



# 2019 Safe Routes to School Application Workshop

Please make sure to sign in.



# Housekeeping



# INTRODUCTIONS

- **Name**
- **Agency**
- **Take away or expectations**



# 2019 Safe Routes to School Application Workshop

Sarita Taylor, Florida SRTS Coordinator - FDOT Safety Office



# AGENDA

- The GOOD, The BAD and The UGLY
- What's happening in your area
  - Education
  - Applications
  - Rural Assistance
- Understanding the process
- New application
- GAP? Explanation & Accessing
- Wrap-up
- Questions



This is a story  
of the Good,  
the Bad and  
the Ugly





Parents driving their children to school account for 20%-25% of morning rush hour traffic. (NHTSA 2003)





Fewer kids are biking  
and walking. More  
parents are driving.



Promoting safe walking and biking is an ideal strategy to increase physical activity.





# Individual barriers to .....walking and biking to school.

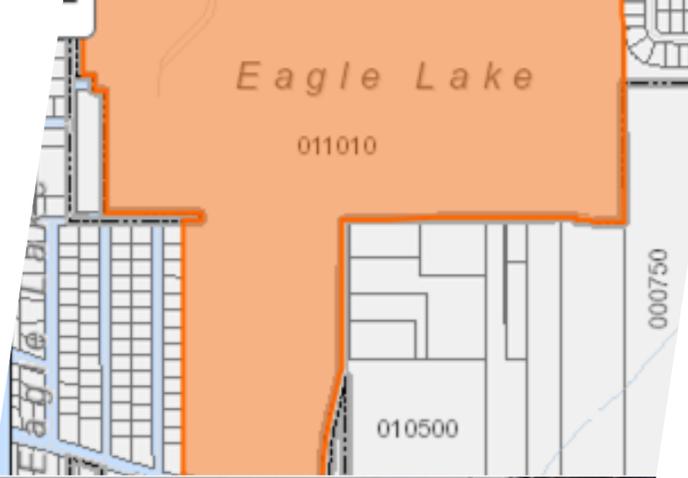
|                      |     |
|----------------------|-----|
| Long Distances       | 62% |
| Traffic Danger       | 30% |
| Adverse Weather      | 19% |
| Fear of Crime Danger | 12% |





# School siting issues, Individuals to walking to school and Community issues





# SCHOOL SITING ISSUES

## A GENERATION AGO

- ▶ Small (averaging 127 students)
- ▶ Schools located in community centers
- ▶ 42% of kids walked or biked to school

## TODAY

- ▶ Mega-schools (averaging 653 students)
- ▶ Schools located on 10-30+ acres fringe land
- ▶ 40% of high schools have attendance of 1500+ students
- ▶ Lowest-cost construction





# Traffic Danger





Community  
conditions make it  
hard to walk or bike





Is this barrier  
reflective of  
changed social  
norms?





**Walking School Bus - Corner Captains - School Crossing Guards**

These all help make up the “eyes on the street”.

**The Human Presence!**



**How can Florida's Safe Routes program help?**



**FloridaSRTS.com**  
**Bicycle Pedestrian Curriculum for K-12<sup>th</sup> Grades**



Since children aren't born with the knowledge and skills needed to interact with traffic safely...



it is essential to teach them.





There is a local educational program in every county.

WellFlorida covers 25 counties.  
I am your contact for 14 Counties:

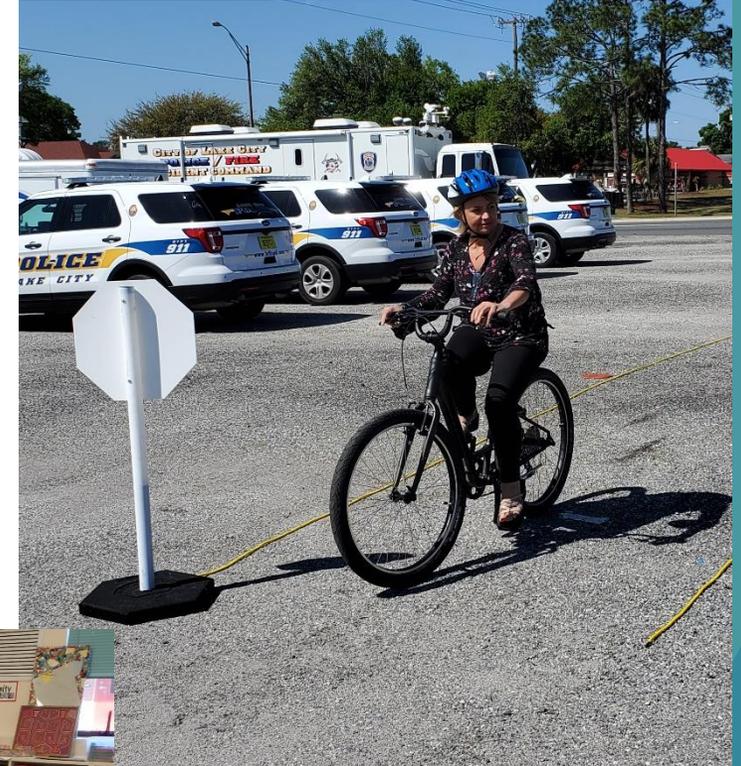
- Alachua
- Bradford
- Columbia
- Dixie
- Gilchrist
- Hamilton
- Lafayette
- Lake
- Levy
- Marion
- Putnam
- Sumter
- Suwannee
- Union





# HOW DO WE ACCOMPLISH THIS GOAL?

- Education
  - Train PE teachers
  - Direct Education as Guest Teacher
  - Train Community Members (Law Enforcement/Health Dept./Etc.)
  - Empower locals to do their part





# What's Going on in YOUR District

- Trainings (Train-the-Trainer)
- Lessons at Schools
- Community Events
- Partnering with Health Depts.
- Walk/Bike to School Day
- Travel Tallies / Parent Surveys





# What's Going On In District Two?



# Success!

- ▶ 2018 to 2019 Application Cycle
  - ▶ Four funded projects
  - ▶ \$2,455,957
- ▶ Projects reaching construction





# Before



LANDON MIDDLE SCHOOL - SAN MARCO AREA IN JACKSONVILLE



# After

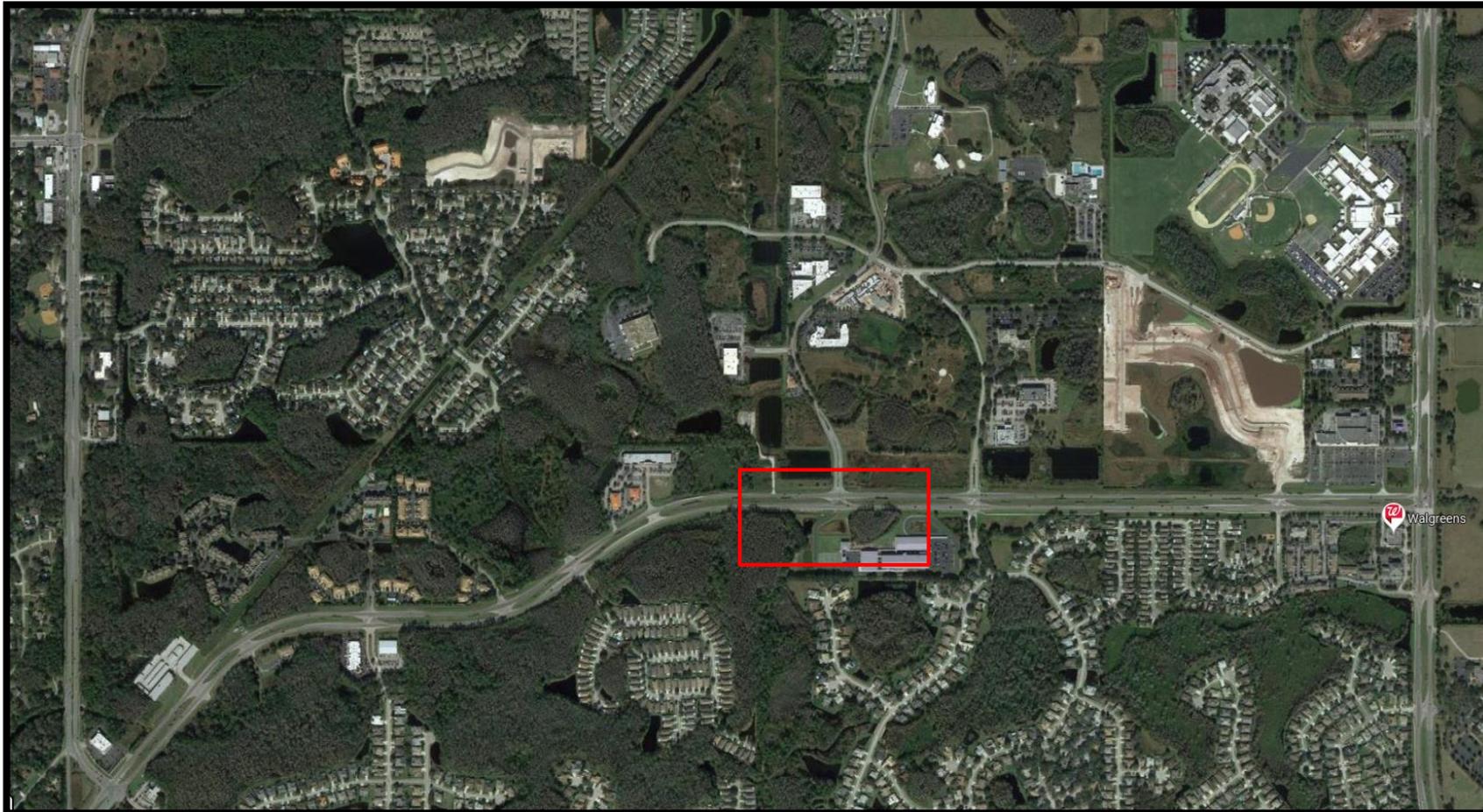


LANDON MIDDLE SCHOOL - SAN MARCO AREA IN JACKSONVILLE



# Going Forward:

- ▶ Things are not always what they seem

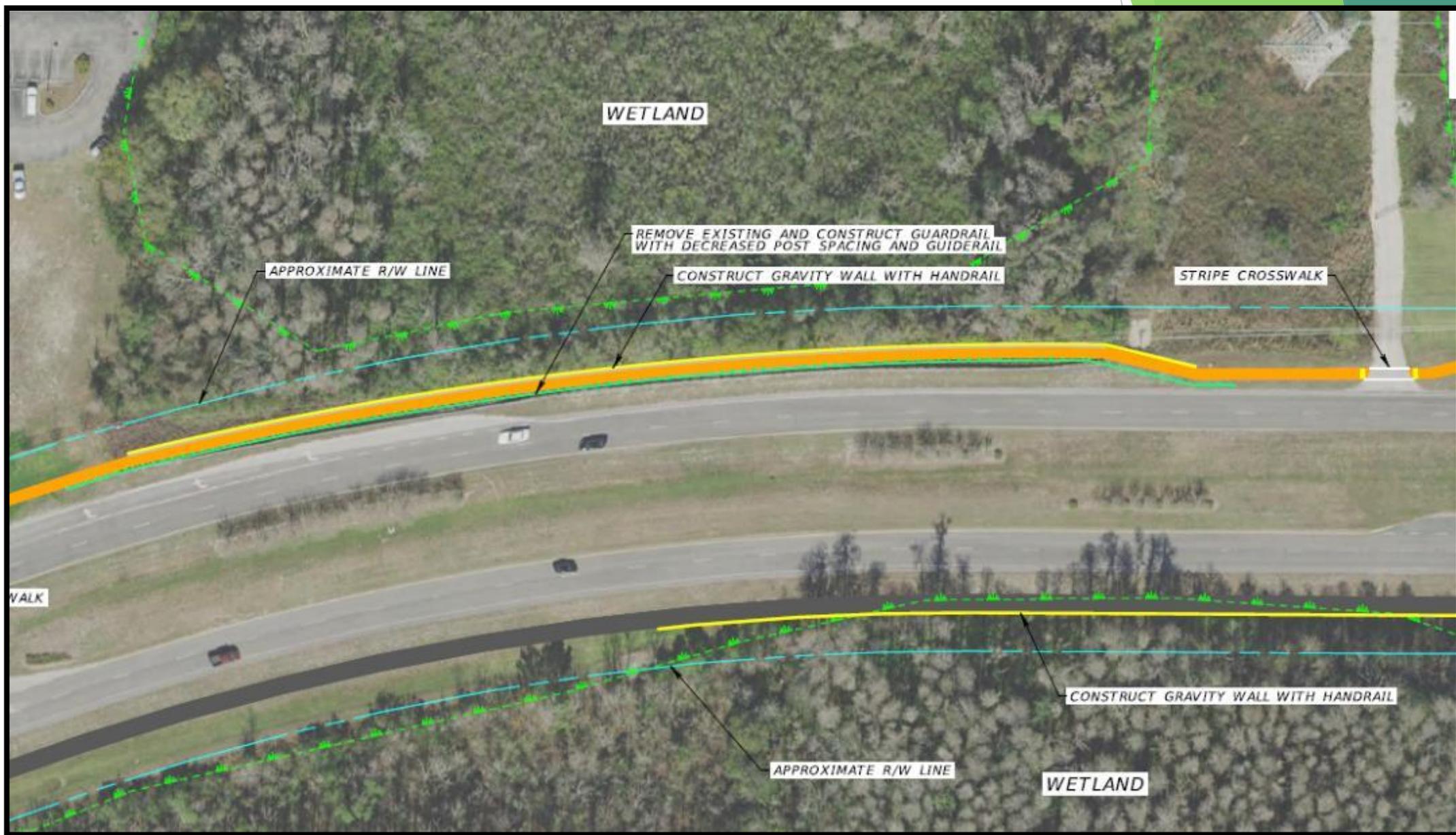




# Going Forward:

- ▶ Things are not always what they seem.









