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

Due: Thursday, February 20, 2014 10:00 a.m.

(LATE APPLICATIONS WILL **NOT** BE ACCEPTED)

Applications MUST be submitted by a MAG Member Agency ONLY

Amount Available: $400,000 per year

Maximum Amount per Program: $45,000

MARICOPA ASSOCIATION of GOVERNMENTS

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

General Instructions:

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

This application form includes:

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

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

Deadlines and Transmittal Instructions:

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

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

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

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

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

SAFE KIDS MARICOPA COUNTY - SAFE ROUTES FOR SAFE KIDS

MARICOPA COUNTY

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

Part D - Required Attachments

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

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

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

Required Attachments:

1) Proivde a map of the attendance boundary and the main walking/biking route. Clearly delineate and label the known walking/biking routes highlighting the main route to the designated school ingress/egress point(s) with the most vehicle, bike and pedestrian volumes. PDFs of a software-based map (CAD, ArcGis, etc) are preferred.

2) Please attach Letters of Support from all project partners. Letters of support should be written by partner agency contact. Signatories should include information on how their organization will be involved.

3) Please attach sample educational materials (including literature or curricula that have been used in the school/district in the past.

PART A - SPONSOR AGENCY CONTACT AND PROGRAM DESCRIPTION	
Contact Information	
1. Name of Sponsoring MAG Member Agency	Maricopa County
2. Sponsoring MAG Member Agency Contact Name	Elexia Torres
3. Phone Number of Sponsoring MAG Member Agency Contact	602-506-5783
4. E-Mail Address of Sponsoring MAG Member Agency Contact	ElexiaTorres@mail.maricopa.gov
5. Mailing Address of Sponsoring MAG Member Agency Contact	4041 N. Central Avenue, Suite 700, Phoenix, AZ 85012
Project Description	
6. Please provide the Project Title.	Safe Routes for Safe Kids
7. Please provide a concise, specific description of the program (250 character limit):	
SKMC will provide pedestrian/bicycle focused education and host International Walk to School Day & Bike Rodeo events with the three participating elementary schools in the Central/South Phoenix area, while providing incentives, technical support, & volunteers to other SRTS programs.	
8. Please list the k-8 school(s) to be included in the program and insert a map(s) as a required attachment (in part D) of the attendance area and the main	
(1.) Cloves Campbell Elementary, (2.) Linda Loma Elementary, and (3.) EAGLE College Prep Elementary	

PART B - SCHOOL/DISTRICT INFORMATION

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

School/District #1	
1. School/District Name	Cloves Campbell Elementary
2. School/District Address	2624 E South Mountain Avenue
3. School/District City, State, ZIP Code	Phoenix, AZ 85042
4. School/District Contact Name	Bill Collins
5. School/District Contact Email Address	william.collins@rsd.k12.az.us
6. School/District Contact Phone Number	602-304-3170
7. School/District Data Collection Contact Name	Juan Tarango
8. School/District Data Collection Contact Email Address	jtarango@phoenixchildrens.com
9. School/District Data Collection Contact Phone Number	602-933-3357

School/District #2	
1. School/District Name	Linda Loma Elementary
2. School/District Address	2002 E Clarendon Avenue
3. School/District City, State, ZIP Code	Phoenix, AZ 85016
4. School/District Contact Name	Stephanie De Mar
5. School/District Contact Email Address	sdemar@creightonschools.org
6. School/District Contact Phone Number	602-381-6080
7. School/District Data Collection Contact Name	Juan Tarango
8. School/District Data Collection Contact Email Address	jtarango@phoenixchildrens.com
9. School/District Data Collection Contact Phone Number	602-933-3357

School/District #3	
1. School/District Name	EAGLE College Prep Elementary
2. School/District Address	2450 W South Mountain Avenue
3. School/District City, State, ZIP Code	Phoenix, AZ 85041
4. School/District Contact Name	Cristina McKenney
5. School/District Contact Email Address	Cristina.McKenney@eagleprep.org
6. School/District Contact Phone Number	602-323-5400
7. School/District Data Collection Contact Name	Cristina McKenney
8. School/District Data Collection Contact Email Address	Cristina.McKenney@eagleprep.org
9. School/District Data Collection Contact Phone Number	602-323-5400

PART C-PROGRAM DESCRIPTION

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

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

No

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

[redacted] Yes [ ] No

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

[redacted] 2015 [redacted] 2016 [redacted] 2017

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

Number of schools: 3

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

	School/District 1	School/District 2	School/District 3
Please provide the school/district name	Cloves Campbell	Linda Loma	EAGLE College Prep
Is this school designated as Title 1? (yes/no)	Yes	Yes	Yes
Number of students enrolled in the school	575	714	652
Estimated number of students currently walking to school	45	36	264
Estimated number of students currently bicycling to school	5	12	42

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

No

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

Sidewalks, crosswalks, special crosswalks and curbs, traffic signs around the school walking/biking routes, and bike lanes exist on the main roads.

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

[ ] Yes [redacted] No

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

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

[ ] Yes [redacted] No

PART C-PROGRAM DESCRIPTION

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

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

We will address the small percentage of children who are actually walking/biking to and from school safely, we will work to reverse the alarming rate of childhood obesity and inactivity, lack of education and enforcement for bicycle and pedestrian safety among children/parents/school faculty, and help to reduce traffic congestion during school drop-off/pick-up times.

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

Engineering: Law enforcement will be present to enforce public safety and laws within the area surrounding the schools (i.e. enforcing speed limits, jay-walking and conflicts). **Education:** Safety related promotional and educational materials such as pamphlets, brochures, activity sheets/booklets, pedometers, bike helmets, and other assorted prizes for parents, students and/or teachers will be provided. SKMC will conduct International Walk to School Day (IWTSD) events at the three identified schools in this grant, as well as two to eight other schools within the county identified by one of our 200 plus coaltion members. Details about IWTSD will be discussed in more detail in Part C, Question 15. Our community partner, Phoenix Children's Hospital (PCH), will implement evidence based curriculum called *Think First* at the three participating schools targeted for 4th and 5th graders, particularly high-risk kids. These sobering, yet motivational lessons urge everyone to take personal responsibility and work to make safer choices. Teachers/staff will also be trained on proper helmet fitting and safety for volunteer opportunities at the school's Bike Rodeo event. **Enforcement:** SKMC-SRTS will work with the school liaison to promote a Helmet Requirement Policy and an Idle Free Zone Policy at the school, as well as reinforce messages. School faculty/staff and volunteers will be on site during drop-off/pick-up times to ensure walking and rolling rules are being followed on school grounds. Law Enforcement will be present, occasionally, to enforce speed limits and other traffic regulations on school grounds, as well as throughout walking routes. **Encouragement:** Three times throughout the school year, Student Arrival/Departure Tally Sheets will be conducted in each classroom to see who has the most walkers/bikers. A friendly competition between classrooms will be encouraged in hopes to increase safe walking and biking activity. To reward the class with the most walking and biking activity, the Golden Sneaker Award (GSA), a certificate and some incentives will be given to the winning teacher and students. We will also provide program related incentives on a limited basis to some local SRTS programs across the county. Particularly helmets for Bike Rodeo's or bicycle education with Phoenix Police and Fire Departments, Cardon Children's Medical Center (CCMD), City of Mesa Transportation, Phoenix Children's Hospital (PCH) and EAGLE College Prep Elementary. **Evaluation:** Observational Assessments will be conducted at the beginning and at the end of the school year. Teachers will use Student Arrival/Department Tally Sheets to document student participation. Parent surveys will be completed by parents with children in the school district in order to detail concerns and/or issues with safety and school transportation. Teacher surveys will be conducted to find out how many students walk or bike to school. Pre and post tests will be implemented in the *Think First* curriculum to gage change in knowledge.

PART C-PROGRAM DESCRIPTION

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

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

Clovis Campbell

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

Loma Linda

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

Eagle College Prep Elementary

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

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

[redacted] Yes [ ] No

If "Yes", please explain:

There is a possibility of a perceived crash risk along the walking/biking route(s) due to heavy traffic at certain times of the day or due to driver behavior.

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

25 Speed Limit [ ] AADT 1 Number of travel lanes

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

[redacted] Yes [ ] No

Please explain:

People with special needs are invited to participate in all SRTS events/activities and we are able to modify anything we do to work with their needs by incoporating NHTSA's "Guidelines for Transporting of Students with Special Needs." There are wheel-chair assessible curbs, crosswalks, and sidewalks along the main school routes.

PART C-PROGRAM DESCRIPTION

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

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

Student Arrival/Department Tally Sheets: SKMC-SRTS will work with the school liaison to collect data three times per grant year on the number of students walking, biking, and using other modes of transportation to and from school. SKMC-SRTS and school liaison will then enter the data using the National Center for SRTS in order to print reports and track numbers. Once these reports are observed, SKMC-SRTS will decide on a winning classroom for the Golden Sneaker Award (GSA) based on the amount of walkers/bikers. The winning classroom will receive the GSA trophy, a certificate, and a prize/privilege decided by the school liaison, principal, and SKMC-SRTS. **Observational Assessments:** SKMC-SRTS and the school liaison will complete an initial (beginning of school year) and final (end of school year) observation of the student arrival and departure areas from the school. The observations will be compiled, documented, and discussed between SKMC-SRTS and the school liaison. These will be completed to assess safety practices exhibited by the students, as well as to identify any concerns or issues students and parents may have in regards to pedestrian and biking safety around the school. **Parent Surveys:** During the first year, SKMC will provide bilingual (Spanish-English) parent surveys for the school liaison to distribute and collect data regarding safety concerns and needs, as well as their current methods for transporting their children to and from school. Teachers will hand out these surveys to their students to take home for their parents to complete. There will be ongoing reminders to complete the surveys through PTA meetings, parent meetings, morning/afternoon announcements, and newsletters. Parent Surveys will be mailed to the National Center for SRTS to be entered and analyzed. The finalized report will be observed by SKMC-SRTS and the school liaison, and any concerns from the parents on biking and pedestrian safety will be addressed in the most efficient way possible. After the first year, the school liaison will be solely responsible for collecting these data.

