



# Minnesota Safe Routes to School Planning Assistance Grant Application Guide

October 2024



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Contents

Safe Routes to School Planning Assistance Overview.....4

Resource: SRTS Handbook.....5

Additional Resources: SRTS Resource Center.....5

Eligible Applicants.....6

Funding Information.....6

Planning Staff Support – Rural Regions.....8

Planning Staff Support – Metropolitan Regions in Greater MN.....8

Planning Staff Support – Metro area.....8

Additional Options for Planning Staff Support.....8

Application Instructions and Submittal Date.....9

Informational Webinar and Office Hours.....9

Application Questions.....9

Application Notification.....9

Application Guidance.....9

2025- 2026 Planning Assistance Scoring Criteria and Review Process.....17

2025 – 2026 SRTS Planning Assistance Scoring Criteria.....18

## Safe Routes to School Planning Assistance Overview

These instructions are for Safe Routes to School (SRTS) planning assistance grant applications.

Through planning assistance awards, the Minnesota Department of Transportation (MnDOT) will support SRTS plans for K-12 schools across Minnesota. Successful applicants will receive planning assistance provided by the Regional Development Commission (RDC) or, if their services are not available, a statewide planning consultant. Plans will include an analysis of existing conditions, public outreach and identification of potential infrastructure and non-infrastructure solutions to help more children walk and bicycle safely to school. More information on the planning process and type of assistance available through this grant is available on the [SRTS webpage](#).

Applicants for planning assistance should be prepared to support plan development by providing information, completing an online assessment tool, surveying parents and students, helping to arrange and publicize public workshops, and participating in identifying local issues and solutions that will help more children walk and bicycle to school. Applicants should also be able to demonstrate a commitment to implementing the plan once it is complete.

The most successful way to increase bicycling and walking is through a comprehensive approach that includes strategies embedded in each of the “Six E’s”. [Learn more about the “Six E’s” on the SRTS website.](#)

- [Evaluation](#),
- [Equity](#),
- [Education](#),
- [Engineering](#),
- [Encouragement](#), and
- [Engagement](#)

**Please note: This plan is broader than engineering and infrastructure improvement identification.** The SRTS Plan will include programmatic activities that a School and/or School District should engage in. Therefore, partners should be apprised of the need for both school-based programs and city/county infrastructure improvements that may result from a SRTS Plan and be committed to these outcomes when applying.

**Planning awards are intended to begin work in July of 2025, completing work by June 2026.**

## **Resource: SRTS Handbook**

The [Minnesota SRTS handbook](#) is a great resource for getting started with Safe Routes to School.

The handbook was created in partnership with Minnesota Department of Health, the Minnesota Safe Routes to School Network and Minnesota Department of Transportation. We encourage you to use the handbook to assist in developing a SRTS team (required to apply) and while working your way through this application.

MDH's [Statewide Health Improvement Program \(SHIP\)](#) is working on Safe Routes to School initiatives throughout the state and may be helpful partners in the SRTS Planning process and implementation.

## **Additional Resources: SRTS Resource Center**

Looking for more information to get started? Visit [MnSRTS Resource Center](#) to find resources on SRTS [planning](#), [training](#), [education curriculum](#), [programs](#) and more.

## **Public Data**

Pursuant to Minn. Stat. §13.599 Names and addresses of grant applicants will be public data once responses are opened. All remaining data in proposed responses (except trade secret data as defined and classified in §13.37) will be public data after the evaluation process is completed (for the purposes of this grant, when all grant agreements have been fully executed). All data created or maintained by the Minnesota Department of Transportation as part of the evaluation process (except trade secret data as defined and classified in §13.37) will be public data after the evaluation process is completed (for the purposes of this grant, when grant agreements have been fully executed).

## **Record Keeping and Audit**

Generally accepted accounting principles (GAAP) refer to a common set of accepted accounting principles, standards, and procedures that a recipient, and any third-party contractor, and their accountants must follow when they compile their financial statements. (See also Minn. Stat. section 15.17, subd. 1) The records must permit audit verification of

grantee cost allocations claimed during the contract period. It is important to keep good records for all labor and material expenditures. Only reasonable costs directly related to and necessary for conducting the business of the public transit system are allowed. A cost is considered reasonable if, in its nature or amount, it does not exceed that which would be incurred by a prudent person as ordinary and necessary for the operations. Regardless of when an expense invoice is received or paid by the grantee, the expense must be billed to MnDOT in the grant agreement period in which the expense was incurred. If applicable, the financial records of the recipient must be audited. Audits occur by the MnDOT audit department and when applicable, as part of an independent audit.

