be downloaded from

http://www.saferoutesinfo.org/resources/evaluation_student-in-class-travel-talley.cfm

Forms should be printed at the highest resolution possible. A minimum resolution of 400 dots per inch should be used; most laser and inkjet printers meet this standard. Resolution under 300 dots per inch may prevent the forms from being readable by scanning systems. If you are photocopying blank forms, the copy should be the same size and have the same margins as the original—please do not reduce or enlarge the size of the photocopied form.

When is the Student Travel Tally administered?

1. It is intended to be used on two days in the middle of a single week. By gathering travel information for two days in the middle of the week, an accurate average of student travel can be determined.

Counts should be conducted on any two days from Tuesday, Wednesday, or Thursday. Counts should not be conducted on Mondays or Fridays. The following combinations of days are acceptable:

- *Tuesday and Wednesday
- * Wednesday and Thursday
- * Tuesday and Thursday

2. Weather conditions: For reporting purposes, counts are needed regardless of weather conditions. For each day's morning and afternoon count, select the weather condition that most closely matches the selection options on the form (Sunny, Rainy, Overcast, Snow.)
3. The Student Travel Tally Sheet should be administered at least twice during the school year unless otherwise instructed by your State's SRTS program:
 - A. First counts should be taken at some point during the second, third, or fourth weeks of the school year. This count establishes the baseline measure for that school.

***Please do not conduct counts during weeks with special walking or biking-related events, such as Walk to School Day.** If your SRTS program is conducting any events during the first three weeks of the school year, please attempt to conduct travel counts before the SRTS event.
 - B. Second counts should be conducted during the last three weeks of the school year. This count measures the change in travel behavior during the school year. If a mid-year count (see below) was conducted, this end-of-year count can also be used to evaluate the sustained effect of activities.
 - C. Mid-year counts are not required, but also might be useful.
 1. A count conducted within 2-3 weeks of the completion of educational events or encouragement and enforcement campaigns can be used to measure immediate effects of these activities.
 2. A mid-year count can also be used to understand the seasonal variation in levels of walking and biking to and from school.

Parent Survey Administration

What is the Parent Survey?

The Parent Survey is a two-page questionnaire intended to collect information from parents of K-8th graders about how their children travel to and from school, what barriers there are to walking or biking to and from school, and their attitudes about walking and biking to school. The questionnaire is available in English and Spanish.

The questionnaire takes 5 to 10 minutes to complete and one questionnaire should be given per student household. If more than one child from the same school takes a questionnaire home, the directions on the survey form ask the parent to fill out the survey for the child with the next birthday from today's date.

Local SRTS programs may be particularly interested in this information because it can be used to help identify issues that need to be addressed to improve their SRTS activities. Information from parents might also identify unexpected opportunities to increase walking and biking to school.

Downloading and printing the Parent Survey Form

The Parent Survey form can be downloaded from www.saferoutesinfo.org/resources/evaluation_parent-survey.cfm

Parent Survey administration options

The Survey can be administered to parents in two ways: using a paper-based questionnaire or via an online questionnaire.

Paper-based surveys

Printed surveys should be printed at the highest resolution possible. A minimum resolution of 400 dots per inch should be used; most laser and inkjet printers meet this standard. Resolution under 300 dots per inch may prevent the forms from being readable by scanning systems.

- A.** If you are photocopying blank forms, the copy should be the same size and have the same margins as the original—please do not reduce or enlarge the size of the photocopied form.
- B.** You can photocopy the 2-page survey double-sided. Please make sure the text on both sides should be oriented in the same direction, i.e. one side's text is not upside down when you turn the survey over as if it were a page in a book.

Three ways to use the paper-based survey

The paper-based survey was designed with three potential means of administration:

Option 1. Take-Home Administration. The survey is handed out or placed in backpacks for students to take home. Instructions:

1. Distribute copies of the survey to teachers for each classroom, so that all parents will receive a copy of the survey.
2. Collect forms from teachers weekly for a two-week period after the surveys have been sent home.

Option 2. Assign survey as homework or extra credit that involves the student taking home the questionnaire and filled out as part of an interview with the parent. Instructions:

1. Distribute copies of the survey to teachers for each classroom, so that all parents will receive a copy of the survey.
2. Teachers assign the surveys to be completed as part of a homework or extra credit assignment. The students take the survey home and fill it out during an interview with their parent, or along with their parents.
3. Collect forms from teachers weekly for a two-week period after the surveys have been sent home.

Other homework approaches can also be used, as long as the recommended form is used, and the parent provides the answers.

In many instances, curriculum changes or new homework assignments require approval from the principal or a curriculum committee. Local SRTS programs considering the homework approach should check on this potential issue early.