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

The SKMC Coordinator works with over 200 local coalition members and leaders/advocates in Childhood Injury Prevention programs. With the assistance of MCDPH-SRTS, SKMC members and community leaders, we will most certainly be able to support the schools listed in this grant and then some. SKMC members have also been successful in identifying many schools in need of safe walking and biking resources. Safe Kids has been in action for over 20 years and has proven to be a local leader in coalescing Child Safety and Health key stakeholders. This kind of commitment and reach assure that this program will be successful and sustainable. In addition, Safe Kids Worldwide, provides mini-grants related to bike/pedestrian safety through their Walk This Way Program which can serve as a great resource for more supplies, incentives, and educational/promotional items. This basic exposure to safety messages has proven popular, but not necessarily successful, as we have not had the opportunity to have more in-depth qualitative programs. With the vast reach of our coalition members and the funds provided by this opportunity, SKMC is certain that program sustainability and continuity is very attainable. Furthermore, SKMC will continue to communicate with school liaisons and provide program support/technical support (i.e. train teachers/staff at each participating school how to plan and host SRTS related events for their school and local community events).

PART C-PROGRAM DESCRIPTION

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

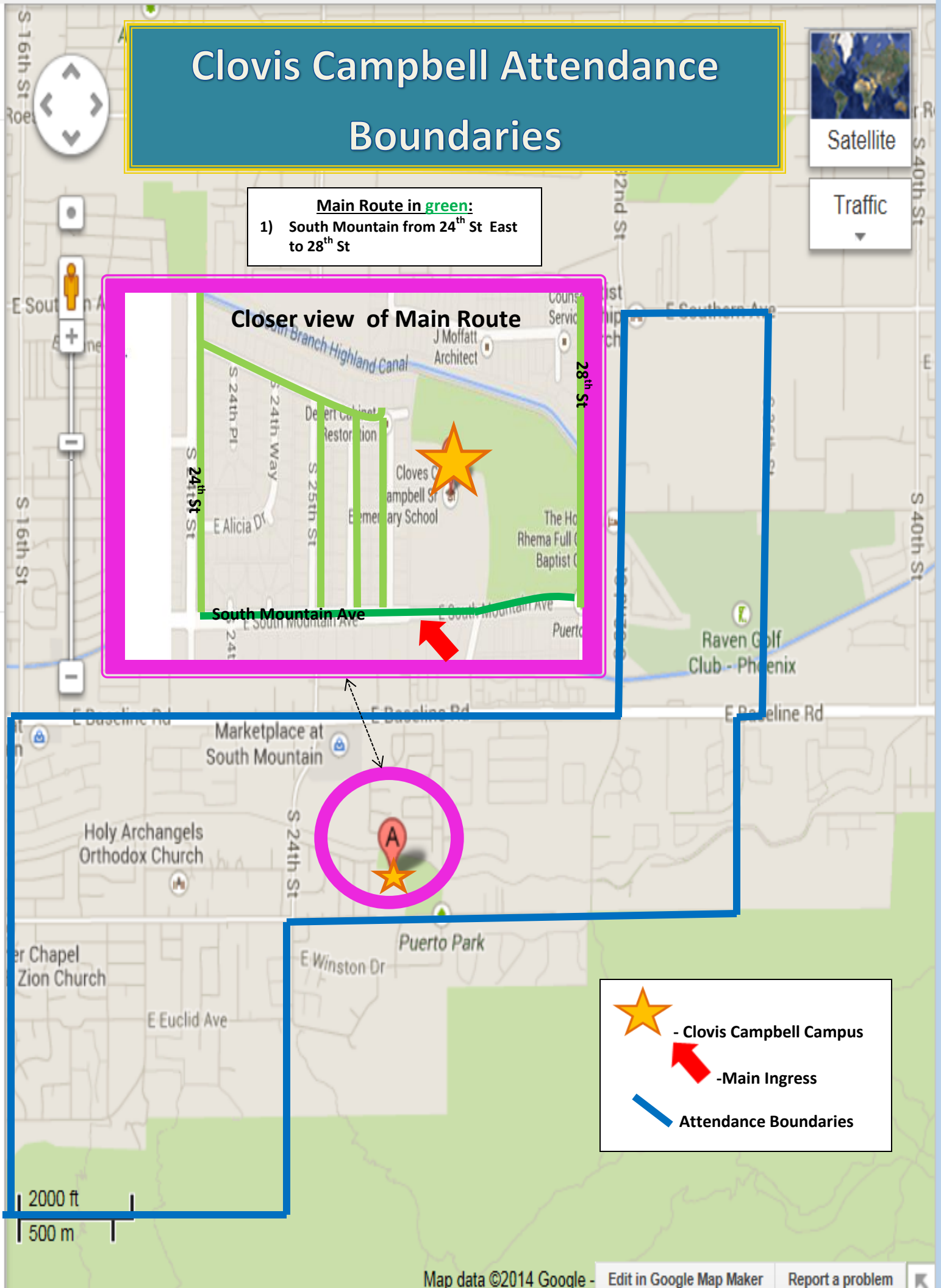
16. Schedule and Milestones

Date	Milestone
February 20, 2014	Proposal sent to ADOT (After approval through MAG)
April 1, 2014	Contact ADOT and begin program
May 1, 2014	SKMC will plan program activity and meet with community partners to enhance the program
July 1, 2014	Principals identify school (SRTS) liaisons and training begins
August 1, 2014	School liaison provides basic teacher education, conducts observational assessment (at school arrival and/or release), and collect baseline travel tally data and discusses with coordinator. SRTS introduction to parents during school PTA meetings.
September 1, 2014	School liaison collects baseline Travel Tally data. SKMC-SRTS Coordinator and school liaison work with teachers and staff to get more program involvement and support within the school to create sustainability. Coordination and planning for International Walk to School Day (IWTSD) begins and the school liaison works to gather volunteers. Upper grade level classes will be identified for *Think First* program implementation.
October 1, 2014	Participating schools host IWTSD events. SKMC-SRTS Coordinator provides educational materials to students and parents during the IWTSD event. The school liaison distributes and collects parent surveys to be analyzed. School liaison works with nurse to collect baseline BMI data from students. SKMC-SRTS Coordinator will also provide Halloween Safety booth at any district/school/community event. *Think First* program implementation begins.
November 1, 2014	*Think First* Program implementation continues
January 1, 2015	SKMC-SRTS Coordinator begins planning and scheduling Bike Rodeo with school liaison and Phoenix Police Department. SKMC-SRTS begins ordering helmets and event incentives. The school liaison collects mid-program Travel Tally data.
February 1, 2015	Mid-program progress reports with school liaison. Continue planning/scheduling Bike Rodeo
March 1, 2015	Participating schools continue to host successful Bike Rodeos. SKMC-SRTS Coordinator provides safety booth at district event
April 1, 2015	SKMC-SRTS Coordinator and school liaison discuss planning for the next school year. (AIMS testing begins)
May 1, 2015	School liaison collects end-of-year Travel Tally data and presents the GSA to the winning classroom. End-of-year awards are distributed based on teacher/volunteer involvement.
June 1, 2015	SKMC-SRTS Coordinator distributes classroom awards and SRTS materials to school liaisons. MCDPH-SRTS Coordinator and school liaison being planning for Year 2
July 1, 2015	Year 2 planning begins (same timeline as above). Recruit new school to partner with and provide SRTS program.
July 1, 2016	Year 3 planning begins (same timeline as above). Recruit new school to partner with and provide SRTS program
December 1, 2017	Program Completion
December 1, 2017	Expend all non-infrastructure SRTS funds