## **Eligible Applicants**

To ensure that the SRTS program is available to a broad range of stakeholders that represent students, both public and non-profit entities may submit applications for funding. Eligible groups include (but are not limited to):

- Schools, both public and private
- School Districts
- Cities
- Counties
- Federally Recognized Tribal Nations
- Regional Development Commissions
- Metropolitan Planning Organizations

Applicants are encouraged to include multiple schools on an application whenever the schools can realistically coordinate on a plan by sharing one SRTS team, conducting joint public outreach meetings, developing shared assessments, and creating one completed SRTS plan to cover all of the schools in their community. It is up to each applicant to determine what will work best in the community, but effective school clusters would likely share the same city or school district and have some geographic proximity. Each school included in the plan would be expected to complete its own parent/caregiver and student surveys, walking/biking assessment, and online assessment tools. Specific action steps would be identified in the plan for each school.

## **Funding Information**

This solicitation will award up to \$400,000 of federal and state Safe Routes to School funds and does not require a local match. MnDOT enters into a contract directly with the Regional Development Commission and/or a statewide planning consultant to provide planning services to the successful applicant.

**Please note: The local community does not receive funding directly from MnDOT, rather a consultant or RDC will lead and complete the plan with the school and local community.**

### **Is Safe Routes to School Planning the best fit for your needs?**

Are you lacking school involvement in this application? Do your goals better align

with a broader community scale plan that does not focus on school walk/bike zones?

→ Applicants who may be interested in advancing biking, walking and rolling throughout the community **may want to consider a community wide Active Transportation Planning Assistance grant** that can support those broader efforts and does not require school involvement and are funded through a separate program than SRTS.

→ [Active Transportation Planning Assistance information.](#)

## **Planning Staff Support – Rural Regions**

Successful applicants for SRTS planning assistance in rural regions will receive staff support from the local Regional Development Commission (RDC) wherever RDCs are available. Schools in non-RDC areas will work with a MnDOT planning consultant. Minnesota's RDCs have expertise in community planning, have existing relationships with important stakeholders, and have received training specifically in SRTS plans.

Schools should contact their RDC planners early in the application process to inform them of the intent to apply and ensure they are available to support the plan. [RDC contact information is available online.](#)

MnDOT will enter into a contract directly with the RDC to complete a plan for each school or school cluster in the region. MnDOT will work with the RDCs to develop budgets and select SRTS planning locations for 2025-2026. Grant reporting and outcome expectations are the responsibility of the RDC.

## **Planning Staff Support – Metropolitan Regions in Greater MN**

Applicants in metropolitan regions should contact MPO staff to inform them of the intent to apply for SRTS planning assistance, using the [contact information available online.](#)

If the MPO is available to support the plan, the MPO will work with MnDOT to determine the budget and selection of school locations. Grant reporting and outcome expectations are the responsibility of the MPO.

## **Planning Staff Support – Metro area**

**\*Applicants in the Twin Cities metro area should not contact the Metropolitan Council, these communities will work directly with MnDOT's statewide planning consultant.\***

Schools in metropolitan areas where the MPO is not available to perform the work, including in the Twin Cities metro area, and those schools located in areas of Minnesota that do not have an RDC or MPO ([Regions 10 and 7W, shown on the map](#)) will work with a planning consultant provided by MnDOT. Grant reporting and outcome expectations are the responsibility of the planning consultant.

## **Additional Options for Planning Staff Support**

There are other options available for planning assistance. For example, schools in an MPO area may partner with a neighboring RDC when applicable. Tribal schools may want to partner with their local Tribal Authority. If you have any questions about these options or working with your RDC or planning consultant, [contact the SRTS Program](#) for more information.