# Going Forward:

- ▶ Total project cost - 1.9 miles of sidewalk
  - ▶ Construction: \$2,000,000
  - ▶ Design & Survey: \$800,000
- ▶ Existing neighborhood sidewalks, connectivity, combined with walking school buses could eliminate need or limit overall scope.



# Finding Opportunities

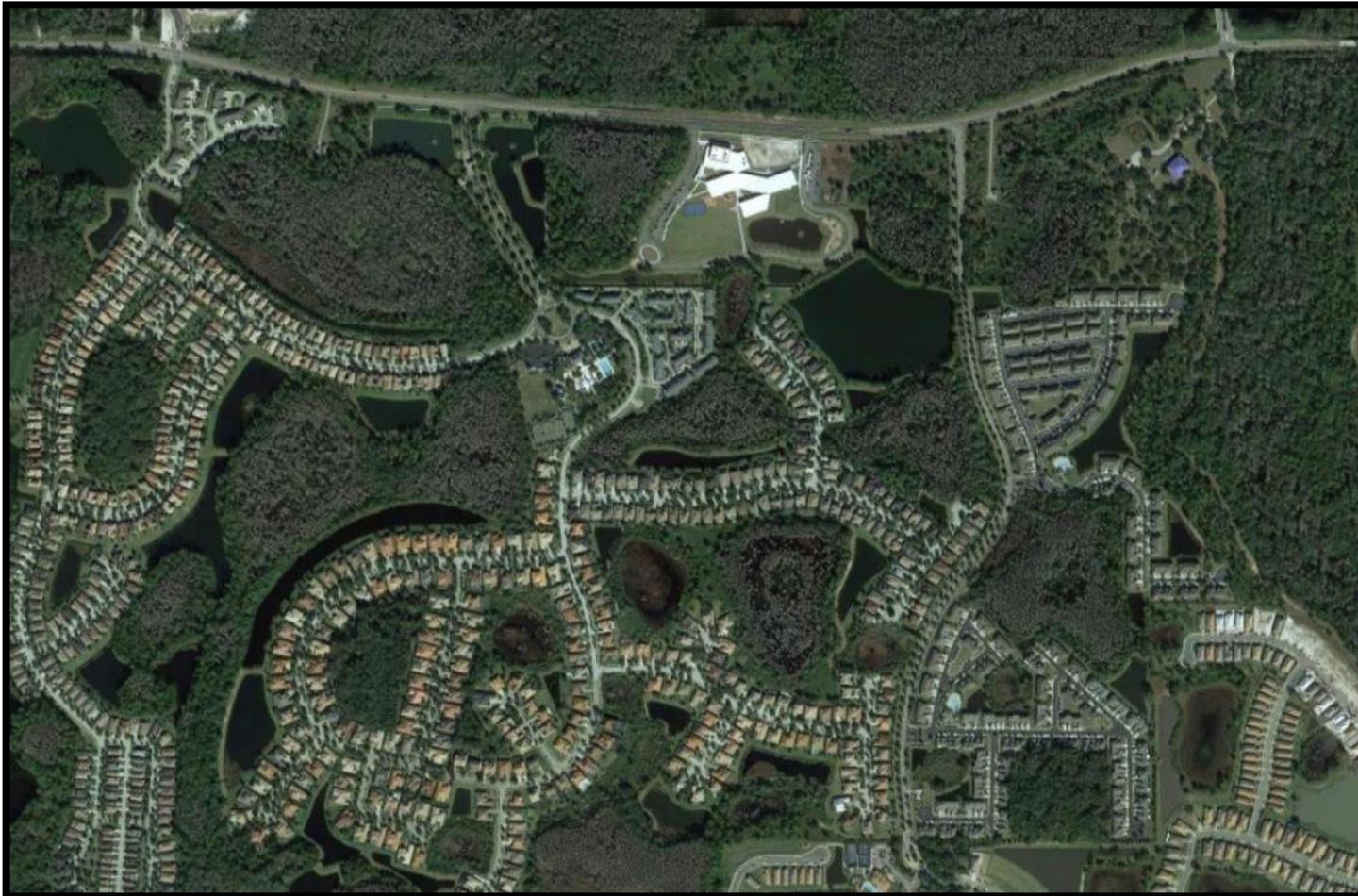
- ▶ Look for the low-hanging fruit starting at the school:





# Finding Opportunities

- ▶ Look for the low-hanging fruit starting at the school:





# District 2 SRTS Contact

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[Jennifer.Graham@dot.state.fl.us](mailto:Jennifer.Graham@dot.state.fl.us)

904-360-5636

NFLTrafficSafety.com



# Rural Community Assistance

**UF** University of Florida  
Transportation Institute  
*Transportation Technology  
Transfer (T2) Center*  
UNIVERSITY of FLORIDA

**UF** Center for Health and  
the Built Environment  
UNIVERSITY of FLORIDA

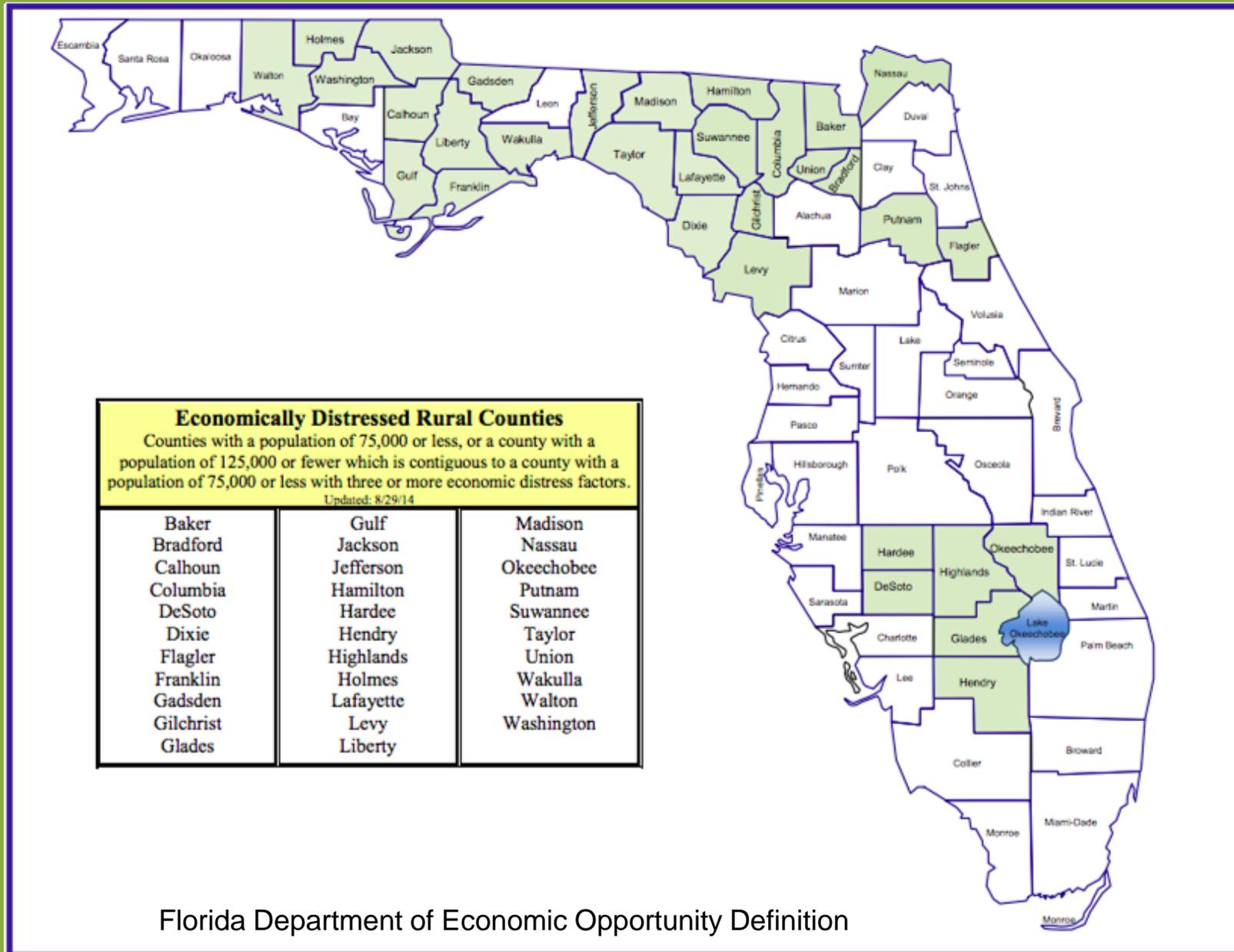
**UF** College of Design,  
Construction & Planning  
UNIVERSITY of FLORIDA



# SAFE ROUTES TO SCHOOL

## TECHNICAL ASSISTANCE

# RURAL COMMUNITIES IN FLORIDA



Florida Department of Economic Opportunity Definition

# WHY RURAL COMMUNITIES ARE A GREAT FIT FOR SAFE ROUTES TO SCHOOL INFRASTRUCTURE FUNDING:

*Improve Walking and Bicycling within Rural Areas through innovative solutions.*

- "Activity Hubs" are encouraged in Rural Villages and Communities
- Rural Communities are spread out but become connected through spokes:
  - Trails
  - Sidewalks
  - Bike lanes
- Remote drop-off
- Walking school busses

# BARRIERS TO ACTIVE TRAVEL



Image: SRTS (n.d.)