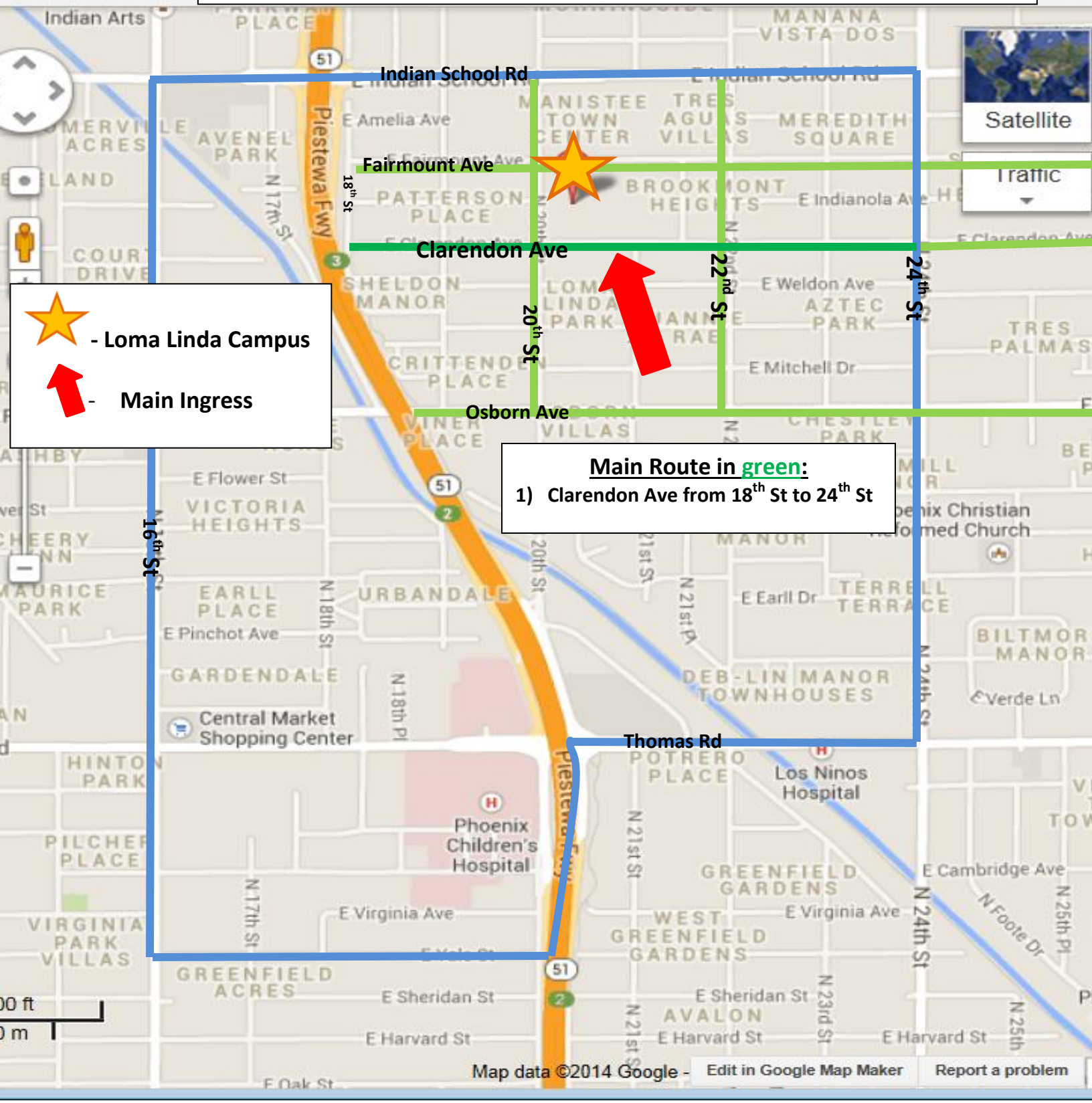
Clovis Campbell Attendance Boundaries

Main Route in green:

1) South Mountain from 24th St East to 28th St



Loma Linda Attendance Boundaries



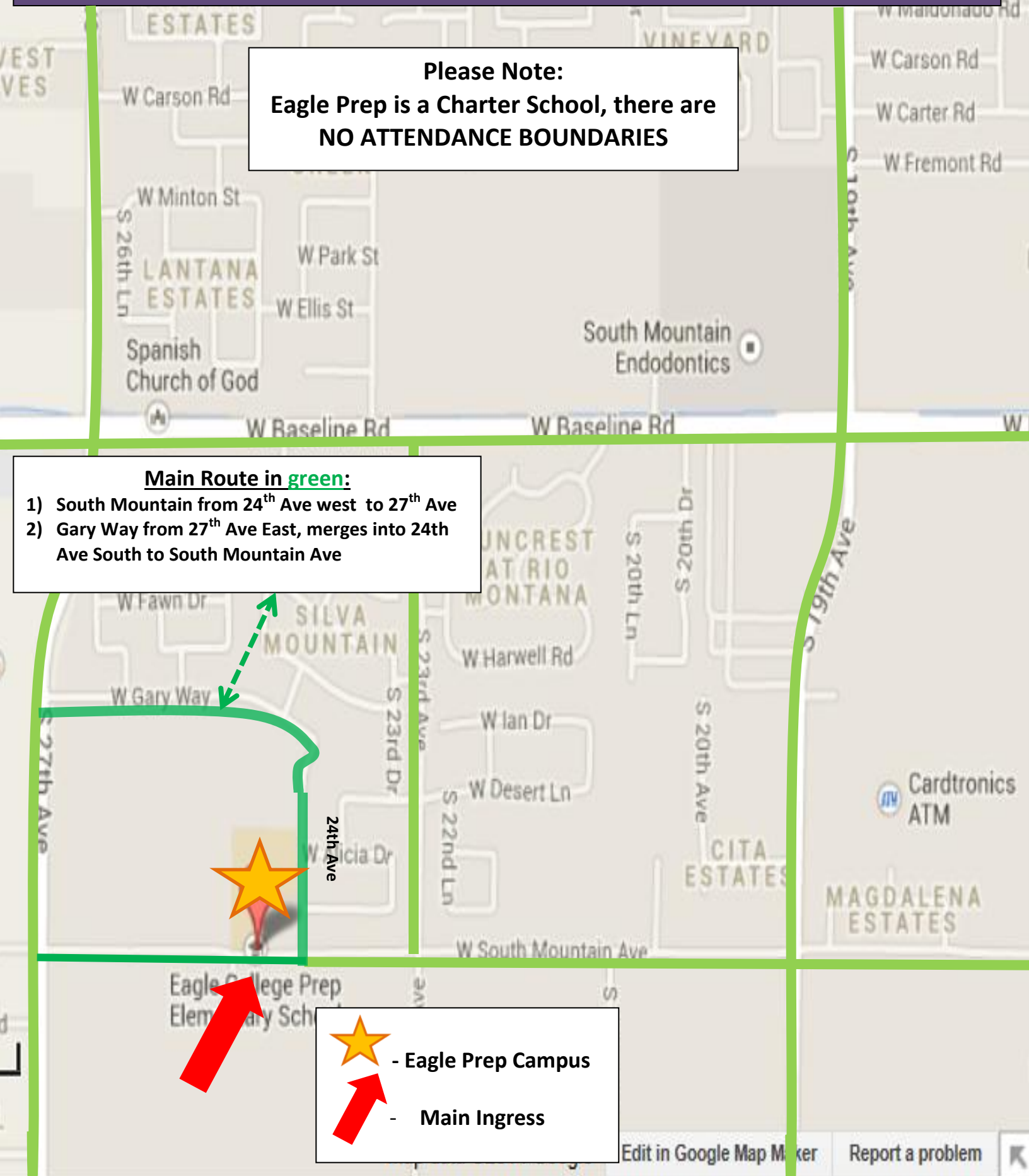
Main Walking and Biking Routes for

Eagle College Preparatory School

Please Note:
Eagle Prep is a Charter School, there are NO ATTENDANCE BOUNDARIES

Main Route in green:

1) South Mountain from 24th Ave west to 27th Ave
2) Gary Way from 27th Ave East, merges into 24th Ave South to South Mountain Ave



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

DEPARTMENT OF THE TREASURY

Date: SEP 24 2010

EAGLE SOUTH MOUNTAIN CHARTER INC
C/O STEVEN R BATTENBERG
N 19 W24133 RIVERWOOD DR
WAUKESHA, WI 53188

Employer Identification Number:
27-2038321
DLN:
17053068367000
Contact Person:
JOY M MCCOY ID# 31495
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
August 10, 2010
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

EAGLE SOUTH MOUNTAIN CHARTER INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

Robert Choi

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

EAGLE SOUTH MOUNTAIN CHARTER INC

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

February 13, 2014

Sarath Joshua
ITS and Safety Manager
Maricopa Association of Governments
302 N 1st Ave, suite 300
Phoenix, AZ 85003

Dear Mr. Joshua:

EAGLE College Prep Elementary strongly supports Maricopa County Department of Public Health's (MCDPH) Safe Kids Maricopa County (SKMC) in its request for funding from the Maricopa Association of Governments for the **Safe Routes to School Program (SRTS)**. SKMC's initiative, *Safe Routes for Safe Kids*, is a program designed to educate children, parents, and school faculty and staff regarding the physical and environmental benefits of active transportation to school and will instill safe and healthy walking practices for participating students and the community at large.

With the rising rates of childhood obesity, educational efforts on the importance of active transportation through walking and biking to and from schools must be supported. OCE will also emphasize the importance of reducing automobile exhaust and pollution, and will work collaboratively with local partners including law enforcement to ensure safe routes to travel

I look forward to collaborating with MCDPH/SKMC on this important project, and urge Arizona Department of Transportation to provide a favorable review of this proposal.

Sincerely,

Cristina McKenney, *SRTS Liaison*

February 13, 2014

Sarath Joshua
ITS and Safety Manager
Maricopa Association of Governments
302 N 1st Ave, suite 300
Phoenix, AZ 85003

Dear Mr. Joshua:

Cloves Campbell Elementary strongly supports Maricopa County Department of Public Health's (MCDPH) Safe Kids Maricopa County (SKMC) in its request for funding from the Maricopa Association of Governments for the **Safe Routes to School Program (SRTS)**. SKMC's initiative, *Safe Routes for Safe Kids*, is a program designed to educate children, parents, and school faculty and staff regarding the physical and environmental benefits of active transportation to school and will instill safe and healthy walking practices for participating students and the community at large.

With the rising rates of childhood obesity, educational efforts on the importance of active transportation through walking and biking to and from schools must be supported. OCE will also emphasize the importance of reducing automobile exhaust and pollution, and will work collaboratively with local partners including law enforcement to ensure safe routes to travel

I look forward to collaborating with MCDPH/SKMC on this important project, and urge Arizona Department of Transportation to provide a favorable review of this proposal.

Sincerely,

Bill Collins

Bill Collins, *Principal*

February 13, 2014

Sarath Joshua
ITS and Safety Manager
Maricopa Association of Governments
302 N 1st Ave, suite 300
Phoenix, AZ 85003

Dear Mr. Joshua:

Linda Loma Elementary strongly supports Maricopa County Department of Public Health's (MCDPH) Safe Kids Maricopa County (SKMC) in its request for funding from the Maricopa Association of Governments for the **Safe Routes to School Program (SRTS)**. SKMC's initiative, *Safe Routes for Safe Kids*, is a program designed to educate children, parents, and school faculty and staff regarding the physical and environmental benefits of active transportation to school and will instill safe and healthy walking practices for participating students and the community at large.