## Application Instructions and Submittal Date

Completed applications must be submitted online by **5 p.m. on Friday, January 17, 2025** and must include:

1. Completed all questions in the [online application form](#)
2. Agreement to the two clauses in the boxes at the end of the application
3. At Least two letters of support uploaded with application

The application must be completed and submitted online. If you are unable to do so, please contact [SafeRoutes.DOT@state.mn.us](mailto:SafeRoutes.DOT@state.mn.us) early to identify an appropriate solution.

## Informational Webinar and Office Hours

- **Recorded Presentation:** A recorded SRTS program informational presentation going over SRTS application requirements will be provided to view at your convenience. You can view the SRTS application requirements here: [MnSRTS Planning Assistance web page.](#)
- **SRTS Virtual Office Hours:** These office hours are designed for you to engage directly with our SRTS team on questions, challenges or guidance. There is no agenda; rather questions are addressed as attendees join.
  - [1st Monday of the Month at 3:00 PM](#)
  - [3rd Wednesday of the Month at 8:30 AM](#)
- **Questions:** Any additional questions may be directed to [saferoutes.dot@state.mn.us](mailto:saferoutes.dot@state.mn.us). All questions posed at the office hours or by email will be posted to the webpage. This will be updated on Mondays and closes January 20, 2025.

## Application Questions

If you have questions about the program or application, please submit them to [SafeRoutes.DOT@state.mn.us](mailto:SafeRoutes.DOT@state.mn.us). The questions and answers will be posted on the MnDOT SRTS website by Monday of the following week.

## Application Notification

Awards for planning assistance will be announced in spring 2025 and grantees will begin work in fall 2025. This application does not obligate MnDOT to award any grants, and MnDOT reserves the right to cancel this solicitation or any awards as it deems necessary.

## Application Guidance

The grant application is online. Use this guide to assist in answering the questions. Information on evaluation criteria will follow this section.

## **Part A: Project Lead Contact Information**

When determining who the lead contact should be for the application, please list the designated contact from the main applicant organization and their contact information. The individual listed will be notified of the grant award and will be expected to work with the consultant to organize their SRTS team in the fall if awarded.

## **Part B: Project Information**

### **1. Have you applied for Planning Assistance in the last 5 years?**

- a. To the best of your knowledge, please identify if you have been a previous applicant for planning assistance whether you were awarded the grant or not. You may reference the [SRTS Visualizing tool](#) to view all previously funded communities. This question is not scored but may be used by the review committee for geographic parity.

### **2. Where in the state of Minnesota are you looking for planning assistance?**

- a. MnDOT uses contracts with various types of organizations to provide SRTS planning assistance for schools and communities. Please select the option that applies to your community. See page 11 for planning staff support details. If you are unsure, please reach out to [SafeRoutes.DOT@state.mn.us](mailto:SafeRoutes.DOT@state.mn.us).

### **3. How many total school sites will be involved?**

- a. Applicants are encouraged to include multiple schools including public, private and charter schools where applicable on an application whenever the schools can realistically coordinate on a plan by sharing one SRTS team, conducting joint public outreach meetings, developing shared assessments, and creating one completed SRTS plan to cover all of the schools in their community.
- b. It is up to each applicant to determine what will work best in the community, but effective school clusters would likely share the same city or school district and have some geographic proximity.
- c. Each school included in the plan would be expected to complete its own parent/caregiver and student surveys, walking/biking assessment, and online assessment tools. Specific action steps would be identified in the plan for each school.
- d. You may reference the [SRTS Visualizing tool](#) to view all previously funded communities to determine who could or should be included in this application and future planning process.

### **4. What type of plan are you looking for?**

MnDOT is asking applicants to rank the following types of planning assistance and select the planning assistance type that best suits the school and community needs.

- School or multi-school SRTS plan
- SRTS plan update (allowable after 5 years)
- School district or city-wide SRTS plan

**5. Please describe why you are requesting a certain type of planning support and the need for Safe Routes to School programming in your community:**

Please also provide the rationale for why you selected the plan type. An example would be “there has been significant staff turnover since 2018 and infrastructure improvements have been implemented, so a plan update will help relaunch local SRTS efforts and identify next steps with a shared vision.”