- Lack of funding
- Lack of infrastructure
- Unsafe infrastructure
- Lack of programs that promote walking and biking

# UF TECHNICAL ASSISTANCE

- Application process
- Help identify potential schools and projects
- Public engagement
- Site mapping and audits
- Estimate affected students
- Engineering cost estimate
- Quality assurance
- Assist with student and parent surveys

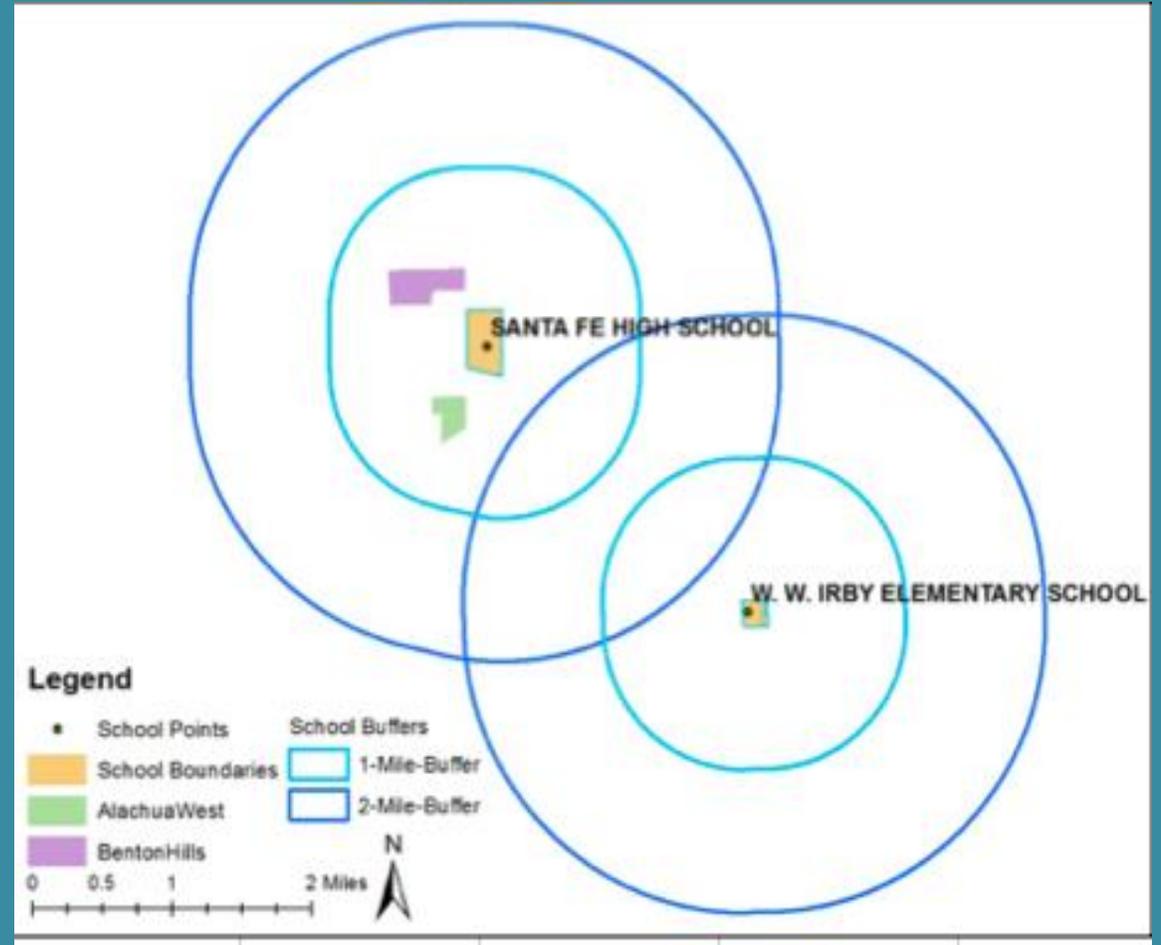


Image: SRTS (2017)



# PILOT COMMUNITY: CITY OF ALACHUA

- Project Specifics:
  - Irby Elementary
    - Additional LED lighting
  - Santa Fe High School
    - Additional LED Lighting
    - Additional Sidewalks



# GIS ANALYSIS

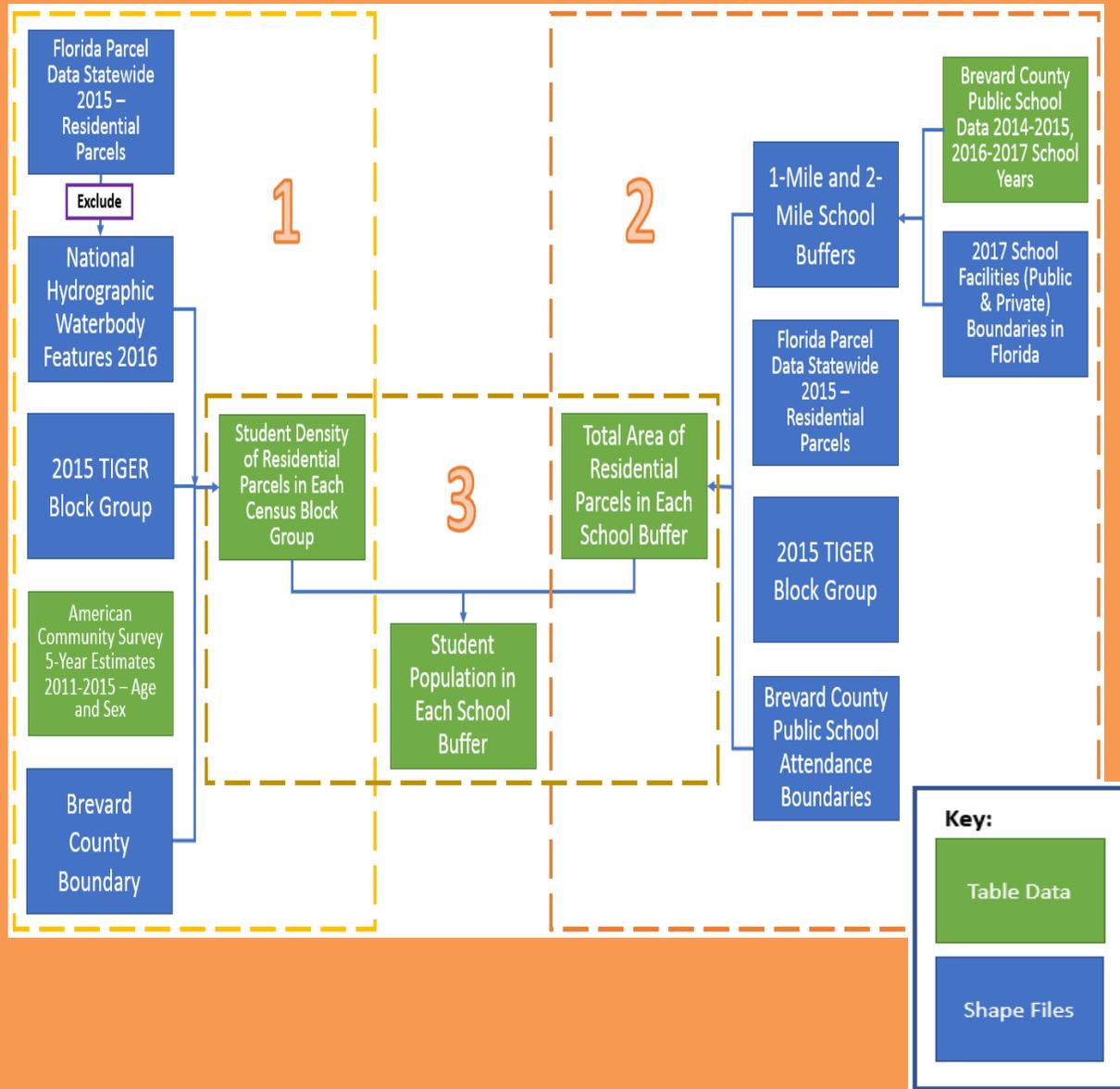
## Brevard County Case Study Overview

Analysis Factor 1: Estimate Student Population Affected by Proposed Safe Routes to School Project.

Analysis Factor 2: Determining Average AADT/ Mile within school's walking and biking boundaries.

Analysis Factor 3: Determining Pre-existing Rate of Sidewalk Coverage and Post Safe Routes to School Project Implementation Sidewalk Coverage.