With the rising rates of childhood obesity, educational efforts on the importance of active transportation through walking and biking to and from schools must be supported. OCE will also emphasize the importance of reducing automobile exhaust and pollution, and will work collaboratively with local partners including law enforcement to ensure safe routes to travel

I look forward to collaborating with MCDPH/SKMC on this important project, and urge Arizona Department of Transportation to provide a favorable review of this proposal.

Sincerely,

S De Mar

Stephanie De Mar, *Principal*

February 13, 2014

Sarath Joshua
ITS and Safety Manager
Maricopa Association of Governments
302 N 1st Ave, suite 300
Phoenix, AZ 85003

Dear Mr. Joshua:

Phoenix Children's Hospital strongly supports Maricopa County Department of Public Health's (MCDPH) Safe Kids Maricopa County (SKMC) in its request for funding from the Maricopa Association of Governments for the **Safe Routes to School Program (SRTS)**. SKMC's initiative, *Safe Routes for Safe Kids*, is a program designed to educate children, parents, and school faculty and staff regarding the physical and environmental benefits of active transportation to school and will instill safe and healthy walking practices for participating students and the community at large.

With the rising rates of childhood obesity, educational efforts on the importance of active transportation through walking and biking to and from schools must be supported. OCE will also emphasize the importance of reducing automobile exhaust and pollution, and will work collaboratively with local partners including law enforcement to ensure safe routes to travel

I look forward to collaborating with MCDPH/SKMC on this important project, and urge Arizona Department of Transportation to provide a favorable review of this proposal.

Sincerely,

Juan C. Tarango

Juan C Tarango /CE

Banner Health
Cardon Children's Medical Center

February 18, 2014

Sarath Joshua
ITS and Safety Manager
Maricopa Association of Governments
302 N 1st Ave, suite 300
Phoenix, AZ 85003

Dear Mr. Joshua:

Cardon Children's Medical Center strongly supports Maricopa County Department of Public Health's (MCDPH) Safe Kids Maricopa County (SKMC) in its request for funding from the Maricopa Association of Governments for the **Safe Routes to School Program (SRTS)**. SKMC's initiative, *Safe Routes for Safe Kids*, is a program designed to educate children, parents, and school faculty and staff regarding the physical and environmental benefits of active transportation to school and will instill safe and healthy walking practices for participating students and the community at large.

With the rising rates of childhood obesity, educational efforts on the importance of active transportation through walking and biking to and from schools must be supported. OCE will also emphasize the importance of reducing automobile exhaust and pollution, and will work collaboratively with local partners including law enforcement to ensure safe routes to travel

I look forward to collaborating with MCDPH/SKMC on this important project, and urge Arizona Department of Transportation to provide a favorable review of this proposal.

Sincerely,

Tracey Fejt RN
Injury Prevention/Outreach Manager

mesa·az
TRANSPORTATION DEPARTMENT
mesaaz.gov

300 E Sixth St
PO Box 1466
Mesa, Arizona 85211-1466

February 13, 2014

Sarath Joshua
ITS and Safety Manager
Maricopa Association of Governments
302 N 1st Ave, suite 300
Phoenix, AZ 85003

Dear Mr. Joshua:

City of Mesa Transportation strongly supports Maricopa County Department of Public Health's (MCDPH) Safe Kids Maricopa County (SKMC) in its request for funding from the Maricopa Association of Governments for the **Safe Routes to School Program (SRTS)**. SKMC's initiative, *Safe Routes for Safe Kids*, is a program designed to educate children, parents, and school faculty and staff regarding the physical and environmental benefits of active transportation to school and will instill safe and healthy walking practices for participating students and the community at large.

With the rising rates of childhood obesity, educational efforts on the importance of active transportation through walking and biking to and from schools must be supported. OCE will also emphasize the importance of reducing automobile exhaust and pollution, and will work collaboratively with local partners including law enforcement to ensure safe routes to travel.

City of Mesa has worked closely with Maricopa County Department of Public Health and Safe Kids Maricopa County in the past to provide assistance and support with various events and programs. I look forward to collaborating with MCDPH/SKMC on this important project, and urge Arizona Department of Transportation to provide a favorable review of this proposal.

Sincerely,

Ashley Barinka
Marketing/Communication Specialist
City of Mesa

480.644.2160 (tel)
480.644.3909 (fax)

VALLEY METRO

ValleyMetro.org | 101 N. First Avenue | Suite 1100 | Phoenix, AZ 85003
T 602.262.7433 F 602.523.6099 TTY 602.251.2039

February 19, 2014

Sarath Joshua
ITS and Safety Manager
Maricopa Association of Governments
302 N. 1st Ave, Suite 300
Phoenix, AZ 85003

Dear Mr. Joshua: Sarath

MCDPH's initiative, *Safe Routes for Safe Kids*, is a program to educate and encourage K-8 students, parents and school faculty on bicycle and walking options, including the environmental and physical benefits of active transportation to school. This program will help to make bicycling and walking to school a safer and more desirable transportation alternative. Valley Metro strongly supports the Maricopa County's Department of Public Health (MCDPH) funding request for the Maricopa Association of Governments for the **Transportation Alternatives Non-Infrastructure: Safe Routes to School** funding.

MAG provides funding for Transportation Demand Management (TDM) activities to the Regional Public Transportation Authority (Valley Metro/RPTA). TDM reduces congestion by encouraging more efficient use of existing transportation infrastructure through alternatives to driving alone. Reducing vehicle miles traveled also helps improve air quality by decreasing vehicular emissions contributing to the total amount of air pollutants. We look forward to continuing our partnership with MCDPH to encourage bicycling and walking as alternatives to driving alone.

Furthermore, we recognize that rising rates of childhood obesity is a public health crisis that requires additional educational and encouragement efforts on the importance of walking and bicycling. MCDPH efforts will also emphasize the importance of reducing automobile exhaust and pollution, and will work collaboratively with local partners, including law enforcement officials, to ensure there are safe routes for students walking and bicycling to school.

We look forward to collaborating with MCDPH on this important project and urge the Maricopa Association of Governments to provide a favorable review of this proposal.

Sincerely,

Dawn M Coomer

Dawn M. Coomer
TDM Manager

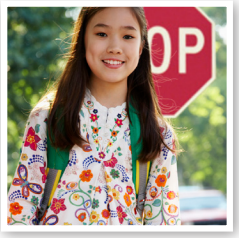
Valley Metro is a federally registered trademark of the Regional Public Transportation Authority.

Pedestrian Safety Tips

Everything you need to know to keep your kids safe while walking.

Whether your kids are walking to school, the park or a friend's house, here are a few simple tips to make sure they get there safely.

Teach Kids the Basics from the Beginning



- Talk to your kids about how to be safe while walking. It's always best to walk on sidewalks or paths and cross at street corners, using traffic signals and crosswalks. Most injuries happen mid-block or someplace other than intersections. If there are no sidewalks, walk facing traffic and as far away from vehicles as possible.
- Teach kids at an early age to put down their devices and then look left, right and left again when crossing the street.
- Remind kids to make eye contact with drivers before crossing the street and to watch out for cars that are turning or backing up. Teach them not to run or dart out into the street or cross between parked cars.

Unintentional pedestrian injuries are the fifth leading cause of injury-related death in the United States for children ages 5 to 19. Teenagers are now at greatest risk. Teens have a death rate twice that of younger children and account for half of all child pedestrian deaths.

Let Your Actions Speak as Loud as your Words

- Set a good example by putting devices down when you are driving or walking around cars. If we put our devices down, our kids are more likely to do the same.
- Children under 10 should cross the street with an adult. Every child is different, but developmentally, it can be hard for kids to judge speed and distance of cars until age 10.

Drive with Extra Care

- When driving, be especially alert in residential neighborhoods and school zones and be on the lookout for bikers, walkers or runners who may be distracted or may step into the street unexpectedly.
- Give pedestrians the right of way and look both ways when making a turn to help spot any bikers, walkers or runners who may not be immediately visible.
- When driving, put cell phones and other distractions in the back seat or out of sight until your final destination.
- Enter and exit driveways and alleys slowly and carefully.

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SAFE KIDS WORLDWIDE™

Take Action Against Distraction

- Teach kids to look up and pay extra attention when using headphones, cell phones or electronic devices such as tablets or games. Make it a rule to put these devices down when crossing the street. It is particularly important to reinforce the message with your teenagers.
- Be aware of others who may be distracted—and speak up when you see someone who is in danger.
- If your kids need to use a cell phone, teach them to stop walking and find a safe area to talk.
- For headphones, pull them down or turn off the volume before crossing the street.

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SAFE KIDS WORLDWIDE™

HELPING CHILDREN LEARN PEDESTRIAN SAFETY SKILLS: Overview for parents and caregivers

Walking is a fun and healthy way to spend time with your child. You are your child's most important role model for walking safely. Children learn by watching others, so your own safe pedestrian behavior is the best way to teach these valuable skills. Consider these tips as you walk with your child:

1. Obey all traffic signs and signals.
2. Choose routes that provide space to walk and have the least amount of traffic and lowest speeds.
3. Look for traffic at all driveways and intersections.
4. If possible, cross at a crosswalk or at an intersection with a walk signal.
5. Stop at the curb and look for traffic in all directions (left, right, left, to the front and behind). At an intersection, it is important to look in front and in back to check for turning vehicles. The second look to the left is to re-check for traffic that is closest to you.
6. Wait until no traffic is coming and start crossing; keep looking for traffic as you cross the road.
7. Walk across the road. Do not run.
8. Wear reflective gear if it is dark or conditions limit visibility, such as rain or snow.
9. Talk with your child about what you're doing and why as you walk.