→ Applicants who may be interested in advancing biking, walking and rolling throughout the community **may want to consider a community-wide Active Transportation Planning Assistance grant** that can support those broader efforts and does not require school involvement. [Active Transportation Planning Assistance information.](#)

**6. Are there any existing plans or proposed referendums to relocate or build new schools in your community in the next 5 years?**

If there are any discussions, proposals or upcoming referendums that would adversely affect the Safe Routes to School work, please describe those circumstances further. This question is not scored but may be helpful providing context on the need for Planning Assistance.

**7. Are there any policies at the school, school district or local community that affect students walking or biking?**

Please describe any School policies that may or may not support walking, biking and rolling to school. Examples could include school policies restricting walking/biking by age, restricting mode choice, or common travel routes that the city has policies restricting biking/walking on. This question is not scored but may be helpful in providing context on the need for Planning Assistance.

### **Part C: School Information**

**8. Complete a drop down for each school that is proposed in this application.**

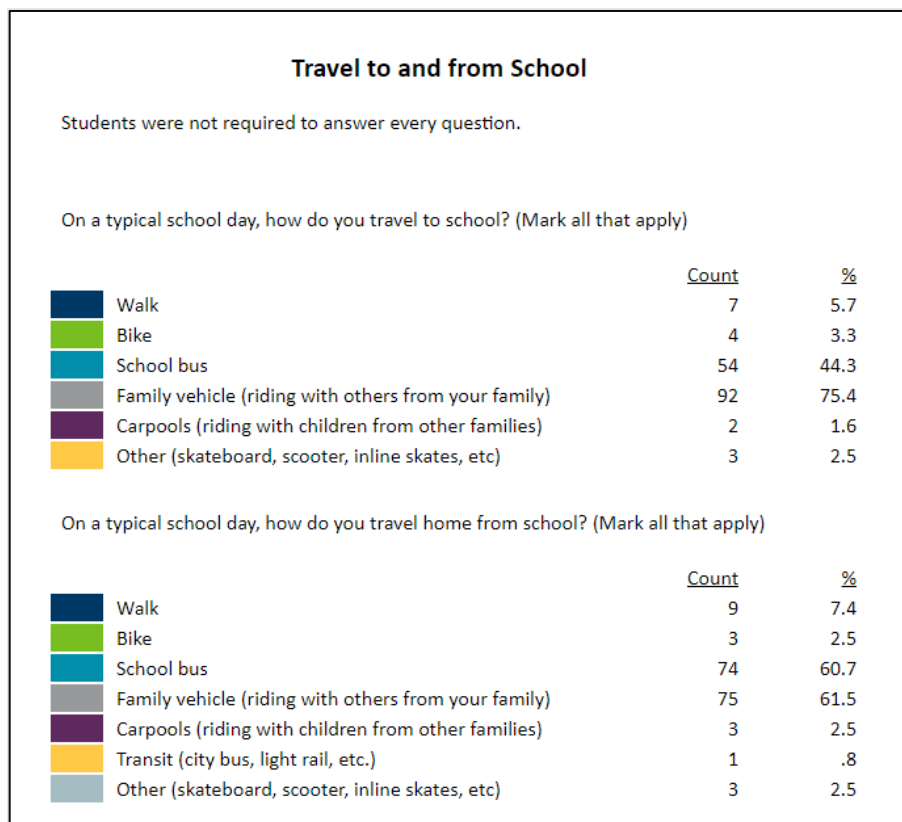
Listing each school helps to identify the reach and impact of this planning assistance proposal while also helping to determine the cost associated with the potential consultant that MnDOT will contract with. Please provide the most current data available.

- **Busing information** should be available from the school administration or School Transportation Director.
- Percentage of students **living in the walk or bike zone** is the total number of students who “could” be walking, biking or rolling. This data shows the opportunity for improvement in mode shift.
- Percentage of students **currently** walking, biking or rolling should be the actual number of students who walk, bike, or roll to or from school. This data can be collected through [Student Tallies](#) conducted by school staff.

**Additional way to identify the “actual” travel rates by students.** If the school(s) participated in the 2022 [Minnesota Student Survey](#), you can [view the school/school district data](#) report by reviewing the “school” data in the category for the most recent year the report was available as shown below.