# GIS – Student Population Analysis

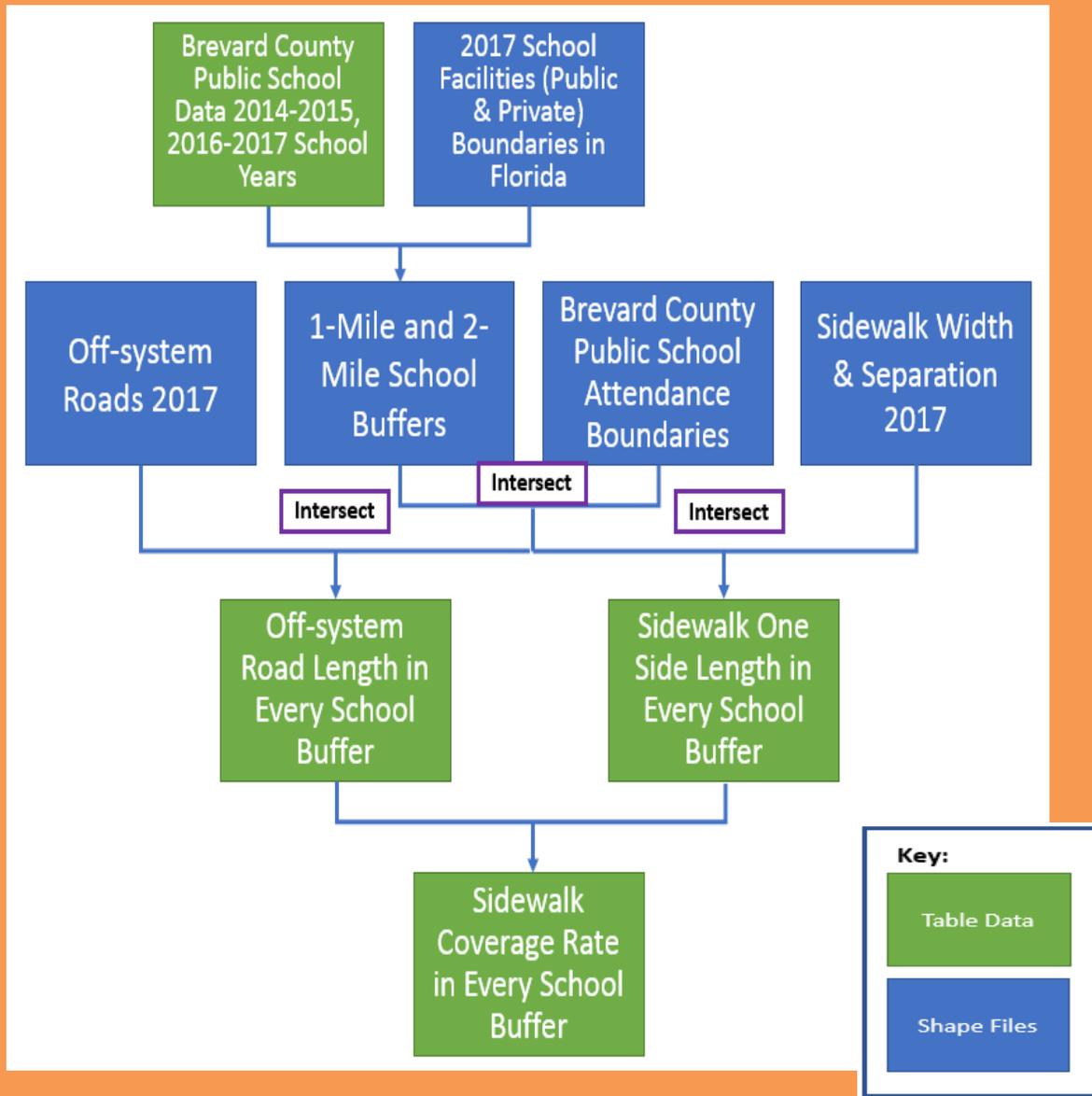


**Step 1:** Decide the student population density by census block group in Brevard County.

**Step 2:** Decide the total area of residential parcels in each school buffer.

**Step 3:** Calculate the number of student population by age groups surrounding each public school.

# GIS - Sidewalk Analysis



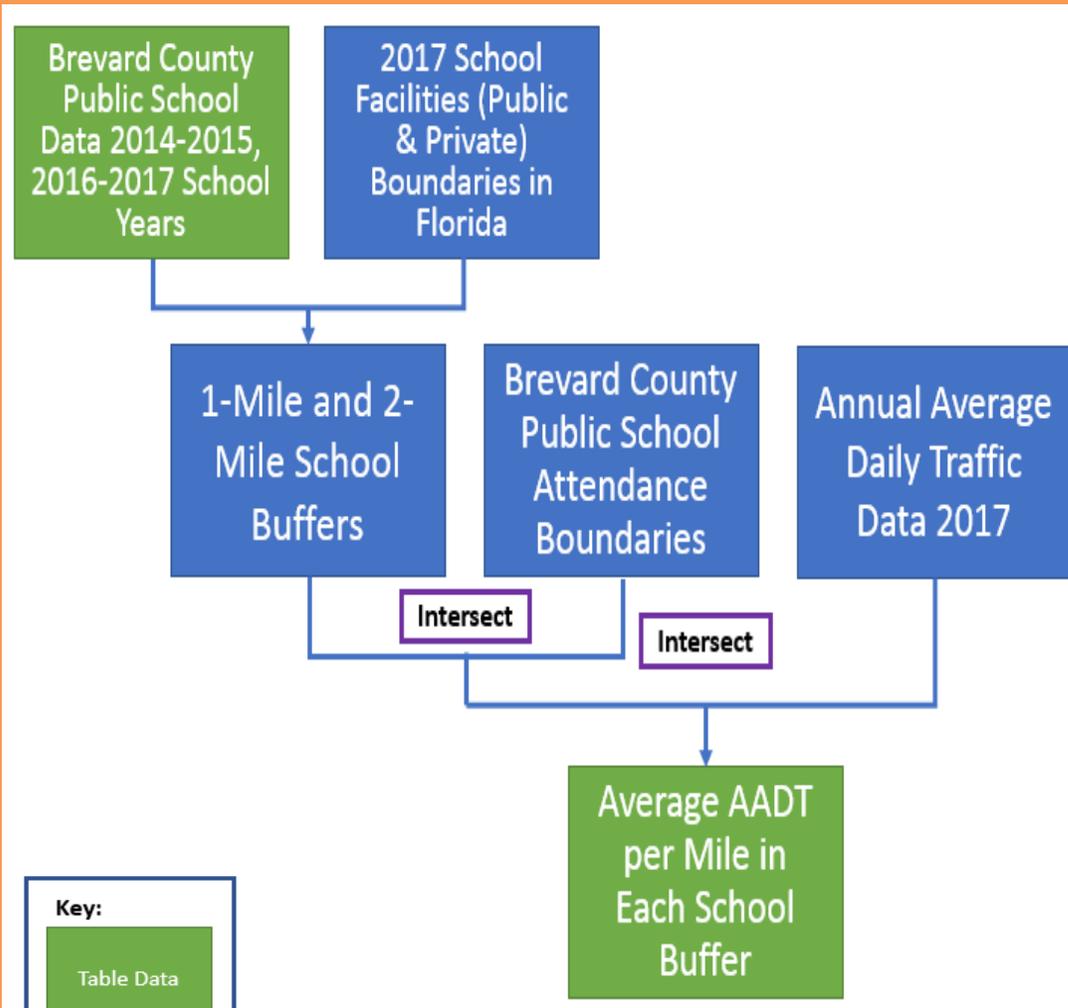
**Pre-existing conditions:** How many students will use the proposed project and will the project improve existing conditions? GIS data used to determine existing sidewalk coverage rate.

Funding is limited, what data do we have that shows we are getting the most bang for the buck?

**GIS Analysis Considerations:** School attendance boundary, Sidewalk and crosswalk networks, Crossing Guard locations, Signage, Bike Rack Locations

On-site arrival and departure staff, Car Dropoff location, Designated dropoff Off-site bike racks

# GIS - AADT Analysis



## Determine Preexisting Data:

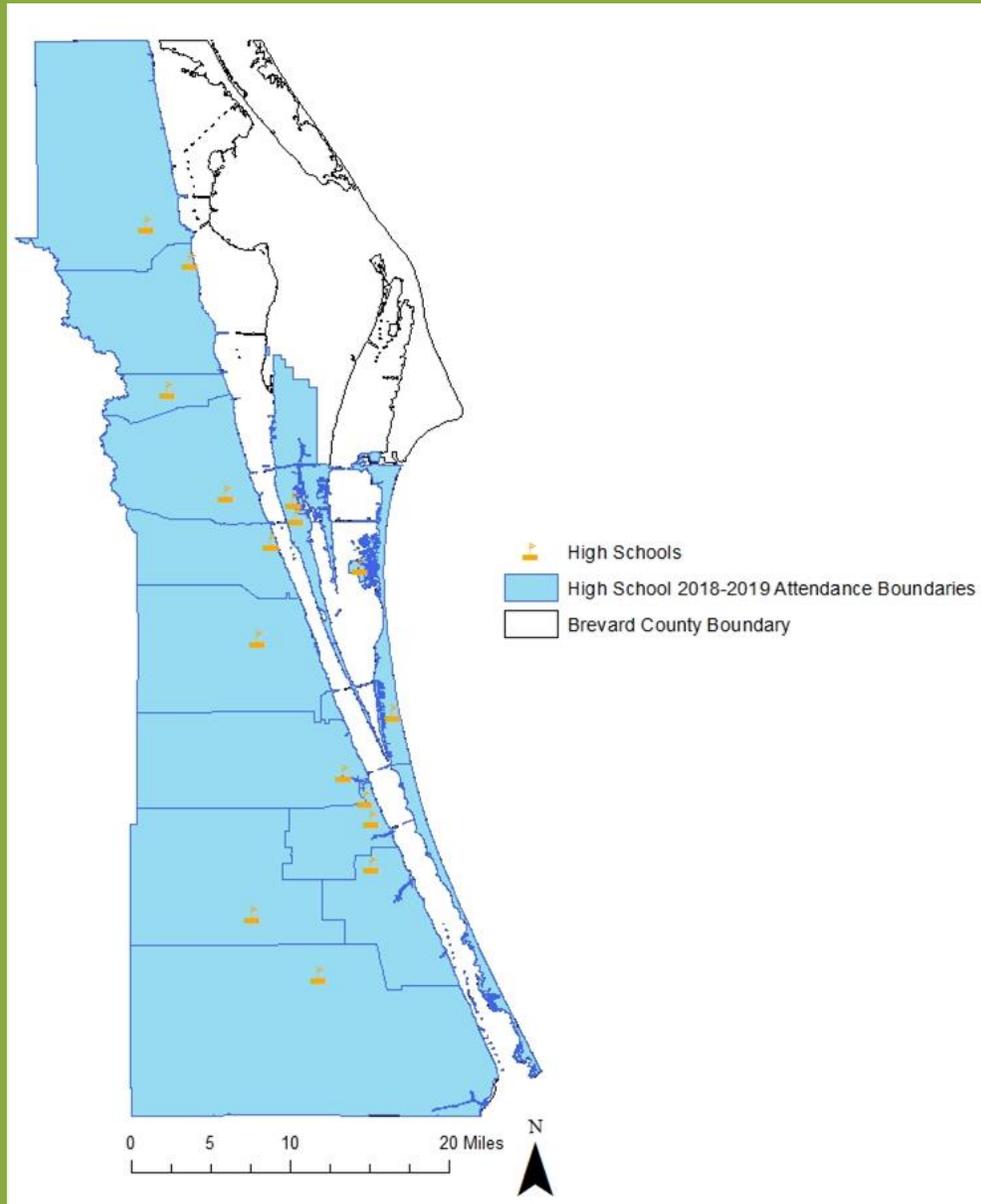
Calculate AADT per mile by using Summary Statistics to determine area within buffer zones.

**Goal:** Reduce miles traveled by motor vehicles by implementing SRTS infrastructure projects, encouragement and education.

**Evaluate:** Progress and future funding is measured through evaluation. We must evaluate projects completed through SRTS to understand our accomplishments, qualitatively and quantitatively.

# STUDENT ANALYSIS RESULTS

## Top Student Populations: High School Results



### 1-Mile Buffer

| State ID     | School Name       | Population 2015-2017 |
|--------------|-------------------|----------------------|
| 50011        | TITUSVILLE        | 519                  |
| 53011        | EAU GALLIE        | 490                  |
| 51011        | ROCKLEDGE         | 328                  |
| 54011        | MERRITT ISLAND    | 307                  |
| 52021        | PALM BAY MAGNET   | 302                  |
| 50302        | SPACE COAST JR/SR | 259                  |
| 56011        | SATELLITE         | 257                  |
| 51121        | COCOA             | 221                  |
| 54021        | EDGEWOOD JR/SR    | 182                  |
| <b>50161</b> | <b>ASTRONAUT</b>  | <b>172</b>           |

### 2-Mile Buffer

| State ID     | School Name            | Population 2015-2017 |
|--------------|------------------------|----------------------|
| 53011        | EAU GALLIE             | 922                  |
| 50011        | TITUSVILLE             | 739                  |
| 50302        | SPACE COAST JR/SR      | 724                  |
| 51011        | ROCKLEDGE              | 694                  |
| 56011        | SATELLITE              | 633                  |
| 51121        | COCOA                  | 628                  |
| 52211        | BAYSIDE                | 570                  |
| 54011        | MERRITT ISLAND         | 562                  |
| <b>52021</b> | <b>PALM BAY MAGNET</b> | <b>537</b>           |
| 54021        | EDGEWOOD JR/SR         | 472                  |

# SIDEWALK NETWORK RESULTS

Lowest Sidewalk Coverage Ranking within Buffers: Elementary Schools

## 1-Mile Buffer

| State ID | School Name | Sidewalk (LF) | Roadway (LF) | Sidewalk Coverage Rate |
|----------|-------------|---------------|--------------|------------------------|
| 50181    | PINEWOOD    | 0             | 0            | <b>0</b>               |
| 53101    | ROY ALLEN   | 334           | 8129         | <b>4%</b>              |
| 50301    | ENTERPRISE  | 4770          | 13367        | <b>36%</b>             |
| 52221    | SUNRISE     | 7193          | 19417        | <b>37%</b>             |
| 54041    | TROPICAL    | 14996         | 38306        | <b>39%</b>             |
| 53041    | SHERWOOD    | 10537         | 25271        | <b>42%</b>             |
| 50151    | IMPERIAL    | 9218          | 18742        | <b>49%</b>             |
| 50061    | APOLLO      | 16203         | 31155        | <b>52%</b>             |
| 52191    | JUPITER     | 19571         | 37476        | <b>52%</b>             |
| 53151    | QUEST       | 9097          | 14028        | <b>65%</b>             |

## 2-Mile Buffer

| State ID | School Name      | Sidewalk (LF) | Roadway (LF) | Sidewalk Coverage Rate |
|----------|------------------|---------------|--------------|------------------------|
| 50181    | PINEWOOD         | 200           | 0            | <b>0</b>               |
| 52221    | SUNRISE          | 7193          | 47160        | <b>15%</b>             |
| 53101    | ROY ALLEN        | 5560          | 29730        | <b>19%</b>             |
| 53041    | SHERWOOD         | 10537         | 30799        | <b>34%</b>             |
| 50301    | ENTERPRISE       | 6426          | 15023        | <b>43%</b>             |
| 50151    | IMPERIAL ESTATES | 17790         | 31219        | <b>57%</b>             |
| 51091    | FAIRGLEN         | 17585         | 30062        | <b>58%</b>             |
| 52061    | PORT MALABAR     | 18130         | 30174        | <b>60%</b>             |
| 52191    | JUPITER          | 36991         | 60786        | <b>61%</b>             |
| 53071    | SABAL            | 29275         | 47845        | <b>61%</b>             |

# AADT RESULTS

## Top 10 AADT / Mile within Buffers: Elementary Schools

### 1-Mile Buffer

| <i>State ID</i> | <i>School Name</i>  | <i>Avg. AADT/Mile</i> |
|-----------------|---------------------|-----------------------|
| 52042           | W. MELBOURNE        | 96,654                |
| 52041           | MEADOWLANE PRI.     | 70,001                |
| 52031           | MEADOWLANE INT.     | 64,854                |
| 53061           | HARBOR CITY         | 64,623                |
| 54121           | LEWIS CARROLL       | 46,978                |
| 53101           | ROY ALLEN           | 38,930                |
| 53151           | QUEST               | 37,582                |
| 52061           | PORT MALABAR        | 37,032                |
| 56071           | OCEAN BREEZE        | 35,029                |
| 54071           | ROBERT L. STEVENSON | 33,463                |

### 2-Mile Buffer

| <i>State ID</i> | <i>School Name</i>      | <i>Avg. AADT/Mile</i> |
|-----------------|-------------------------|-----------------------|
| 52042           | W. MELBOURNE            | 105,547               |
| 52041           | MEADOWLANE PRI.         | 94,114                |
| 52031           | MEADOWLANE INT.         | 88,681                |
| 53091           | CROTON                  | 52,168                |
| 51161           | MANATEE                 | 48,403                |
| 53061           | HARBOR CITY             | 44,344                |
| 54121           | LEWIS CARROLL           | 41,031                |
| 51141           | HANS CHRISTIAN ANDERSON | 40,014                |
| 54071           | ROBERT L. STEVENSON     | 38,499                |
| 56141           | DR. W.J. CREEL          | 36,973                |