Although you might be able to see quickly that it is safe to cross the road or make other decisions while walking, your child may not know or understand why it is safe. Help your child understand and learn safe walking skills by practicing them each time you walk near or around traffic and taking the time to talk through new situations.

As a driver you can also be a role model for safe behavior. Respect pedestrians and use the drive time to teach your child about signs, signals and other traffic rules.

Developing pedestrian skills

Children's ability to understand and make decisions about where to walk and cross the street change as they grow and develop.

Children age four to six:

1. Have limited judgment, making it hard for them to know where or when it is safe to cross the road.
2. Cannot gauge the speed of oncoming traffic.
3. Can be impulsive and lose concentration easily.
4. Have a hard time staying focused on one task, such as crossing the road.

Walk together

This age group needs to walk with adults who will make safety a priority. Children age four to six still are learning what it means to be safe. They should always be with an adult while walking. The best way for children to learn is by repeating safe walking skills with an adult.

Prepared by the National Center for Safe Routes to School with funding from the National Highway Traffic Safety Administration

Overview for parents and caregivers (continued)

Children age seven to nine:

1. Need supervision as they learn more complicated pedestrian safety skills.
2. Can begin to identify safe crossing sites with help and practice.
3. Can begin to learn how to identify traffic and stay focused while crossing the street with help and practice.

Teach lifelong skills

These years are the time to teach skills that prepare children to be safe walkers throughout their lives. Children age seven to nine can begin to learn more complicated pedestrian safety tasks. Even though they are older, they always should be with an adult while walking near or around traffic. The best way for children to learn is by repeating safe pedestrian skills with an adult.

Children age ten and older:

1. Need specific instruction and modeling as they learn more complicated pedestrian safety skills.
2. Can identify safe crossing sites with help and practice.
3. With help and practice, can identify traffic and stay focused while crossing the street.

Find a mix of independence and supervision

Children age ten and older gradually can learn more complicated pedestrian safety tasks. Even though they are older, they should still be with an adult while walking near or around traffic until they consistently demonstrate safe pedestrian skills. The best way for children to learn is by practicing safe pedestrian skills with an adult. As children grow, revisit these safety issues often to make sure they are still practicing safe behavior.

How can you help?

You can help your children by talking with them and showing them the correct safe behavior. Consider starting with these tips:

1. Walk with your child to model correct safety behaviors.
2. For routes that will be repeated (like walking to school), walk with your child to help pick the safest route. Explain that is important to always follow this route.
3. Stop at every curb and talk with your child about the importance of stopping to look for traffic in all directions before crossing.
4. Wait with your child at the curb and explain that it is important to wait until there is no traffic coming in any direction before crossing the road together. If you are at an intersection with a walk signal, explain that you wait until the walk sign appears and then look in all directions for traffic before crossing.
5. As you cross, help your child stay focused on crossing safely by holding his or her hand and walking directly to the other side of the street.

How to choose the safest route

1. Choose the route with the fewest streets to cross.
2. Avoid crossing busy or high-speed streets.
3. Pick places that have sidewalks when possible. If there are no sidewalks, the second choice is to walk facing oncoming traffic as far to the right as possible.

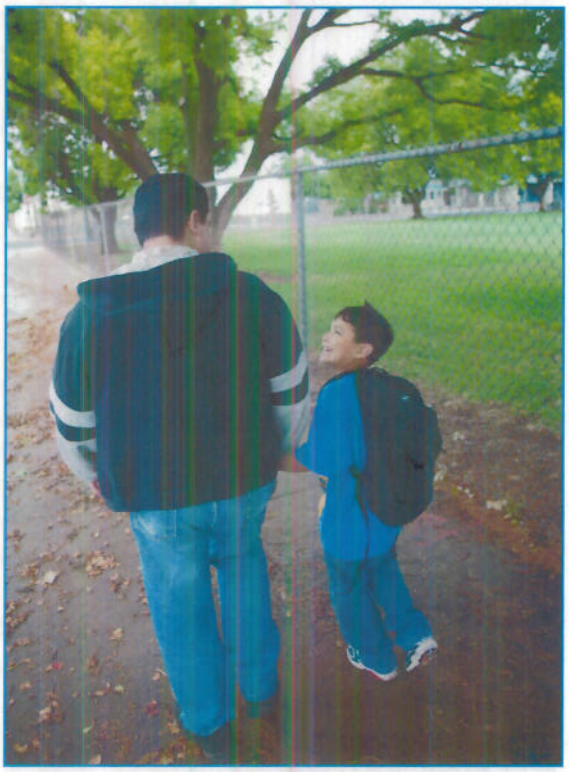
Make sure to always follow this same route when walking with your child to a particular destination.

Prepared by the National Center for Safe Routes to School with funding from the National Highway Traffic Safety Administration

AYUDANDO A LOS NIÑOS A APRENDER HABILIDADES DE SEGURIDAD PEATONAL:

Visión general para padres y encargados de niños

El caminar es una manera divertida y saludable de pasar el tiempo con su hijo(a). Usted es el ejemplo más importante para que su hijo(a) camine de manera segura. Los niños aprenden observando a otros, así que su comportamiento como peatón seguro es la mejor manera de enseñar estas valiosas lecciones. Considere estos consejos cuando camine con su hijo:



1. Obedezca todas las señales de tráfico y los semáforos.
2. Escoja rutas que tengan espacios para caminar, la menor cantidad de tráfico y las velocidades más bajas.
3. Observe el tráfico en todas las intersecciones.
4. Si es posible, cruce en una zona peatonal o en una intersección con señalización peatonal.
5. Pare en la banqueta y observe si hay tráfico en todas direcciones (hacia la izquierda, derecha, izquierda, frente y atrás). En una intersección es importante mirar hacia adelante y atrás para ver si existen automóviles que estén dando vuelta. La segunda mirada hacia la izquierda es para comprobar que no haya tráfico a su alrededor.
6. Espere hasta que no haya tráfico a su alrededor y comience a cruzar; siga observando el tráfico mientras cruce la calle.
7. No corra. Siempre cruce caminando.
8. Lleve equipo reflector si está oscuro o si la visibilidad es limitada como cuando haya lluvia o nieve.
9. Mientras camine, hable con su hijo(a) acerca de lo que están haciendo y el por qué lo están haciendo.

Aunque sea seguro cruzar la calle o tomar otras decisiones mientras camina, es posible que su hijo(a) no entienda el por qué sea seguro. Para ayudarle a entender y a obtener experiencia caminando de una manera segura, camine con su hijo(a) cada vez que pueda y explíquele sobre cómo caminar cerca y alrededor del tráfico.

Como conductor, usted también puede darle ejemplo a sus hijos de cómo comportarse de una manera segura. Respete a los peatones y mientras maneje, ensénele a su hijo acerca de las señales, semáforos u otras reglas de tráfico.

Cómo escoger la ruta más segura

1. Escoja la ruta con menos calles que cruzar.
2. Evite cruzar las calles más transitadas o de velocidad alta.
3. Escoja lugares que tengan aceras cuando sea posible. Si no existen, la camine lo más lejos del tráfico que sea posible por su derecha, con vista hacia el tráfico inminente.

Asegúrese de siempre seguir la misma ruta cuando camine con su hijo hacia su destino.

SafeRoutes
National Center for Safe Routes to School
Developed by the **National Center for Safe Routes to School** of the University of North Carolina Highway Safety Research Center and funded by the U.S. Department of Transportation

Desarrollando las habilidades peatonales

La habilidad de los niños de entender y de tomar decisiones acerca de dónde caminar y cruzar la calle es diferente a diferentes edades.

Niños de cuatro a seis años

1. Tienen experiencia muy limitada lo cual hace difícil para ellos saber dónde o cuándo es seguro cruzar la calle.
2. No saben estimar la velocidad del tráfico que se acerca.
3. Pueden perder la concentración fácilmente.
4. Pueden tener dificultad para mantenerse enfocados en una tarea, así como cruzar la calle.

Caminen Juntos

Ya que los niños de cuatro a seis años todavía están aprendiendo sobre lo que significa ser seguro, ellos deben estar acompañados de adultos quienes harán de su seguridad, su prioridad. La mejor manera para que los niños aprendan sobre las habilidades peatonales, es el caminar con un adulto y repetir los ejercicios.

Niños de siete a nueve años

1. Necesitan supervisión mientras aprenden habilidades peatonales más complicadas.
2. Pueden empezar a identificar sitios seguros por dónde cruzar con ayuda y práctica.
3. Pueden empezar a aprender cómo identificar si hay tráfico y pueden enfocarse en practicar a cruzar la calle con ayuda.

Enseñe habilidades para toda la vida

Esta es la edad perfecta para enseñarle a los niños lecciones para toda la vida de cómo comportarse como peatones seguros. Los niños de siete a nueve años pueden empezar a aprender lecciones más complicadas de seguridad peatonal. Aunque sean mayores, los niños siempre deben estar acompañados de un adulto cuando caminen cerca o alrededor del tráfico. La mejor manera para que los niños aprendan sobre las habilidades peatonales, es el caminar con un adulto y repetir los ejercicios.

Niños mayores de diez años

1. Necesitan instrucciones específicas y ejemplos mientras aprenden lecciones seguridad peatonal más avanzadas.
2. Pueden identificar sitios seguros donde cruzar con ayuda y práctica.
3. Con ayuda y práctica, pueden identificar el tráfico y mantenerse enfocados mientras crucen la calle.

Encuentre un balance entre ser independiente y la supervisión

Los niños mayores de diez años pueden gradualmente aprender lecciones de seguridad peatonal más complicadas. Aunque sean mayores, deben estar acompañados de un adulto cuando caminen cerca de o alrededor del tráfico, hasta que demuestren consistentemente buenas habilidades de seguridad peatonal. La mejor manera para que los niños aprendan es practicar las lecciones de seguridad peatonal con un adulto. A medida que los niños crezcan, revise de nuevo estos temas de seguridad con frecuencia para asegurarse los niños conlleven un comportamiento peatonal seguro.