Level	District	▼	<b>Run Report</b>
Name	FERGUS FALLS PUBLIC SCHOOL DISTRICT	▼	
Year	2022	▼	
Category	School	▼	
Report	ALL	▼	
Grade	Grade 5	▼	
Demographics	ALL	▼	

Below is an example of the data that can be found in the “school” category of the Minnesota Student Survey.



## STEPP Score: Student Transportation Equity for Priority Populations

The [Student Transportation Equity for Priority Populations \(or STEPP\) tool](#) was developed to support equitable scoring during the Safe Routes to School grant application process. The STEPP tool uses a variety of metrics related to reaching priority populations and allows grant applicants to quickly look up the equity score for schools identified in their application. Providing these score(s) will make it easier for the grant review team to perform a more objective analysis of your application.

In alignment with the [2020 MnSRTS Strategic Plan](#), this tool allows for centering equity within the MnSRTS program. The Strategic Plan includes strategies that strive to achieve equitable outcomes by developing and distributing tools, resources, and funding that prioritize communities who are more likely to rely on walking or biking for transportation, are more vulnerable to unsafe traffic conditions, or have experienced historic disinvestment.

The STEPP tool uses five indicators to identify [priority populations](#) in Minnesota, providing a picture of areas across the state higher need for Safe Routes to School assistance. In order to be more equitable in the allocation of resources, MnSRTS will award application points based on these measures.

This question requires you to either search for school(s) involved on the [Student Transportation Equity for Priority Populations tool map or download the excel spreadsheet with school names](#), look up the school(s) name and enter the score associated with that school on your application. In the case of multiple schools, please enter the individual score for each school in your school information data.

[Learn more about equity scoring with the Student Transportation Equity for Priority Populations \(STEPP\) tool.](#)

→ ***If your school is not listed on the STEPP tool:***

Private Schools and Charter Schools may not have data in the STEPP score if MDE did not have data associated with the school(s). These schools may either opt into the lowest STEPP score available (zero) for schools, or provide the data needed (listed below) to develop a STEPP score by emailing [saferoutes.dot@state.mn.us](mailto:saferoutes.dot@state.mn.us) . The MnSRTS program will then collaborate with you to help build your score. in

- Students of Color or American Indian
- English Language Learners
- Free and Reduced-Price Lunch Eligibility
- Student Receiving Special Education Services
- Students Experiencing Homelessness

To find out more on School data from Minnesota Department of Education (MDE), please visit the [MDE Data Center](#).

***How will the STEPP score impact our application?***

To counter the subjective nature of evaluating equity, the equity score is intended to balance the scales between schools and help identify communities with populations that may have experienced historic disinvestment.

As an example of how the score is used, in evaluating the Boost grant, the number of points received is equal to the equity score. The STEPP score is valued at 40 points out of a total 120 points available for the application. For example, if a school's equity score is a 4 and there are 5 available points, the outcome would be  $(4/5) \times 40 = 32$ . In this example, the application would receive 16 points for this section.

**9. In addition to the STEPP score for equity listed above, please describe any equity needs that your school, school district, or community may need to address throughout this planning process.**

This question allows you to provide additional context of the equity needs within your community, school, or school district. While a STEPP score may be low, there may be a high priority need for improvements connecting students in low-income house with the school. This question is your opportunity to further explain equity needs that may have not been recognized by the equity score.

**Part D: SRTS Team Members and Local Support**

A robust, well rounded and active Safe Routes to School team is critical for the successful development and implementation of a Safe Routes to School Plan. The applicant should aim to demonstrate individual commitment to the team from a variety of sectors.

**10. Is your SRTS Committee Established?**

- a. If you have a team that has met within the past year or more, please check the box that you have a SRTS Team that has been pulled together. This would also be appropriate even if you plan to expand your team to additional members.
- b. Provide a list of partners who have agreed to participate in the process if Planning Assistance is awarded. These partners will be expected to be engaged throughout the planning process, please do not just list names without confirming their support of this application and agreement to participate throughout the entire year of SRTS plan development.

Examples of partners who would be helpful in a SRTS planning process include: School Principal, Superintendent, School District Transportation staff, P.E. teachers, Crossing Guards, Student Safety Patrol Advisor, Local Road Authority (City, County, MnDOT District Engineer/Planner), School Resource Officer or local law enforcement, City Staff, SHIP/Public Health, School District staff, School Board members, elected officials, Parents, Community Members, Students, Teachers, Bicycle or Walking group

representatives, or other community stakeholders with a clearly-identified interest in this area of work.