# CONTACT US

**Email:**

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**For more information visit our website:**

[dcp.ufl.edu/saferoutes](http://dcp.ufl.edu/saferoutes)

# SOURCES

Federal Highway Administration (FHWA). (2015, November 16). Safe routes to school. Retrieved August 11, 2016, from [http://www.fhwa.dot.gov/environment/safe\\_routes\\_to\\_school/](http://www.fhwa.dot.gov/environment/safe_routes_to_school/)

Florida Department of Economic Opportunity. (n.d.). Rural infrastructure fund. Retrieved March 20, 2016, from <http://www.floridajobs.org/business-growth-and-partnerships/rural-and-economic-development-initiative/rural-as-of-opportunity/rural-infrastructure-fund>

The Road Information Program. (2005, March). Growing traffic in rural America: safety, mobility and economic challenges in America's heartland. Retrieved from <http://trid.trb.org/view.aspx?id=751236>



# Transportation Safety Center (TSC)

Nithin Agarwal, Ph.D. - PI

Siva Srinivasan, Ph.D. – Co-PI

Ilir Bejleri, Ph.D. – Co-PI

Roozbeh Rahmani, Ph.D. – Postdoc

Jasper Masciocchi – Education/ Training Specialist

Joe Santos, P.E. – FDOT Project Manager

Sarita Taylor, FDOT



# Transportation Safety Center (TSC)

- Housed at T2 Center at UF
- Enhance safety on rural roadways by supporting local road owners and their stakeholders
- Technical assistance to local agencies for the project cycle
- Safety studies
- Local Road Safety Plan Development

Funded by FDOT

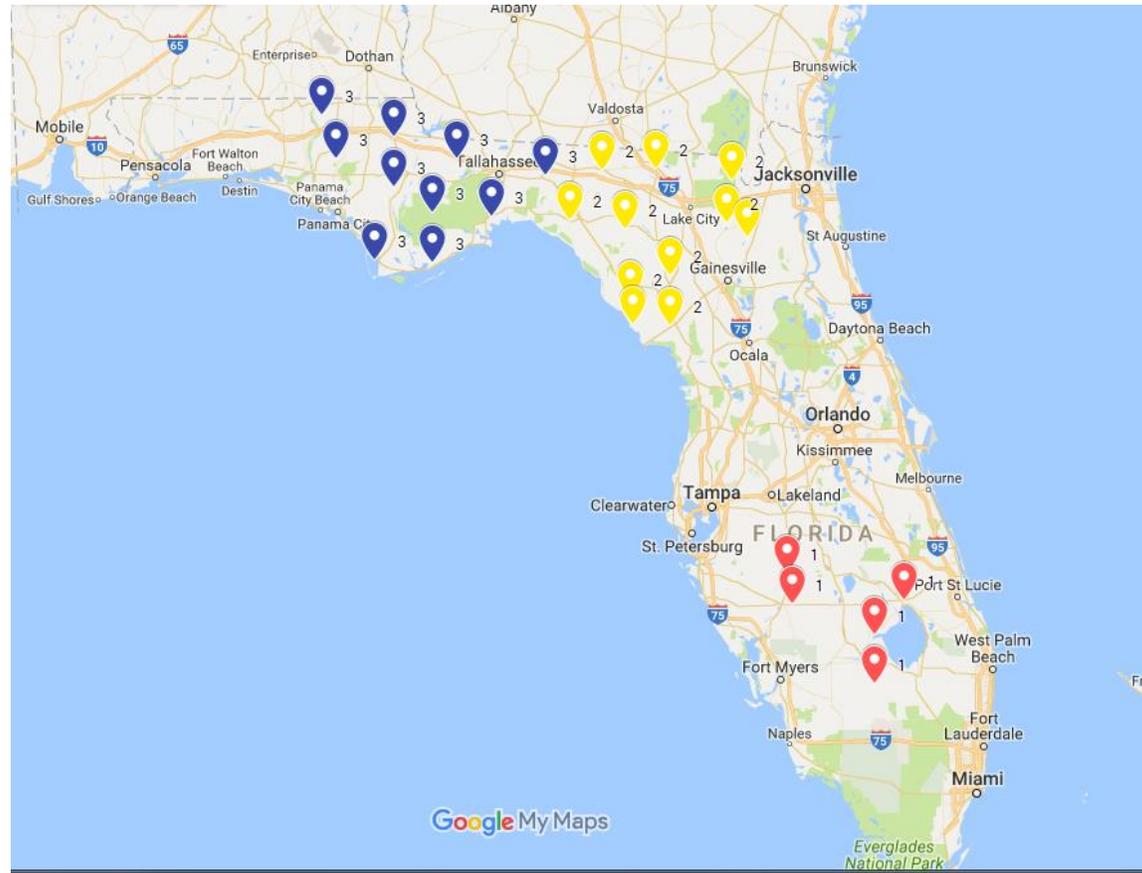


# Why?

- HSIP funding requires detailed documentation
- Detailed engineering analysis
- B/C ratio > 2 (minimum)
- Small agencies have limited resources available

# Focus Counties for TSC Program

| District | Counties   |
|----------|------------|
| 1        | Hendry     |
|          | DeSoto     |
|          | Hardee     |
|          | Okeechobee |
|          | Glades     |
| 2        | Suwannee   |
|          | Levy       |
|          | Taylor     |
|          | Baker      |
|          | Dixie      |
|          | Hamilton   |
|          | Madison    |
|          | Bradford   |
|          | Gilchrist  |
|          | Union      |
|          | Lafayette  |
| 3        | Jackson    |
|          | Gadsden    |
|          | Holmes     |
|          | Washington |
|          | Wakulla    |
|          | Calhoun    |
|          | Jefferson  |
|          | Liberty    |
|          | Franklin   |
|          | Gulf       |



| Districts | #  |
|-----------|----|
| 1         | 5  |
| 2         | 11 |
| 3         | 10 |

# Prioritization

| Counties   | District | Fatal (K) Crash Data 2012-2017 |              |          |                      | Incap Injury (A) Crash Data 2012-2017 |              |          |                      | Total K+A | Program Eligibility |      |      | In-house Professional Engineer |
|------------|----------|--------------------------------|--------------|----------|----------------------|---------------------------------------|--------------|----------|----------------------|-----------|---------------------|------|------|--------------------------------|
|            |          | Total                          | per 1000 pop | per mile | per 10,000 Dailt VMT | Total Incap Injury                    | per 1000 pop | per mile | per 10,000 Dailt VMT |           | SCRAP               | SCOP | REDI |                                |
| Hendry     | 1        | 40                             | 1.024        | 0.103    | 1.673                | 155                                   | 3.969        | 0.399    | 6.481                | 195.0     | x                   | x    |      | x                              |
| Suwannee   | 2        | 35                             | 0.783        | 0.031    | 0.443                | 308                                   | 6.892        | 0.276    | 3.899                | 343.0     | x                   |      |      |                                |
| Levy       | 2        | 43                             | 1.048        | 0.050    | 1.342                | 184                                   | 4.486        | 0.212    | 5.742                | 227.0     | x                   | x    |      |                                |
| Jackson    | 3        | 34                             | 0.674        | 0.027    | 0.387                | 225                                   | 4.463        | 0.179    | 2.562                | 259.0     | x                   | x    |      | x                              |
| Gadsden    | 3        | 34                             | 0.704        | 0.050    | 0.675                | 145                                   | 3.004        | 0.212    | 2.878                | 179.0     | x                   | x    |      |                                |
| Taylor     | 2        | 24                             | 1.076        | 0.037    | 0.505                | 145                                   | 6.504        | 0.222    | 3.050                | 169.0     | x                   |      |      | x                              |
| Holmes     | 3        | 15                             | 0.742        | 0.022    | 0.323                | 111                                   | 5.492        | 0.164    | 2.391                | 126.0     | x                   | x    |      |                                |
| Baker      | 2        | 18                             | 0.662        | 0.021    | 0.331                | 120                                   | 4.413        | 0.143    | 2.206                | 138.0     | x                   | x    | x    |                                |
| DeSoto     | 1        | 16                             | 0.449        | 0.047    | 0.625                | 276                                   | 7.748        | 0.813    | 10.780               | 292.0     | x                   | x    | x    | x                              |
| Dixie      | 2        | 15                             | 0.897        | 0.037    | 0.572                | 87                                    | 5.201        | 0.217    | 3.320                | 102.0     | x                   | x    |      |                                |
| Washington | 3        | 12                             | 0.480        | 0.012    | 0.172                | 78                                    | 3.122        | 0.076    | 1.116                | 90.0      | x                   |      | x    |                                |
| Hardee     | 1        | 14                             | 0.510        | 0.037    | 0.506                | 249                                   | 9.079        | 0.654    | 8.996                | 263.0     | x                   | x    |      | x                              |
| Wakulla    | 3        | 11                             | 0.345        | 0.012    | 0.194                | 50                                    | 1.567        | 0.057    | 0.880                | 61.0      | x                   |      | x    |                                |
| Hamilton   | 2        | 11                             | 0.750        | 0.027    | 0.365                | 73                                    | 4.979        | 0.177    | 2.424                | 84.0      | x                   | x    | x    |                                |
| Madison    | 2        | 10                             | 0.516        | 0.017    | 0.254                | 86                                    | 4.438        | 0.149    | 2.181                | 96.0      | x                   | x    |      |                                |
| Okeechobee | 1        | 11                             | 0.267        | 0.033    | 0.436                | 37                                    | 0.899        | 0.112    | 1.466                | 48.0      | x                   | x    | x    |                                |
| Calhoun    | 3        | 7                              | 0.467        | 0.016    | 0.237                | 53                                    | 3.533        | 0.123    | 1.793                | 60.0      | x                   | x    | x    |                                |
| Bradford   | 2        | 8                              | 0.289        | 0.029    | 0.387                | 52                                    | 1.881        | 0.190    | 2.513                | 60.0      | x                   | x    |      |                                |
| Glades     | 1        | 8                              | 0.611        | 0.036    | 0.666                | 26                                    | 1.987        | 0.118    | 2.163                | 34.0      | x                   | x    |      |                                |
| Jefferson  | 3        | 6                              | 0.411        | 0.012    | 0.182                | 46                                    | 3.148        | 0.095    | 1.395                | 52.0      | x                   | x    |      |                                |
| Gilchrist  | 2        | 8                              | 0.464        | 0.020    | 0.289                | 47                                    | 2.729        | 0.116    | 1.696                | 55.0      | x                   | x    |      |                                |
| Liberty    | 3        | 4                              | 0.459        | 0.006    | 0.125                | 33                                    | 3.785        | 0.050    | 1.030                | 37.0      | x                   | x    |      |                                |
| Franklin   | 3        | 4                              | 0.329        | 0.014    | 0.219                | 12                                    | 0.987        | 0.043    | 0.658                | 16.0      |                     | x    | x    |                                |
| Union      | 2        | 5                              | 0.314        | 0.027    | 0.368                | 24                                    | 1.505        | 0.128    | 1.766                | 29.0      | x                   |      |      |                                |
| Lafayette  | 2        | 4                              | 0.472        | 0.013    | 0.186                | 28                                    | 3.302        | 0.089    | 1.302                | 32.0      | x                   | x    |      |                                |
| Gulf       | 3        | 5                              | 0.307        | 0.017    | 0.244                | 49                                    | 3.007        | 0.163    | 2.390                | 54.0      | x                   | x    |      |                                |
| Columbia   |          | 32                             | 0.464        | 0.028    | 0.408                | 238                                   | 3.452        | 0.206    | 3.038                | 270.0     |                     |      |      |                                |
| Pasco      |          | 173                            | 0.342        | 0.103    | 0.653                | 2324                                  | 4.596        | 1.389    | 8.768                | 2497.0    |                     |      |      |                                |

# Counties Selection

- Based on historical crash data
- Input from stakeholders:
  - State Safety Office
  - District Safety Office
  - Commitment from county engineer or PWD
  - CTST
  - Others – Commissioners, Schools, EMT, Police, etc

# Different approaches

## Traditional Hot Spots

- Isolate high crash locations based on crash history
- All crash types
- Reactive

## (New) Systemic

- Identify high risk locations based on roadway characteristics
- Fatal and serious injuries
- Proactive
- Complements hot spots