¿Cómo puede ayudar?

Usted puede ayudarle a sus hijos hablando con ellos y demostrándoles cómo comportarse como un peatón seguro. Considere éstos consejos:

1. Camine con su hijo(a) para demostrarle buenos comportamientos de seguridad peatonal.
2. Camine con su hijo(a) para ayudarle a escoger el trayecto más seguro en las rutas más usuales (como el caminar hacia la escuela). Explíquele la importancia de siempre seguir la misma ruta.
3. Pare en cada acera y hable con su hijo(a) acerca de la importancia de parar y mirar en todas direcciones antes de cruzar para comprobar que no haya tráfico.
4. Explíquele a su hijo(a) sobre la importancia de esperar hasta que no haya tráfico en ninguna dirección antes de cruzar la calle juntos. Si están en una intersección con una señal peatonal, explíquele el por qué debe esperar hasta que aparezca la señal de caminar, y antes de cruzar, el por qué debe parar y mirar en todas direcciones para comprobar que no haya tráfico.
5. Mientras crucen, ayúdele a su hijo(a) a mantenerse enfocado en cruzar con seguridad tomándole de la mano y caminando directamente al otro lado de la calle.

SafeRoutes
National Center for Safe Routes to School

Developed by the **National Center for Safe Routes to School**
of the University of North Carolina Highway Safety Research Center and funded by the U.S. Department of Transportation

Tips for Walking Safely to School

Walking is fun, but you need to be safe while doing it. Follow these tips to make sure you get to and from school without any problems.

Walk together

Younger children should always walk with an adult. Tell your parents that walking is great exercise and a nice way to spend time together.

If your parents say that you can walk to school on your own, remember these tips:

- Walk with a friend when possible.
- Ask your parents to help you pick a safe route to school; one that avoids dangers.
- Stick to the route you picked with your parents. Don't let friends talk you into shortcuts that are more dangerous.
- When you are near the street, don't push, shove, or chase each other.
- Never hitchhike or take rides from people not arranged by your parents.
- Talk to your parents and teacher about any bullying that may happen during your walk.

Be seen

Remember, drivers may not be able to see you well. Always wear bright-colored clothes and if it is dark or hard to see, carry flashlights or wear reflective gear.

Look for traffic

Watch out for cars and trucks at every driveway and intersection on your walk to school. Look for drivers in parked cars. They may be getting ready to move.

Cross the street safely

1. Stop at the curb or edge of the street.
2. Look left, right, left and behind you and in front of you for traffic.
3. Wait until no traffic is coming and begin crossing.
4. Keep looking for traffic until you have finished crossing.
5. Walk, don't run across the street.

Obey traffic signs, signals and adult school crossing guards

Sugerencias para caminar con seguridad hasta la escuela

Caminar es divertido pero hay que mantener la seguridad al hacerlo. Sigue estas sugerencias para ir y venir a la escuela sin problemas.

Camina con alguien

Los niños pequeños deben caminar siempre con un adulto. Dile a tus padres que caminar es buen ejercicio y una manera agradable de pasar tiempo juntos.

Si tus padres dicen que puedes ir a pie a la escuela por tu cuenta, recuerda estas sugerencias:

- Camina con un amigo cuando sea posible.
- Pídele a tus padres que te ayuden a establecer una ruta segura para llegar a la escuela; una ruta sin peligros.
- Sigue la ruta que escogiste con tus padres. No dejes que tus amigos te convenzan de irte por atajos peligrosos.
- Cuando estés cerca de la calle, no andes a empujones o empellones ni persigas a los demás.
- Nunca pidas "aventones" (viajar a dedo) ni te vayas en auto con personas que no hayan sido enviadas por tus padres a recogerte.
- Habla con tus padres y con tu maestro sobre toda intimidación que pueda ocurrir durante el trayecto.

Que te vean

Recuerda que los conductores pueden no verte bien. Ve siempre con ropa de colores brillantes y, si está oscuro o es difícil ver, lleva una linterna o ropa reflectora.

Mantente atento al tráfico

Ten cuidado con los automóviles o camiones en todas las salidas de autos e intersecciones de tu ruta a la escuela. Fíjate en los conductores de los autos estacionados. Es posible que se estén preparando para ponerse en marcha.

Cruza la calle con seguridad

1. Para en el bordillo de la acera o el borde de la calle.
2. Mira hacia la izquierda, la derecha, atrás y adelante para ver si hay tráfico.
3. Espera hasta que no haya tráfico para comenzar a cruzar.
4. Sigue mirando para ver si vienen vehículos hasta que hayas terminado de cruzar.
5. Camina, no corras para cruzar la calle.

Obedece las señales de tránsito y a los guardias adultos de los cruces escolares.

Fitting Your Bike Helmet

Buy it. Fit it. Wear it. EVERY RIDE!

The Proper Helmet Fit

Helmets come in various sizes, just like hats. Size can vary between manufacturers. Follow the steps to fit a helmet properly. It may take time to ensure a proper helmet fit, but your life is worth it. It's usually easier to look in the mirror or have someone else adjust the straps. For the most comprehensive list of helmet sizes according to manufacturers, go the Bicycle Helmet Safety Institute (BHSI) Web site at: www.bhsi.org/.

STEP 1

Size:

Measure your head to find your size. Try on several helmets in your size until one feels right. Now put the helmet level on your head and adjust the sizing pads or fit ring until the helmet is snug.

STEP 2

Position:

The helmet should sit level on your head and low on your forehead—one or two finger-widths above your eyebrow.

STEP 3

Side Straps:

Adjust the slider on both straps to form a "V" shape under, and slightly in front of, the ears. Lock the slider if possible.

STEP 4

Buckles:

Center the left buckle under the chin. On most helmets, the straps can be pulled from the back of the helmet to lengthen or shorten the chin straps. This task is easier if you take the helmet off to make these adjustments.

STEP 5

Chin Strap:

Buckle your chin strap. Tighten the strap until it is snug, so that no more than one or two fingers fit under the strap.

STEP 6

Final Fitting:

A. Does your helmet fit right? Open your mouth wide…big yawn! The helmet should pull down on your head. If not, refer back to step 5 and tighten the chin strap.

B. Does your helmet rock back more than two fingers above the eyebrows? If so, unbuckle and shorten the front strap by moving the slider forward. Buckle and retighten the chin strap, and test again.

C. Does your helmet rock forward into your eyes? If so, unbuckle and tighten the back strap by moving the slider back toward the ear. Buckle and retighten the chin strap, and test again.

D. Roll the rubber band down to the buckle. All four straps must go through the rubber band and be close to the buckle to prevent the buckle from slipping.

Replace a Helmet.

Replace your helmet when it has been in a crash; damage is not always visible.

Buy/Fit the Helmet For Now.

Buy a helmet that fits your head now, not a helmet to "grow into."

Ensure Helmet Comfort.

If you buy a helmet that you find comfortable and attractive, you are more likely to wear it. Readjust as necessary to ensure the helmet fits properly each ride.

Cover Your Forehead.

Adjust the helmet fitting based on your helmet first being in the correct position, level on the head and low on your forehead.

Adjust Straps Until Snug.

Both the side and chin straps need to be snug.

Avoid Helmet Rocking.

Your helmet should not rock forward or backward, or side to side on your head.

If your helmet rocks more than an inch, go back to step 6, and readjust.

Be a "Roll" Model for Safe Behavior

Everyone — adult and child — should wear a bicycle helmet each time they ride. Wearing a helmet each ride can encourage the same smart behavior in others.

Helmet Certification

Bicycle helmets sold in the U.S. must meet the standards issued by the U.S. Consumer Product Safety Commission (CPSC). Look for the certification label inside the helmet.

Helmet Laws

More children ages 5-14 go to emergency rooms for bicycle-related injuries than with any other sport; many are head injuries. As a result, many States and local jurisdictions have child bicycle helmet laws to increase and better ensure the safety of children when bicycling. See: www.helmets.org/mandator.htm.

Like car crashes, bicycle crashes can happen at any time, involving not only children, but adults, many of whom are skilled riders. In fact, middle-age adults represent the average age of bicycle riders killed and injured.

Helmets are the single most effective piece of safety equipment for riders of all ages, if you crash. Everyone should choose to wear a helmet; it just makes sense!

For more information on bicycle safety, visit the National Highway Traffic Safety Administration Web site at:
www.nhtsa.dot.gov/bicycles

ROLL MODEL

NHTSA
www.nhtsa.gov

DOT HS 811 568
April 2012

8019-050212-v2

Activity 1.2.1 Brain and Spinal Cord Researcher

Overview

Identify the parts and functions of the spine, spinal cord, and brain. The intention of this exercise is to use a small group approach to learning about brain and spinal cord anatomy and physiology. Answers to the worksheet correspond with the information on the handouts and can be fact-checked if using a jigsaw teaching approach.

APPROXIMATE TIME NEEDED: 60 minutes to 2 hours

Materials

- Photocopy Key Information Sheet for each student
- Photocopy terms list and cut out each term along the dotted lines
- Photocopy worksheet for each student

Instructions

1. Discuss with students why conducting research in a team might be more effective than doing research as an individual (e.g., division of labor, more ideas, different strengths, etc.). Explain to class that they are going to work as a laboratory of researchers to describe and explain the brain, spine, spinal cord, and nerves.