**11. Please provide the SRTS Team following information in the question table:**

- Provide names and/or titles of active/committed team members
- Provide their role on the team and how they will contribute to plan development and implementation. Examples of roles may include: team lead, city planning support, parent outreach, etc. Consider the unique skills, knowledge or connections that could be valuable to the planning process. More ideas on how various team members can contribute to a SRTS team are [available on this stakeholder list](#).

**Part E: Local Support**

**12. How will Safe Routes to School planning efforts support school and/or school district goals, policies, or address emerging needs related to school transportation, biking and walking education, or improving health of students and staff?**

Please describe any goals, policies or programs that SRTS could support within the school and/or school district. These existing efforts may help the SRTS plan be implemented once complete. One example could be rebuilding the School Wellness Committee and updating the School Wellness policies to incorporate SRTS programming.

**13. How will the Safe Routes to School planning efforts support the local community goals for transportation, health, or sustainability efforts?**

Please describe any goals, policies or programs that SRTS could support in the community that may help the SRTS plan be implemented once complete to support those efforts, goals, or emerging needs. Examples could include adopting a Complete Streets policy, becoming a GreenStep City, updating the City's Comprehensive Plan, Long Range Transportation Plan, Bike Plans, or Pedestrian Plans, or developing a Sustainability Plan.

**14. Please describe any school activities related to walking, biking and rolling that have occurred in the last three years?**

Using the 6E's- [education, encouragement, engagement, equity, engineering and evaluation](#)- briefly discuss any specific activities that currently happen in your school or community or have occurred within the last three years.

Examples may be student safety patrol, bike education, Walk and Bike to School Day participation, Bike Rodeos, or other programs supporting education or encouragement for students, staff and their families.

**15. Please describe any community activities related to walking, biking and rolling that have occurred in the last three years?**

Using the 6E's- [education, encouragement, engagement, equity, engineering and evaluation](#)- briefly discuss any specific activities that currently happen in your school or community or have occurred within the last three years. Examples may be community bike rodeos, law enforcement efforts related to bike education, helmet giveaways by Injury Prevention Specialists associated with your local healthcare system, community education classes around biking commuting or bike maintenance, group bike rides, or other [Walk Friendly/Bike Friendly Community](#) efforts.

**16. How will the local team ensure the plan is implemented after the planning process is complete?**

Please describe how the committee will sustain momentum from the conclusion of the SRTS Planning process in the spring of 2026 and how they plan to shift their focus towards implementation of the strategies proposed in the plan. This may include who will take the lead after the planning consultant has concluded their work, who will continue to facilitate meetings, who hold partners accountable for their action steps, and who will help seek funding or resources for implementation. A plan is only as good as the team who will use it!

**Part F: Letters of Support**

Please attach the following letters of support:

1. Principal or school administrator letter of support for each school listed in the planning application.
2. Letter of support from the local government (City/County Administrator, City/County Planner, Mayor, City/County Engineer, etc)

To earn maximum points for Letters of Support, please ensure the letters are unique, identify their role in the SRTS Planning process, and how they can support plan implementation.



## **2025- 2026 Planning Assistance Scoring Criteria and Review Process**

Applications will be evaluated using the following criteria:

- The application was submitted by the deadline (January 17<sup>th</sup>, 2025 at 5pm)
- The application is complete
- The application meets eligibility requirements

**Part C - Part F will be evaluated using the criteria on page 18.**

Grant review committees include internal MnDOT staff and external stakeholders from the SRTS Statewide Steering Committee. Reviewers are required to complete Conflict of Interest form and Affidavit of Non-collusion to ensure their objectivity in reviewing the applications. Applications are reviewed in two committees: Statewide Planning Consultant Areas in the Metro and RDC Planning Areas in greater MN to help focus on geographic parity.

Geographic parity will be considered prior to funding the same community/school district multiple times.