# Hot Spots - Limitations

- Severe crashes are widely distributed
- No robust data on local system
  - 88% Total Centerline Miles
  - 44% Fatalities
- Low density of crashes at locations
- Doesn't help identify underlying issues



# Culture Change



# FHWA Systemic Safety Project Selection Tool

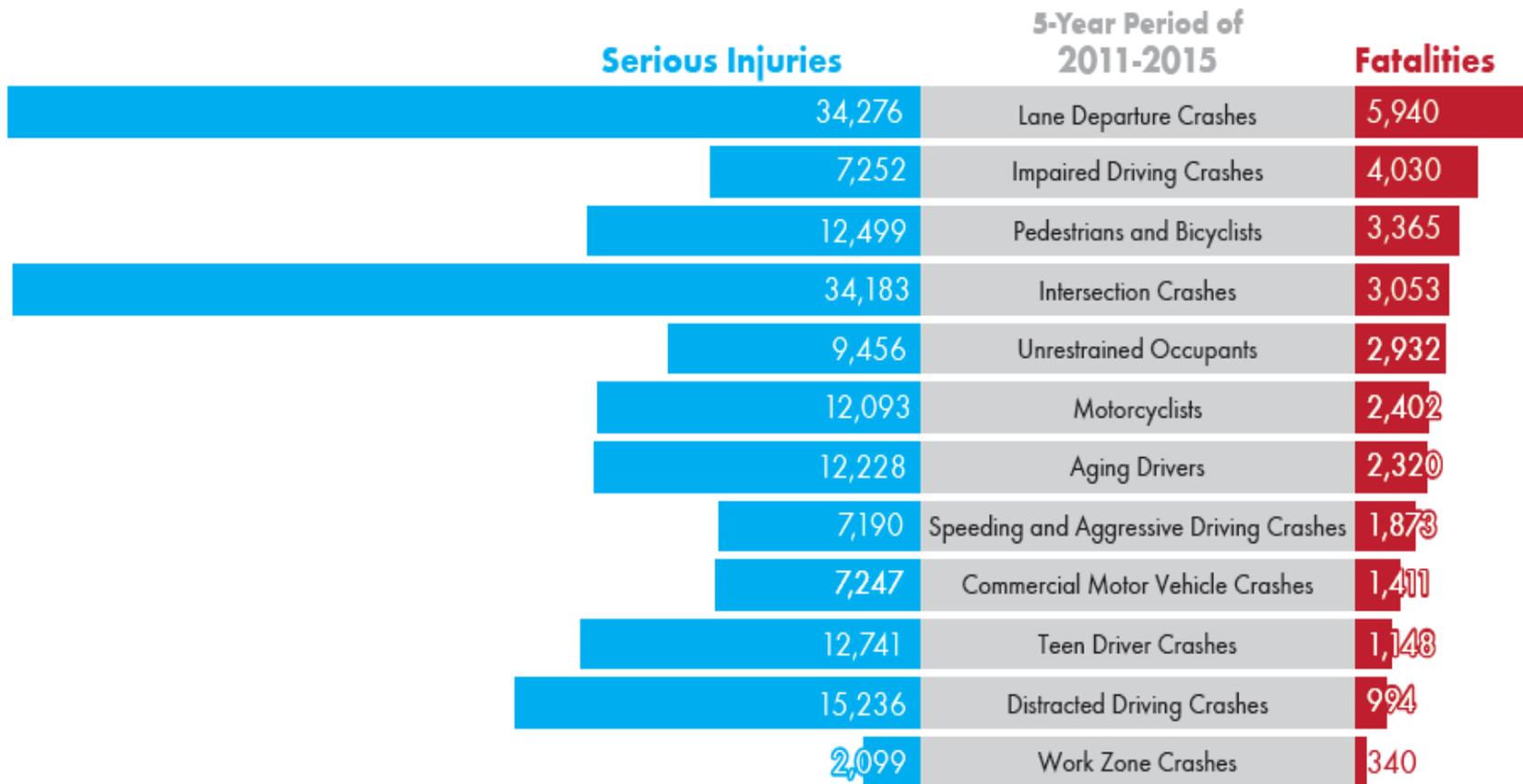


# Focus Areas



- Focus locations:
  - Intersections
  - Horizontal curves
- Crash type:
  - Intersections: angle, left turn, rear end, and others
  - Curves: run off the road, left turn, rear end and others

# FHWA Systemic Safety Project Selection Tool



# Counties Completed

- Hendry
- Union
- Gadsden
- Columbia
- Jackson

2019-2020 (Potentially)

- Levy
- Suwannee

# Questions?

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Education/ Training Specialist

University of Florida

(352) 273-1685

[j.masciocchi@ufl.edu](mailto:j.masciocchi@ufl.edu)



# Understanding the Process

1. Bring together the right people
2. Gather information and identify issues
3. Identify solutions
4. Develop a plan
5. Fund the plan
6. Act on the plan
7. Evaluate, make changes and keep moving



# FLORIDA'S SRTS APPLICATION

Call for Applications September 1, 2019 - December 31, 2019

Eligible Applicants are Kindergarten through 12<sup>th</sup> grade schools or any school that has several of those grades.

Eligible Maintaining Agencies are:

- FDOT
- Counties
- Cities

Applicants are encouraged to engage other partnerships.



# WWW.SRTSFL.ORG

- [Basic Program Information](#)
- [Application Guidelines](#)
- [SRTS Updates](#)
- [Website Resources List](#)
- [Guardians of Roadway Safety](#)



# APPLICATION PROCESS



# COLLECT DATA

## Conduct the Travel Tally & Parent's Survey

**Data Collection Forms**

Submit and Access Data about Safe Routes to School Programs

This page is the one-stop place for all the National Center's resources related to data collection and evaluation. The links provided here direct users to resources for collecting, entering, and using Safe Routes to School (SRTS) data.

There are many benefits to collecting data related to Safe Routes to School. At the local level, it can help guide the planning process and give information as to how the program is working. At the same time, many states require applicants and recipients of the SRTS funds to participate in the national data collection effort.

The National Center provides resources to help make collecting and summarizing data as easy and straightforward as possible for communities and states. These resources help those involved in local programs collect, enter, and analyze their data. Hundreds of local programs and thousands of schools are using these resources to gather information about their local SRTS programs.

### Safe Routes to School Students Arrival and Departure Tally Sheet

**+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +**

School Name: \_\_\_\_\_ Teacher's First Name: \_\_\_\_\_ Teacher's Last Name: \_\_\_\_\_

Grade: (PK, K, 1, 2, 3, ...) \_\_\_\_\_ Monday's Date (Week count was conducted) \_\_\_\_\_ Number of Students Enrolled in Class: \_\_\_\_\_

0 2 \_\_\_\_\_ M H D O Y Y Y 1 S

**• Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)**  
**• Please do not conduct these counts on Mondays or Fridays.**  
**• Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices.** Each Student may only answer once.  
**• Ask your students as a group the question "How did you arrive at school today?"**  
**• Then, record each answer choice and record the number of students that raised their hands for each. Place just one character or number in each box.**  
**• Follow the same procedure for the question "How do you plan to leave for home after school?"**  
**• You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.**  
**• Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).**

**Step 1.** Fill in the weather conditions and number of students in each class  
**Step 2.** AM – "How did you arrive at school today?" Record the number of hands for each answer.  
 PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

|    | Weather                                       | Student Tally                   | Walk | Bike | School Bus | Family Vehicle                      | Carpool                                  | Transit                | Other                      |
|----|---|---------------------------------|------|------|------------|-------------------------------------|--|------------------------|----------------------------|
| AM | S= sunny<br>R= rainy<br>O=overcast<br>SN=snow | Number in class when count made |      |      |            | Only with children from your family | Riding with children from other families | City bus, subway, etc. | skate-board, scooter, etc. |
| AM | S N   | 2 0                             | 2    | 3    | 8          | 3                                   |  | 3                      | 1                          |
| PM | R   | 1 9                             | 3    | 3    | 8          | 1                                   | 2  | 2                      |                            |
| AM |   |                                 |      |      |            |                                     |  |                        |                            |
| PM |   |                                 |      |      |            |                                     |  |                        |                            |
| AM |   |                                 |      |      |            |                                     |  |                        |                            |
| PM |   |                                 |      |      |            |                                     |  |                        |                            |
| AM |   |                                 |      |      |            |                                     |  |                        |                            |
| PM |   |                                 |      |      |            |                                     |  |                        |                            |

so list any disruptions to these counts or any unusual travel conditions to/from the school on the days of the tally.

\_\_\_\_\_ +

<http://saferoutesdata.org/>



# The REVISED Application

The Infrastructure Application Form is an official FDOT form #500-000-30 and new form this year is #500-000-30b.

Both of these can be found at the new Grant Application Program (GAP) site.



# SECTION 1 School, Applicant & Maintaining Agency Information

School Information  
Signature of School Board or School  
Principal - Mandatory

Applicant Information

Workshop Attendee Signature



## SECTION 1 – SCHOOL, APPLICANT, MAINTAINING AGENCY & M/TPO INFORMATION

*Notes: Signatures confirm the commitment of the School, Applicant and Maintaining Agency to follow the Guidelines of the Florida's Safe Routes to School Program. The School is responsible for the parent's surveys and student tallies before and after the project is built. It is also responsible for promoting safe walking and biking to and from school. The Maintaining Agency is generally responsible for entering into a Local Agency Program (LAP) agreement with the FDOT to design, construct, &/or maintain the project. Districts have the option to design and/or construct it, but the Maintaining Agency is always responsible for maintaining the project. Check with your District to see how they are handling these issues.*

### SCHOOL INFORMATION

SCHOOL NAME: \_\_\_\_\_

SCHOOL ADDRESS: \_\_\_\_\_

COUNTY: \_\_\_\_\_ CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

TYPE: Select \_\_\_\_\_ CONGRESSIONAL DISTRICT: \_\_\_\_\_

PRINCIPAL'S NAME: \_\_\_\_\_  
(Printed)

PHONE #: \_\_\_\_\_ EMAIL: \_\_\_\_\_

PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### APPLICANT INFORMATION

APPLICANT: \_\_\_\_\_ TITLE: \_\_\_\_\_

NAME OF APPLICANT AGENCY/ORGANIZATION: \_\_\_\_\_

APPLICANT AGENCY/ORGANIZATION TYPE: Select \_\_\_\_\_

APPLICANT: \_\_\_\_\_ TITLE: \_\_\_\_\_

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: FLORIDA ZIP: \_\_\_\_\_

PHONE #: \_\_\_\_\_ E-MAIL: \_\_\_\_\_

SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
Applicant

*I attended the SRTS workshop and have reviewed this application for completeness.*

ATTENDEE'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



# SECTION 1 School, Applicant & Maintaining Agency Information - cont.

Maintaining Agency Information

Maintaining Agency Information

MPO/TPO Information and Signature

| MAINTAINING AGENCY INFORMATION  |                               |                                 |   |
|---|-------------------------------|---------------------------------|---|
| <b>MAINTAINING AGENCY 1</b>   | City <input type="checkbox"/> | County <input type="checkbox"/> | Florida Department of Transportation <input type="checkbox"/> District <input type="checkbox"/> |
| NAME OF MAINTAINING AGENCY: _____   |                               | DUNS #: _____                   |   |
| CONTACT PERSON: _____   |                               | TITLE: _____                    |   |
| MAILING ADDRESS: _____  |                               |                                 |   |
| PHONE #: _____  |                               | E-MAIL: _____                   |   |
| CITY: _____   |                               | STATE: <u>FLORIDA</u>           | ZIP: _____  |
| <i>Note: your signature below indicates your agency's willingness to enter into a LAP or other formal agreement with FDOT to complete the project if selected for funding.</i>                |                               |                                 |   |
| SIGNATURE: _____  |                               |                                 | DATE: _____   |
| <b>MAINTAINING AGENCY 2</b>   | City <input type="checkbox"/> | County <input type="checkbox"/> | Florida Department of Transportation <input type="checkbox"/> District <input type="checkbox"/> |
| NAME OF MAINTAINING AGENCY: _____   |                               | DUNS #: _____                   |   |
| CONTACT PERSON: _____   |                               | TITLE: _____                    |   |
| MAILING ADDRESS: _____  |                               |                                 |   |
| PHONE #: _____  |                               | E-MAIL: _____                   |   |
| CITY: _____   |                               | STATE: <u>FLORIDA</u>           | ZIP: _____  |
| <i>Note: your signature below indicates your agency's willingness to enter into a LAP or other formal agreement with FDOT to complete the project if selected for funding.</i>                |                               |                                 |   |
| SIGNATURE: _____  |                               |                                 | DATE: _____   |
| METROPOLITAN/TRANSPORTATION PLANNING ORGANIZATION (M/TPO) SUPPORT   |                               |                                 |   |
| If the city or county is located within an MPO/TPO urban area boundary, the MPO/TPO representative must fill in the required information below, to indicate support for the proposed project: |                               |                                 |   |
| NAME OF MPO: _____  |                               |                                 |   |
| CONTACT PERSON: _____   |                               | TITLE: _____                    |   |
| MAILING ADDRESS: _____  |                               |                                 |   |
| CITY: _____   |                               | STATE: <u>FLORIDA</u>           | ZIP: _____  |
| PHONE #: _____  |                               | E-MAIL: _____                   |   |
| SIGNATURE: _____  |                               |                                 | DATE: _____   |