2. Go through the different parts and functions of the spine, spinal cord, and brain using the Key Information Sheet.
3. Divide the class into six groups. Each group will become a "research team." Have the groups randomly pull out the name of what they will be researching. Each student in each group will take on a specific role (Reader, Researcher, Recorder, Artist, or Reporter – roles can be combined depending on class size). Once roles are assigned, the research team will get to work on their specific task.
   - **Reader:** Reads the Information Sheet and/or searches the web and helps the researcher find the main points
   - **Researcher:** Thinks of the questions that they need to answer and finds the main points to answer them
   - **Recorder:** Fills in the note-taking outline
   - **Artist:** Draws the part they are researching and colors and labels it as correctly as possible
   - **Reporter:** Presents the group's findings in an oral presentation
4. Teams search the Internet, books in the library, books and articles that may have collected on the topic, and access the content section of this lesson.
5. After sufficient time has been given for this, a time is set aside for oral presentations.
6. A bulletin board is created with the write-ups and illustrations that have been used for the presentations.

Brain and Spinal Cord Researcher

Cut out the following terms to pass out, one to each group.

CEREBRUM	CEREBELLUM
BRAINSTEM	SPINE
SPINAL CORD	NERVES

Brain and Spinal Cord Researcher

Note-Taking Outline

Your team's body part is the _____.

Members in your research team and their roles:

NAME	ROLE PLAYED
1.	
2.	
3.	
4.	

Interesting Facts

Activity 2.1.2 Melon Drop

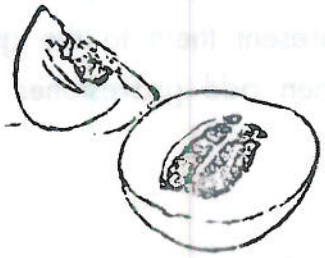
Overview

This demo will show the effects of dropping a melon from a measured height, with and without a helmet. The students will begin to understand how certain materials can be designed to absorb the force of impact. The students will demonstrate the importance of wearing a bicycle helmet through participation in discussion and optionally with a report on helmet safety.

APPROXIMATE TIME NEEDED: 20 minutes

Materials

- Melons (at least two) (small pumpkins can also work)
- Measuring device (tape measure, yardstick) to measure class height
- A bicycle helmet (it should fit securely on one melon)
- A large plastic sheet to protect floor (or you may opt to drop the melons inside a plastic bag)



Instructions

1. Spread the plastic out on the floor. The floor should be tile or concrete, not carpeted.
2. Measure the average height of the class to determine the height to drop the melons. Have the students measure and record, then calculate the average. Alternatively, you could skip this step and choose your shoulder height.
3. Show the melons to the class. Ask students what the melon reminds them of. Discuss the size and weight of the their own heads, discuss the rind as their skin and skull and the fruit as their brains (i.e., round, hard outside and squishy inside). You may choose students to participate to come up and draw faces on the melons.
4. Drop the unprotected melon. If it does not break open, be sure to point out any dent or soft spot that the impact causes. Ask "What would happen if this melon were a person's head?" What sort of injuries to a human head may occur? Ask "What would happen to the melon if protected by the bike helmet?"
5. Drop the melon that is protected by the bike helmet so that it lands helmet down. Ask "What does this tell you about the importance of wearing a bicycle helmet?"
6. What are some excuses you hear about not wanting to wear a helmet? What about this melon? It doesn't want to spoil its hair with a helmet, it is a hot day and it doesn't want to get sweaty....add excuses as class thinks of them. Draw a gravestone around each excuse. Alternatively, the students each write an excuse they have heard on a piece of paper, present them to the group, pick one excuse for the final melon, drop it, then add gravestones to their paper and post on the wall.

Brain and Spinal Cord Injury

Key Information

Direct trauma (such as being struck by a moving vehicle or being in a collision) can have serious consequences on the brain and spinal cord. Brain and spinal cord injuries can result in loss of movement and varying degrees of feeling in extremities as well as changes in bowel, bladder, and sexual function. It can also affect breathing and balance.

Approximately 50% of these injuries result in **quadriplegia** (loss of movement and some feeling in the arms and legs). The remainder result in **paraplegia** (loss of movement and some feeling in the legs).

Brain

The brain is the center of sensory awareness, movement, emotion, thought, memory, and language.

Brainstem

The brainstem includes all parts of the brain except the cerebrum and cerebellum. If this is injured, your respiration and heart may stop.

Spinal Cord

The spinal cord is responsible for the movement of all of the body's limbs. If this is injured, it can mean the loss of sensation and function in all parts of the body below the site of the injury.

Key Vocabulary

Brain, cerebrum, cerebellum, brainstem, trauma, quadriplegia, paraplegia, paralysis

Activity 4.1.4 Literature: *Mick Harte Was Here*

Overview

This activity allows for a discussion of the book to stimulate students' thinking about the bike safety theme. Students will be able to demonstrate an understanding of the dangers of not wearing bicycle helmets. This section uses *Mick Harte Was Here*, a story about bike safety that reads at a 4th grade level. Students write a reflection paper about a personal biking experience and bike helmet use, or an imaginative paper on *Mick Harte Was Here*.

APPROXIMATE TIME NEEDED: 15 minutes

Materials

- *Mick Harte Was Here*

Instructions

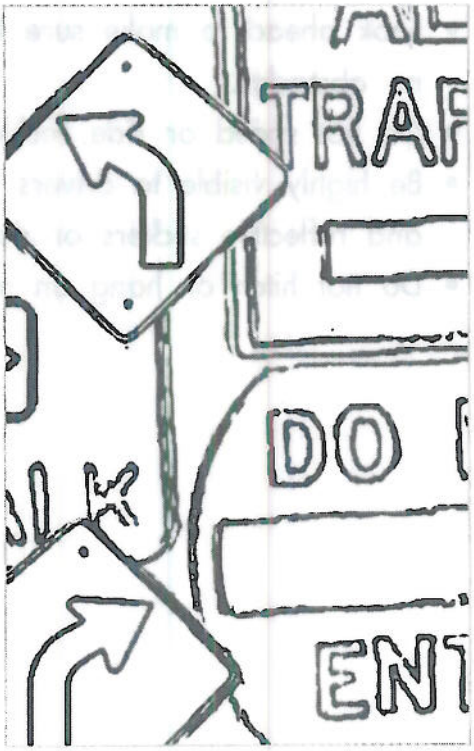
1. After completing the book, ask students, "What has Mick Harte's story told us about preventing head injuries?"
2. Have students write a short reflective essay about the importance of wearing a bike helmet or about a personal experience when a helmet protected them or someone they know from injury.

Bicycle, Scooter, Skate Board, Roller Blades Safety

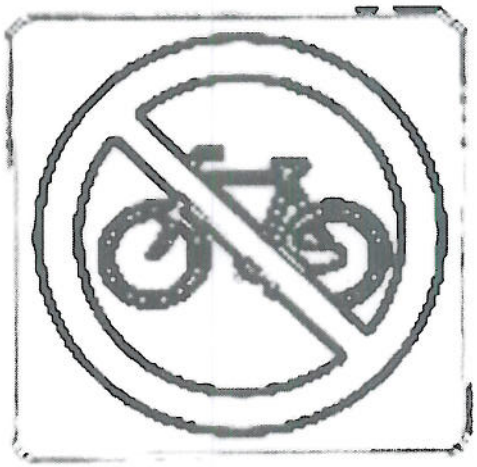
Key Information

Cyclists need to know the rules of cycling and use good habits to prevent injury to themselves and others. A bicycle is a vehicle and, as such, the rider must follow the rules of the road.

- When riding a bicycle, always wear a helmet that meets or exceeds the safety standards developed by SNELL, ANSI, and /or the American Society for Testing and Materials (ASTM).
- Check the fit: The helmet should fit snugly and not move from side to side. The front of the helmet should be approximately one inch above the eye brows and the chinstrap should be buckled snugly.
- Wear shoes that cover your toes.
- The bicycle must be the correct size (that is, the rider should be able to touch both feet on the ground while being on the seat).
- The bicycle, skate board, etc. must be well maintained and in good repair: inflated tires, oiled chain, tightened handlebars in line with the wheels, good grips and cable, tightened screws and pedals.
- The bicycle handlebars need to be tight and in line with the wheels. Brakes, chains, pedals, tires, and grips must work and be in good condition.



- Bikes must have a front white reflector, rear red reflector, a horn or bell, and a head light. A rack or basket is recommended.
- Cycle safe and watch for cars coming out of driveways or pulling away from the curb.
- Multiple riders must ride single file, in a straight line, about 3 feet from the curb.
- Each rider should be looking over the left shoulder to check for "behind" traffic.
- Walk bikes across intersections and railroad crossings.
- Never carry a passenger on a bicycle built for one.
- It is recommended that children cycle with an adult until they are 10 years of age.
- Adults should always wear a helmet—both for their own safety as well as for being a role model.
- As a vehicle, the rider must obey all traffic laws related to vehicles (ride with traffic, stop at all stop signs and lights, obey all traffic signs and signals). Cyclists must know and use hand signals for turns.



- Allow pedestrians to go first at street crossings and on sidewalks.
- Watch for cars coming out of driveways and alleys or pulling away from the curb.
- Scan for danger by looking forward, backward, to the left, and to the right before entering traffic; check in all directions for approaching vehicles.

- Look ahead to make sure the ground or pavement is smooth and dry with no obstacles.
- Do not speed or ride recklessly—keep hands on the handlebars.
- Be highly visible to drivers by wearing brightly colored clothing, helmets, and reflective stickers or patches.
- Do not hitch or hang on motor vehicles.