Option 3. Deliver to parents during parent-teacher conferences. The survey can be given to parents to complete and returned while they are waiting before parent-teacher conferences. Alternatively, parents could take the survey home and have it returned by their child. Instructions:

1. Identify when parent-teacher conferences will occur and determine whether these times of the year are appropriate to collect baseline information and end-of-year information. (If the times do not seem appropriate, the take-home method might more successful.)
2. Distribute copies of the survey form to teachers for each classroom, so that all households will receive a copy of the survey during (or immediately before) the parent-teacher conference. (Note that teachers will be responsible for distributing and collecting surveys, and then returning the completed surveys to the local SRTS program manager.)

3. Ask teachers to provide forms to parents/caregivers so that they can fill out the forms while they wait for the conference.
 - A. A sign with simple instructions next to the stack of forms may help explain the process.
 - B. Teachers may collect forms during their conference.
 - C. Parents may also complete the survey after their meeting with the teacher.
 - D. Teachers may allow parents to take the surveys home and send them back with the students. If this approach is followed, teachers should request that the forms be returned within a few days, and set a specific date. (Note that this approach will likely reduce the number of surveys that are returned.)
4. Collect forms from teachers weekly for a two-week period after the surveys have been sent home.

Online surveys

For schools that primarily communicate with their students' parents through email, electronic newsletters or other digital media, then that school may be a good candidate for using the online version of the Parent Survey. If the school primarily sends communications to parents on paper, then administering your survey using paper hard copies of the Parent Survey is the better choice.

The online option allows you to send a web link to parents and they go online to complete the questionnaire. For more information about the online survey option and determining if it is right for your SRTS program visit

www.saferoutesinfo.org/program-tools/evaluation-parent-survey-other-language-options

When is the Parent Survey administered?

1. Ideally, the parent survey should be conducted twice during the school year unless otherwise instructed by your State's SRTS program. Time frames are listed below, and these should be followed when the survey is administered using the take-home or online methods. However, when the survey is administered in conjunction with Parent-Teacher Conferences, the local SRTS program manager and teacher(s) should determine the best time to give the survey.
 - A. For first collection, parents should be surveyed during the second, third, or fourth week of school.
 - B. For second collection, parents should be surveyed during the last three weeks of the school year in order to determine how attitudes and beliefs have changed during the year.

- C.** Mid-year counts are not required, but also might be useful.
- A survey conducted within 2-3 weeks of the completion of educational events or encouragement and enforcement campaigns can be used to measure immediate effects of these activities.
 - A mid-year survey also can be used to understand the progress and early effects of long-term programs, as well as other variation in parental attitudes that affect walking and biking to and from school.

Data Entry Options for Student Travel Tally and Parent Survey

The data collected on the Student Travel Tally forms and Parent Surveys can be converted to useful information in two ways.

Option 1. Online data system – Users can use the National Center’s online “DataTools” to enter their data directly into a system that provides immediate access to their data. Users can access and share summary reports of their data and be able to download their data.

1. For instructions on how to access the online data system, please click the “Data System Instructions” link at www.saferoutesinfo.org/data-central/data-collection-forms
2. The online data system contains forms that replicate the basic appearance of the paper Student travel Tally and Parent Survey forms to better facilitate data entry.
3. When data entry is complete, user can view and share summary reports and download their data.

Option 2. Centralized Data Entry – Users can collect their paper Travel Tallies and Parent Surveys and send them to the National Center for Safe Routes to School for free processing. For instructions on mailing your questionnaires to the National Center including completing the necessary cover sheets, please visit the “Data System Instructions” link at www.saferoutesinfo.org/data-central/data-collection-forms

If you have any questions, please contact the National Center for Safe Routes to School staff at data@saferoutesinfo.org

8. Has your child asked you for permission to walk or bike to/from school in the last year? Yes No

9. At what grade would you allow your child to walk or bike to/from school without an adult?

(Select a grade between PK,K,1,2,3...) grade (or) I would not feel comfortable at any grade

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)

- Distance..... Yes No Not Sure
- Convenience of driving..... Yes No Not Sure
- Time..... Yes No Not Sure
- Child's before or after-school activities..... Yes No Not Sure
- Speed of traffic along route..... Yes No Not Sure
- Amount of traffic along route..... Yes No Not Sure
- Adults to walk or bike with..... Yes No Not Sure
- Sidewalks or pathways..... Yes No Not Sure
- Safety of intersections and crossings..... Yes No Not Sure
- Crossing guards..... Yes No Not Sure
- Violence or crime..... Yes No Not Sure
- Weather or climate..... Yes No Not Sure

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?

- Strongly Encourages Encourages Neither Discourages Strongly Discourages

13. How much fun is walking or biking to/from school for your child?

- Very Fun Fun Neutral Boring Very Boring

14. How healthy is walking or biking to/from school for your child?

- Very Healthy Healthy Neutral Unhealthy Very Unhealthy

Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box

15. What is the highest grade or year of school you completed?

- Grades 1 through 8 (Elementary) College 1 to 3 years (Some college or technical school)
- Grades 9 through 11 (Some high school) College 4 years or more (College graduate)
- Grade 12 or GED (High school graduate) Prefer not to answer

16. Please provide any additional comments below.