# SECTION 2 Eligibility and Feasibility Criteria

- School-Based SRTS Committee
- Travel Tally and Parent Survey
- Right of Way
- LAP Certified
- Phase Responsibility
- Public Support
- Bicycle/Pedestrian Priority
- REDI Community

| SECTION 2 – ELIGIBILITY AND FEASIBILITY CRITERIA   |  |
|--|--|
| <p><b>Notes:</b> This section will help FDOT determine the eligibility and feasibility of the proposed project. Except for the questions in 2A-2C below answering "No" does not constitute elimination from project consideration. You must fulfill requirements in 2A-2C below before applying!</p> |  |
| A1.  | Has a school-based SRTS Committee (including school representation) been formed? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| A2.  | Has at least <u>one</u> meeting of this committee been held? Attach sign in sheet & minutes ..... <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| A3.  | Public notification of SRTS meeting? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| B1.  | Does the school agree to provide required data before and after the project is built, using the NCSRTS <a href="#">Student In-Class Travel Tally</a> and <a href="#">Parent Survey</a> forms at <a href="http://saferoutesdata.org/">http://saferoutesdata.org/</a> following the schedule provided by the District? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| B2.  | Have you attached the National Center's data summary for the <a href="#">Student In-Class Travel Tally</a> and <a href="#">Parent Survey</a> forms to this application? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No   |
| B3.  | Are the <a href="#">Student In-Class Travel Tally</a> and Parent Survey data summaries attached? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| <p><b>Note:</b> Project planning cannot go forward until public right of way or permanent public access to the land for the proposed project is documented to the District.</p>  |  |
| C.   | Have you provided either survey/as-builts or right of way documentation that provides detail to show that adequate right of way exists for proposed improvement? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No  |
| D.   | Is the Maintaining Agency Local Agency Program (LAP) Certified? (currently qualified & willing to enter into a State agreement requiring the agency to design, construct, and/or maintain the project, abiding by Federal, State, & local requirements?) ..... <input type="checkbox"/> Yes <input type="checkbox"/> No<br><p>If <b>No</b>:<br/>           Are they willing to become LAP Certified? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No<br/>           If the agency is not willing to become LAP Certified, explain how this project could be built without this certification:<br/>           _____</p>  |
| E.   | Who do you propose to be responsible for each phase of the project?<br>Design: <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> Other, Including FDOT (Explain below)<br>Construction: <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> Other, Including FDOT (Explain below)<br>Maintenance: <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> Other, Including FDOT (Explain below)<br>If you checked <b>Other, including FDOT</b> for any of the above, please explain the responsible party for each phase, including who you have been talking to about this: _____  |
| F.   | Is the County/City willing to enter into an agreement with FDOT to do the following, if the District decides this is the best way to get the project completed:<br>Install and/or maintain any traffic engineering equipment included in this project? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No<br>Construct and maintain the project on a state road? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A   |
| G.   | Public Support - Explain your public information or public involvement process below. You may attach up to six unique letters, on official letterhead, from groups indicated below. The letters should indicate why and how the authors can support the proposed project at the affected school. <b>Failure to provide documentation of public involvement activities directly with affected property owners is grounds for an application to be excluded from consideration.</b><br><br>What neighborhood association or other neighborhood meetings have been held to inform neighbors directly affected by this proposed project and the reaction? _____<br>What PTA/PTO/school meetings have been held to inform parents and school staff about this project and the reaction? _____<br><br>Explain what other public meetings have been held, such as Metropolitan Planning Organizations, Regional Planning Councils, Citizens' Advisory Committees, Bicycle/Pedestrian Advisory Councils and Community Traffic Safety Teams and the reaction? _____<br><br>Explain what articles or letters to the editor have been written for newspapers, etc. and the reaction: _____<br><br>Please indicate whether you have attached letters of support from Law Enforcement or other individuals or groups not previously mentioned: ..... <input type="checkbox"/> Yes <input type="checkbox"/> No |
| H.   | If the proposed project has been identified as a priority in a Bicycle/Pedestrian or other Plan, or is a missing link in a pedestrian or bicycle system, please explain: _____   |
| I.   | Is this project in a Rural Economic Development Initiative (REDI) community? ..... <input type="checkbox"/> Yes <input type="checkbox"/> No<br><small>FS defines a rural community as: A county with a population of 75,000 or less; A county with a population of 125,000 or less which is contiguous to a county with a population of 75,000 or less; or Any municipality with a county as described above.</small>  |



# SECTION 3 Background Information- The 5 E's

ENGINEERING

EDUCATION

ENCOURAGEMENT

ENFORCEMENT

EVALUATION

| SECTION 3 – BACKGROUND INFORMATION: FIVE E'S   |             |
|--|-------------|
| <i>Notes: SRTS is designed to be a comprehensive program. Describe the efforts your school and community have made to address the identified problem through each E so far, and what is planned in the future for each. Each box must be filled in. For more information on the E's, see Florida's SRTS Guidelines and the SRTS Guide: <a href="http://www.saferoutesinfo.org/guide/">http://www.saferoutesinfo.org/guide/</a></i> |             |
| 1. ENGINEERING   |             |
| 1A. PAST: <b>Look!</b> No hot pink text or blue highlight!   | 1B. FUTURE: |
|  |             |
| 2. EDUCATION   |             |
| <i>If your school has taught or plans to teach the FLSRTS Curricula (<a href="http://floridasrts.com/">http://floridasrts.com/</a>) or other education program, please provide details below:</i>  |             |
| 2A. PAST:  | 2B. FUTURE: |
|  |             |
| 3. ENCOURAGEMENT   |             |
| 3A. PAST:  | 3B. FUTURE: |
|  |             |
| 4. ENFORCEMENT   |             |
| 4A. PAST:  | 4B. FUTURE: |
|  |             |
| 5. EVALUATION  |             |
| 5A. PAST:  | 5B. FUTURE: |
|  |             |



# SECTION 4 Problem Identification

Hazardous Walking Conditions

Walking/Biking in Less Than Ideal Conditions

How Many Can Walk/Bike to School

Neighborhood Traffic

Demographics

Reduced Lunch Program

Student Travel Data

Route Data

| SECTION 4 – PROBLEM IDENTIFICATION   |   |
|--|---|
| <i>This section will help us understand your school's situation. If the proposed project includes more than one school, please give the requested information for each school.</i>   |   |
| <b>A. HAZARDOUS WALKING CONDITIONS</b>   |   |
| 1.   | Opportunity to resolve a documented hazardous walking condition and eliminate the resultant school busing.<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If Yes, please enter the documented date and case number: _____<br>Include a discussion of public support for the project if busing were eliminated:<br>_____ |
| 2.   | Opportunity to eliminate current courtesy busing being done for a perceived hazardous condition. Include a discussion of public support for the project if busing were eliminated:<br>_____   |
| <b>B.</b> Are many students already walking or bicycling to this school in less than ideal conditions? <input type="checkbox"/> Yes <input type="checkbox"/> No<br>If Yes:<br><ul style="list-style-type: none"> <li>Explain more about the number of students affected: _____</li> <li>Explain more about the conditions/obstacles which prevent walking or bicycling to your school:<br/>               _____</li> </ul> |   |
| <b>C.</b> Are enough students living near the school to allow many to walk or bike to school if conditions were improved?<br><input type="checkbox"/> Yes <input type="checkbox"/> No<br>If Yes:<br><ul style="list-style-type: none"> <li>Explain more about the number of student living near the school and how this relates to the anticipated success of the proposed SRTS project: _____</li> </ul>                  |   |
| <b>D.</b> Write a brief history of the neighborhood traffic issues as background for the proposed project:<br>_____  |   |
| <b>E.</b> How do the demographics of the school population relate to the anticipated success of the proposed SRTS project? For instance, is there a population of students near the school from a culture which traditionally walks a lot? _____   |   |
| <b>F.</b> Provide the percent of free or reduced lunch program at the affected school: _____   |   |
| <b>G. STUDENT TRAVEL DATA:</b>   |   |
| 1.   | School data: based on the <a href="#">Student In-Class Travel Tally</a> :   |
| a.   | Number of students currently walking to school: _____   |
| b.   | Number of students currently biking to school: _____  |
| c.   | Total currently walking or biking to school (add a & b): _____  |
| d.   | Number of students in this school: _____  |
| e.   | Percent of student in school currently walking or biking to school: (c divided by d): _____   |
| 2.   | Route Data:   |
| a.   | Number of students from the affected schools living along the proposed route: _____   |
| b.   | Based on (mark all that apply): *Existing School Data: <input type="checkbox"/> *Visual Observation Survey: <input type="checkbox"/> *Estimates: <input type="checkbox"/>   |
| c.   | Number of student currently walking or biking along this route: _____   |
| d.   | Number of student who could walk or bike along the proposed route after improvements: _____   |



# SECTION 5 Infrastructure improvement request

Location - must be within 2 miles of school

Sidewalk, Bike Lane, Paved Shoulder or Shared Use Path

Traffic Controls

Traffic Data

| SECTION 5 – SPECIFIC INFRASTRUCTURE IMPROVEMENT(S) REQUESTED  |  |                            |
|---|--|----------------------------|
| A. LOCATION   |  |                            |
| <i>Note: the entire proposed project must be within 2 miles of the school and in the attendance area for the affected schools.</i>  |  |                            |
| Request #1 St. Name: <input type="text"/>   | Maintaining Agency: <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> State |                            |
| From: <input type="text"/>  | To: <input type="text"/>   |                            |
| Project's closest point to school: <input type="checkbox"/> 0 to 1/2 mile; <input type="checkbox"/> 1/2 to 1 mile; <input type="checkbox"/> 1 to 1 1/2 miles; <input type="checkbox"/> 1 1/2 miles+   |  |                            |
| Request #2 St. Name: <input type="text"/>   | Maintaining Agency: <input type="checkbox"/> City <input type="checkbox"/> County <input type="checkbox"/> State |                            |
| From: <input type="text"/>  | To: <input type="text"/>   |                            |
| Project's closest point to school: <input type="checkbox"/> 0 to 1/2 mile; <input type="checkbox"/> 1/2 to 1 mile; <input type="checkbox"/> 1 to 1 1/2 miles; <input type="checkbox"/> 1 1/2 miles+   |  |                            |
| See Attachment for additional project sites: <input type="checkbox"/>   |  |                            |
| Discuss the projects' proximity (within 2 miles) to other facilities which might also benefit from the project, such as other schools or colleges, parks, playgrounds, libraries, or other pedestrian destinations:<br><input type="text"/> |  |                            |
| B. SIDEWALK, BIKE LANE, PAVED SHOULDER, OR SHARED USE PATH  |  |                            |
| <input type="checkbox"/> Continuation of Existing Sidewalk  | <input type="checkbox"/> New Sidewalk  |                            |
| <input type="checkbox"/> Continuation of Existing Bike Lane   | <input type="checkbox"/> New Bike Lane (includes re-striping or reconstruction)                                  |                            |
| <input type="checkbox"/> Continuation of Paved Shoulder   | <input type="checkbox"/> New Paved Shoulder  |                            |
| <input type="checkbox"/> Continuation of Shared Use Path  | <input type="checkbox"/> New Shared Use Path   |                            |
| Comments: describe below your requests in detail, including location, length, side of road, etc   |  |                            |
| Request #1: <input type="text"/>  |  |                            |
| Request #2: <input type="text"/>  |  |                            |
| See Attachment for additional project sites: <input type="checkbox"/>   |  |                            |
| Describe any other requests: <input type="text"/>   |  |                            |
| C. TRAFFIC CONTROLS   |  |                            |
| Mark all that apply in regard to traffic control devices:   |  |                            |
| <input type="checkbox"/> We have all necessary traffic control devices (Proceed to E)   | <input type="checkbox"/> We need other school-related signals or beacons   |                            |
| <input type="checkbox"/> We need pedestrian signals (features)  | <input type="checkbox"/> We need other school-related signs  |                            |
| <input type="checkbox"/> We need traffic signs  | <input type="checkbox"/> We need other roadway markings  |                            |
| <input type="checkbox"/> We need marked crosswalks  |  |                            |
| Describe the existing and needed traffic controls: <input type="text"/>   |  |                            |
| D. TRAFFIC DATA   |  |                            |
| <i>Notes: Posted Speed Limit is required. AADT stands for Average Annual Daily Traffic</i>  |  |                            |
| St 1: Posted Speed Limit: <input type="text"/>  | Operating Speed: <input type="text"/>  | AADT: <input type="text"/> |
| St 2: Posted Speed Limit: <input type="text"/>  | Operating Speed: <input type="text"/>  | AADT: <input type="text"/> |



# SECTION 6 Cost Estimate

Construction Cost

Maintenance of Traffic (MOT)

Mobilization

Subtotal

Total Construction Cost

Professional Engineering Design

Construction Engineering and Inspection

Who prepared this cost estimate? List their contact information.