## 2025 – 2026 SRTS Planning Assistance Scoring Criteria

QUESTIONS	In order to get points indicated, the response meets these criteria:
<p><b>Part A and B</b> These sections are reviewed by the selection committee for context, but not scored.</p>	<p>No points are awarded for completion of this section, but it must be filled out completely for eligibility purposes.</p>
<p><b>Part C:</b> The school information sheets will be ranked by the committee on the following criteria:</p> <p>A) <b>Potential opportunity to get more students walking and biking and/or increase safety for those that already are walking and biking.</b> Data from the School information sheet for these points are:</p> <ul style="list-style-type: none"> <li>• Distance eligibility for busing</li> <li>• % of Students covered by busing</li> <li>• % of students covered by hazard busing</li> <li>• % of students living in the walk or bike zone</li> <li>• % of students currently walking, rolling or biking to school</li> </ul> <p>B) <b>STEPP Score</b> - equity score to prioritize resources towards marginalized populations and communities</p> <p>C) <b>Equity narrative (question 9):</b> In addition to the STEPP score for equity listed above, please describe any equity needs that your school, school district, or community may need to address throughout this planning process:</p>	<p><b>A) Opportunity: 0-15 points</b>  <b>0-5 points-</b> Student information is missing; there are few, if any, students who will benefit from this grant  <b>5-10 points-</b> Some of the information is present; there is potential to reach new students from the data provided  <b>10-15 points-</b> The information is complete; the project would have likelihood of increasing safety for existing walkers/bikers and/or significantly increasing the number of students who walk and bike</p> <p><b>B) STEPP score: 0-40 points</b>  The number of points received for the equity score are a function of the school's equity score as a percentage multiplied by the number of points available.   For example, if a school's equity score is a 4 and there are 5 available points, the outcome would be <math>(4/5) \times 40 = 32</math>. In this example, the application would receive 16 points for this section. In the case of multiple schools, we will use the average of all schools in the application.</p> <p><b>C) Equity narrative: 0-5</b>  The successful applicant will clearly describe an equity need unique to their community, provide equity data, or offer engagement data highlighting the needs for a SRTS plan to address equity</p>
<p><b>Part D: SRTS Team</b></p> <p>A) Provide information on the SRTS team that has, or will be, pulled together for the Planning Process.</p>	<p><b>0-20 points</b>  <b>0-9 points-</b> most of the team is missing or is not yet identified  <b>10-15 points-</b> there is a good mix of team members, could use more support  <b>16- 20 points-</b> there is a good mix of team members, and all the necessary partners are involved and have clear and unique roles</p>

<p><b>Part E: Local Support</b></p> <p>11. How will Safe Routes to School planning efforts support school and/or school district goals, policies, or address emerging needs related to school transportation, biking and walking education, or improving health of students and staff?</p> <p>12. How will the Safe Routes to School planning efforts support the local community goals for transportation, health, or sustainability efforts?</p> <p>13. Please describe any school activities related to walking, biking and rolling that have occurred in the last three years?</p> <p>14. Please describe any community activities related to walking, biking and rolling that have occurred in the last three years?</p> <p>15. How will the local team ensure the plan is implemented after the planning process is complete?</p>	<p><b>11. 0-5 points</b> The successful applicant will clearly describe how SRTS fits into their school goals.</p> <p><b>12. 0-5 points</b> The successful applicant will clearly describe how SRTS fits into their community goals.</p> <p><b>13. 0-5 points</b> <b>0 points-</b> no SRTS work is occurring <b>1-3 points-</b> some work has happened in the past or is occurring in some of the E areas <b>5 points-</b> SRTS programs are happening, and clearly described in application</p> <p><b>14. 0-5 points</b> <b>0 points-</b> no SRTS work is occurring <b>1-3 points-</b> some work has happened in the past or is occurring in some of the E areas <b>5 points-</b> SRTS strategies have been implemented, and are clearly described in application</p> <p><b>15. 0-10 points</b> The successful applicant has a strong plan to maintain momentum and ensure the plan will be implemented after the plan is completed and consultant completes their work.</p>
<p><b>Part F: Letters of Support attached</b></p>	<p><b>0-10 points</b> – Letters are unique in nature, describing each individual or organization’s role in planning and implementation.</p>
<p><b>Agreements</b></p>	<p>Not scored, but boxes must be checked to advance</p>
<p><b>Application Total</b></p>	<p>_____points/ <b>120 points</b></p>