## SECTION 6 – COST ESTIMATE

This is designed to give FDOT a reasonable estimate of the cost of project. Make this cost estimate as accurate as possible as we do not allow contingency.

FDOT District contact in the Estimates Offices can help you with your cost estimate ([directory](#)):

Projects must follow appropriate design criteria. Projects on the State Highway System must follow the criteria in the Plans Preparation Manual (PPM) and FDOT Design Standards. Projects on local systems must meet the minimum the minimum standards and criteria in the Manual of Uniform Minimum Standards for Design, Construction and Maintenance for streets and Highways (Florida Greenbook). These documents can be found on FDOT's web site at: <https://www.fdot.gov/roadway>

|   |                      |
|---|----------------------|
| Construction Cost                       | <input type="text"/> |
| Maintenance of Traffic (MOT)            | <input type="text"/> |
| Mobilization                            | <input type="text"/> |
| Subtotal                                | <input type="text"/> |
| Total Construction Cost                 | <input type="text"/> |
| Professional Engineering Design         | <input type="text"/> |
| Construction Engineering and Inspection | <input type="text"/> |
| <b>GRAND TOTAL</b>                      | <input type="text"/> |

Printed name of person preparing detailed cost estimate:

Contact #:

Email:

Signature:

Date:





# SECTION 7 - Submission Checklist

## SECTION 7 - SUBMISSION CHECKLIST

**Notes:** *These will be counted toward total application score.*

- Application
- SRTS Meeting Public Notification
- Meetings Sign in Sheet & Minutes
- Student In-Class Travel Tally Data Summary
- Parent Survey Data Summary
- Proof of Right of Way
- Letters of Public Support (up to 5)
- Documentation Affected Homeowners were Notified
- Documentation of Hazardous Walking Condition (if applicable)
- Request for Funding Cost Estimate
- Before Color Pictures (jpg format)
- Color Project Map Showing School Location
- Map Showing Existing Conditions
- Map Showing Proposed Improvements
- Map Showing Where Students Attending School Live
- Traffic/Engineering Report Evaluating the Problem (if applicable)
- Signal Warrants (if applicable)



# GAP (Grant Application Program)

**SunTrail workflows CIGP**

**GAP**

**SCRAP**

**efficiently leverage**

**SCOP analysis**

**accurate new**

**Landscaping process**

**LAPIT**

**SRTS**

**collect management data**  
**TRIP**

**modernized uniformly**



# GAP (Grant Application Process)

**S** system@blackcatgrants.com | Taylor, Sarita  
**FLGAP: Access Information**  
i You replied to this message on 7/17/2019 3:11 PM.

Action Items

---

**Sarita:**

Your FL GAP user access information has been created and is as follows:

**Username: staylor**

Click link to setup your password: [Click here.](#)

**SET YOUR PASSWORD HERE**

You can find the FL GAP application at <http://www.flgap.com>. Please login as soon as possible to

If you require immediate assistance, please call the FL GAP Support Line at 888-238-9707. If you

Thank you,

FL GAP Support Team  
FL-ADM-1

**USERNAME**

**BOOKMARK THIS  
LINK TO GAP LOGIN**



# GAP (Grant Application Process)

Make sure you are registered

- Username
- Password





# GAP - Dashboard



Test Test - [My Account](#) | [Logout](#) | [Help](#)

System Version 1.0.42

Dashboard

Projects

Applications

Organizations

Resources

Reports

Contracts

Dashboard

Switch User:

## Dashboard

### WELCOME MESSAGE

**Welcome to Florida Grant Application Program!!**

We have a new modernized system to allow us to collect more accurate data; process workflows more efficiently and uniformly; and to leverage our data and analysis from all facets of grants management.

### Project Watch List

### Submitted Grant Application

There are no submitted grant applications. Please visit the [applications sections](#).



# GAP - Applications

FDOT Becky Rivett - [My Account](#) | [Logout](#) | [Help](#)  
System Version 1.0.42

Dashboard Projects **Applications** Organizations Resources Reports Contracts

Switch User: Becky Rivett ▼

### Applications

Existing Applications **New Opportunities**

| Year                 | Organization     | Application           | Status          |
|----------------------|------------------|-----------------------|-----------------|
| <a href="#">2019</a> | Charlotte Harbor | Safe Routes to School | Not Submitted   |
| <a href="#">2019</a> | Charlotte Harbor | Safe Routes to School | Review Complete |
| <a href="#">2019</a> | Charlotte Harbor | Safe Routes to School | Review Complete |
| <a href="#">2019</a> | Charlotte Harbor | Safe Routes to School | Not Submitted   |
| <a href="#">2019</a> | Charlotte Harbor | Safe Routes to School | Not Submitted   |

Powered by Panther

Dashboard Projects Applications **Organizations** Resources Reports Contracts

Switch User: Becky Rivett ▼

### Applications

Existing Applications **New Opportunities**

**Application:** Safe Routes to School  
**Year:** 2019 **Application Deadline:** 7/31/2019 12:00:00 AM

[Details](#) [Apply](#)

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# GAP (Grant Application Process)

Add purpose

Dashboard Projects Applications Organizations Resources Reports Contracts

Switch User:

## Application

**Application:** Safe Routes to School      **Application Deadline:** 7/31/2019 12:00:00 AM  
**Organization:** Charlotte Harbor      **Year:** 2019      **Status:** Not Submitted     

### Application Form(s)

Before you can submit this application, you must upload all required documents.

| Documents                           |   |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <a href="#">Download</a> - Application                    |
| <input checked="" type="checkbox"/> | <a href="#">Download</a> - Safe Routes To School Estimate |
| <input checked="" type="checkbox"/> | Photos of Project   |

| Optional                            | Required Uploaded                   | Required Incomplete      |
|-------------------------------------|-------------------------------------|--------------------------|
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

- Application
- SRTS Meeting Public Notification
- Meetings Sign in Sheet & Minutes
- Student In-Class Travel Tally Data Summary
- Parent Survey Data Summary
- Proof of Right of Way
- Letters of Public Support (up to 5)
- Documentation Affected Homeowners were Notified
- Documentation of Hazardous Walking Condition (if applicable)
- Request for Funding Cost Estimate
- Before Color Pictures (jpg format)
- Color Project Map Showing School Location
- Map Showing Existing Conditions
- Map Showing Proposed Improvements
- Map Showing Where Students Attending School Live
- Traffic/Engineering Report Evaluating the Problem (if applicable)
- Signal Warrants (if applicable)



# GAP (Grant Application Process)



FLORIDA DEPARTMENT OF TRANSPORTATION  
FLORIDA'S SAFE ROUTES TO SCHOOL  
INFRASTRUCTURE APPLICATION

500-000-30A  
SAFETY  
06/19  
Page 1 of 7

## SECTION 1 – SCHOOL, APPLICANT, MAINTAINING AGENCY & M/TPO INFORMATION

**Notes:** Signatures confirm the commitment of the School, Applicant and Maintaining Agency to follow the Guidelines of the Florida's Safe Routes to School Program. The School is responsible for the parent's surveys and student tallies before and after the project is built. It is also responsible for promoting safe walking and biking to and from school. The Maintaining Agency is generally responsible for entering into a Local Agency Program (LAP) agreement with the FDOT to design, construct, &/or maintain the project. Districts have the option to design and/or construct it, but the Maintaining Agency is always responsible for maintaining the project. Check with your District to see how they are handling these issues.

### SCHOOL INFORMATION

SCHOOL NAME: \_\_\_\_\_

SCHOOL ADDRESS: \_\_\_\_\_

COUNTY: \_\_\_\_\_ CITY: \_\_\_\_\_ ZIP: \_\_\_\_\_

TYPE: Select \_\_\_\_\_ CONGRESSIONAL DISTRICT: \_\_\_\_\_

PRINCIPAL'S NAME: \_\_\_\_\_  
(Printed)

PHONE #: \_\_\_\_\_ EMAIL: \_\_\_\_\_

PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

### APPLICANT INFORMATION

APPLICANT: \_\_\_\_\_ TITLE: \_\_\_\_\_

NAME OF APPLICANT AGENCY/ORGANIZATION: \_\_\_\_\_





# GAP (Grant Application Process)

## Project(s)

[Attach](#)

| Description            | Line Item | Year | Description | Net Project Cost |
|------------------------|-----------|------|-------------|------------------|
| No records to display. |           |      |             |                  |

## Budget Request Summary

| Budget Category | Net Project Cost | Total FTA Portion of<br>Net Project Cost (max. allowed) | Total Minimum<br>Required Local Match | Additional Local Funds |
|-----------------|------------------|---|---------------------------------------|------------------------|
| Total           | \$0              | \$0   | \$0                                   | \$0                    |

## Budget Summary

|                  |     |
|------------------|-----|
| Budget           |     |
| Budget           |     |
|                  |     |
| Total Expenses   | \$0 |
| Total Revenue    | \$0 |
| Net Project Cost | \$0 |



# GAP (Grant Application Process)

## Comments

### Comments

### Update By

No records to display.

Insert

## History Log

### Status

### Comments

### Updated By

### Date

No records to display.



# District SRTS Coordinators

| Dist | Contact           | Phone        | Email  |
|------|-------------------|--------------|--|
| 1    | John Kubicki      | 863-519-2447 | <a href="mailto:John.Kubicki@dot.state.fl.us">John.Kubicki@dot.state.fl.us</a>           |
| 2    | Jennifer Graham   | 904-360-5636 | <a href="mailto:Jennifer.Graham@dot.state.fl.us">Jennifer.Graham@dot.state.fl.us</a>     |
| 3    | Barbara Lee       | 850-330-1428 | <a href="mailto:Barbara.Lee@dot.state.fl.us">Barbara.Lee@dot.state.fl.us</a>             |
| 4    | Thomas Miller     | 954-777-4073 | <a href="mailto:Thomas.Miller@dot.state.fl.us">Thomas.Miller@dot.state.fl.us</a>         |
| 5    | Chad Lingenfelter | 386-973-5336 | <a href="mailto:Chad.Lingenfelter@dot.state.fl.us">Chad.Lingenfelter@dot.state.fl.us</a> |
| 6    | Leanne Garcia     | 305-470-5311 | <a href="mailto:Leanne.Garcia@dot.state.fl.us">Leanne.Garcia@dot.state.fl.us</a>         |
| 7    | Matthew Nance     | 813-975-6251 | <a href="mailto:Matthew.Nance@dot.state.fl.us">Matthew.Nance@dot.state.fl.us</a>         |



# WRAP UP & QUESTIONS

- Safe Routes projects take a lot of work and effort, but are definitely worth it.
- It takes all of the 5 E's to have a successful SRTS program.
- Help is available with the application process.

**QUESTIONS???**