Recreational, Playground, Sports, and Water Safety

Key Information Sheet

Prevention Tips for the Playground

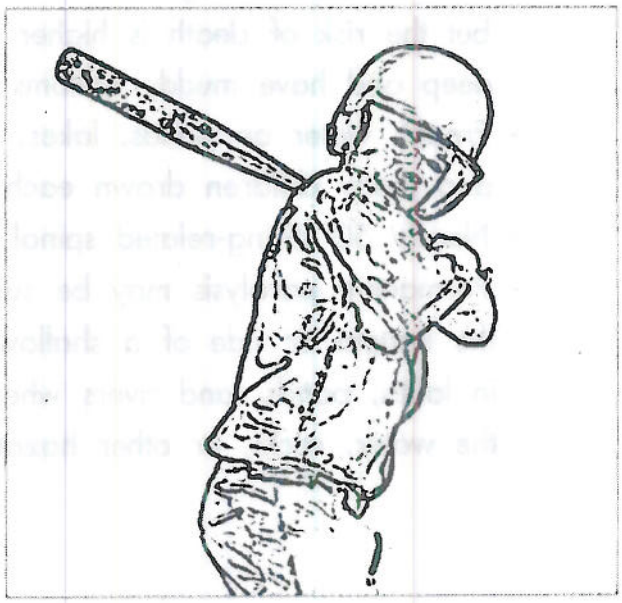
Check safety of the equipment and ground conditions, be courteous, and follow safety rules for swings, slides, and monkey bars by staying clear of swings and waiting turns. Look around before swinging any object. Play away from crowded areas and obstacles.

Playground equipment is designed for different age groups and should be used the way it was designed. Equipment under eight feet tall is suitable for ages 5–12.

Make sure there is shock-absorbing loose fill 12 inches deep (wood chips, sand, etc.) that covers the ground beneath the equipment.

Prevention Tips for Recreational Locations

Check the play area, including hills, rink, and ground condition. DO NOT play near the road, climb to get a kite, or fly a kite around trees or power lines. Keep skates, skateboards, and bikes in good condition. In the winter time, toboggan safely—not near any obstructions, streets, or railroad crossings and wait until the hill is clear before sliding.



Prevention Tips While Playing Sports

Wear helmets and all necessary equipment to keep safe. Maintain equipment. Obey the rules and referee.

Prevention Tips for Water Safety

Learn how to swim/keep afloat. Always swim with a buddy and make sure that a responsible adult is supervising. Never dive into water less than 9 feet deep. Enter feet first if you are not sure.

Always wear US Coast Guard-approved life jackets when boating, canoeing, windsurfing, and kayaking.

If there is a problem, call an adult, throw a line or preserver, and call 911.

- A large majority of water-related injuries are drownings or near-drownings, followed by spinal cord and brain injuries.
- Survivors of a near-drowning may suffer permanent brain damage and lifelong disability.
- Drowning can occur within seconds.
- More near-drownings occur in swimming pools than other locations, but the risk of death is higher in ponds and lakes because they are deep and have muddy bottoms that can trap a person.
- Frozen water on ponds, lakes, creeks, or rivers is a drowning hazard and many children drown each year when they fall through the ice.
- Nearly 50 diving-related spinal cord injuries occur annually.
- Permanent paralysis may be sustained when the diver's head strikes the bottom or side of a shallow body of water or swimming pool, or in lakes, ponds, and rivers where murky water conceals the depth of the water, rocks, or other hazardous obstacles.

- According to Red Cross guidelines, water should be 9 feet deep to permit diving from the side of a pool and 12 feet deep to permit diving from a diving board.
- Boat-related injuries are usually caused by falls or crashes that result in spinal cord, brain, or other body injury or submersion.

Prevent Water-Related Injuries or Fatalities:

- Learn swimming and water safety skills (these should be age-appropriate and parents should recognize the limits of such training).
- Never swim, or play near the water or a boat or dive without adult supervision.
- Have an adult check the water before going in.
- Never somersault in water.
- Wear a life jacket or personal flotation device (PFD) during winter activities.
- Follow all water safety rules that are posted.
- Always make sure that the water is deep enough before diving.
- Check natural bodies of water for debris and muddy bottoms.
- Walk into water the first time, even if you think it's safe to dive.
- Know not to panic in an emergency situation but try to stay afloat.
- Call an adult or throw a line or preserver if someone is in trouble, or call 911 or another emergency number.

Activity 6.1.3 Conflict Resolution Skills

Overview

This activity is intended to educate students about the importance of conflict resolution skills and how these skills relate to avoiding injury. The students will be able to devise ways to peacefully resolve potential conflicts.

APPROXIMATE TIME NEEDED: 20 minutes

Materials

- Photocopy scenario handout and cut out scenarios
- Photocopy checklist handout onto overhead
- Photocopy I/You worksheet for each student (optional if extending lesson)

Instructions

1. Divide the class into groups and provide each group with a conflict scenario.
2. Have groups brainstorm for a few minutes to produce as many solutions as possible for dealing with the conflict. Discuss consequences to those solutions (are they realistic, do they prevent problems from happening again, are the disputants willing to go through with them?).
3. Teacher brings the class back together as a whole and introduces the checklist for good resolutions. This checklist is then referenced as the teacher leads the whole class through each scenario as each group reports their suggestions. Which were the best/worst options and why? (Optional: Students can role play the scenarios, adding their own possible solutions to the problems.)
4. If you wish to extend this lesson, discuss the value and use of "I" messages over "you" messages, as it fits in well with this topic of creative problem solving.
5. Talk about what they would do if they came across a situation that was dangerous—a fight and/or use of weapons. (Leave the scene and do not try to negotiate anything! If you see a weapon, do not approach it but stop, leave the area, and go call an adult.)

Conflict Resolution Skills

Problem Scenarios

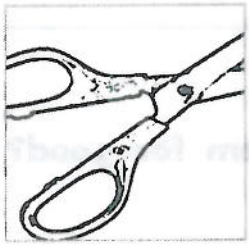
STEPS:

1. Identify the problem.
2. Brainstorm solutions.
3. Discuss what the consequences of each solution would be.
4. Select what you think is the best solution.
5. What do you think is the least effective solution and why?

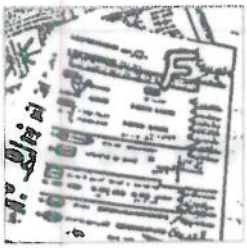
A classmate of John's called him at home after school and told him that another boy in their class, Paul, was trying steal his best friend. He said that he had seen Paul pass his friend a note in class and then wait for him after class so they could walk out together. Paul denies that he is trying to take his friend away but John doesn't believe him.

Julie and Pam plan to go to the mall. Julie wants to invite another friend to go too. Pam feels a little jealous of Julie's friendship with this other person and wants to go without her so she says Julie has to decide who she likes better to go with her.

Your mom took you to get your hair cut and you ended up with too much cut off and now you hate it. Although you're letting on to everyone at school that you meant this new look, you told your best friend confidentially that you're embarrassed by how you look and you think it makes you look like you have a fat face. Your friend told someone else and now everyone knows how you really feel and is calling you names.



You missed school because you had a doctor's appointment but your friend said he would get you your homework. When you called him for it that night, he said not to worry about it. But when you got to school the next day, you found out you had a test. You hadn't studied for it because he didn't tell you about it. You end up failing the test.



Conflict Resolution Skills

Checklist for Good Solutions to Problems

	✓
Is the solution specific enough? **In other words, does it tell:** When? Where? How? Who?	
Is the solution fair so that both sides share responsibility for making it work?	
Can both sides really do what they said they would do to solve it?	
Will the solution really solve the problem?	
Will the solution solve the problem for good?	

Conflict Resolution Skills

You/I Messages

YOU MESSAGES	I MESSAGES
Example: *"Emily, you make a lousy friend. You're always saying things that aren't true and you can't keep anything to yourself!"*	**Example:** *"I was really angry when I heard that you told people I was mad at Kelly. I was really hurt, too, that what I told you in confidence, you told to others."*
When you send a "YOU" message, the listener feels judged or blamed and feels like a bad person. The listener does not think about making a decision to change but instead thinks about defending herself or himself. A "YOU" message criticizes the listener and through suggesting they are the one at fault, makes anger grow.	When you send an "I" message, you are stating your own feelings to the listener and the listener knows that he or she has not done what the speaker wanted or expected and may feel badly about it. "I" messages give the listener options and are more likely to lead to a positive change in the listener's behavior.

How to construct an "I" message:

1. "I feel..."—state your feelings
2. "When you..."—state the specific behavior
3. "Because..."—state how it affected your life

For example: "I feel frustrated when you don't listen because what I'm saying is important and I want you to hear it."

Activity

Read the following scenarios and have the students create their own "I" message.

1. You lent a CD to your friend but when you got it back, the case was broken.
2. You got home from school and the snack you were counting on eating has already been finished off by your older brother.
3. You're standing at the Book Fair and are waiting in turn to buy a poster. Someone gets in front of you and buys the one you wanted.
4. You loan your friend a pair of shorts for Phys. Ed. but they never return them. You ask and they say they left them in your desk.
5. When you go out for recess, you hear one of your classmates tell a group of kids that you're not good at ball and not to let you play.

PART E - NON-INFRASTRUCTURE SAFE ROUTES TO SCHOOL COST ESTIMATE FORM

Please provide a detailed cost estimate for this program. See FHWA TA Non-Infrastructure guidance at the following link http://www.fhwa.dot.gov/environment/safe_routes_to_school/guidance/

Inappropriate Uses of SRTS Funds

States are not permitted to use Section 1404 funds for projects that do not specifically serve the stated purposes of the SRTS Program, nor should they be used for reoccurring costs except as specifically provided in the legislation. For example, in general, Program funds should not be used to pay crossing guard salaries, as these are reoccurring costs (although funds may be used for crossing guard training programs). Funding requests for costs that are expected to be reoccurring costs in future years should include plans for how the costs will be funded in the future and a rationale for how federal funding of 1-2 years will enable leveraging of future financial security for the activity.

The use of Section 1404 funds for projects that reorganize pick-up and drop-off primarily for the convenience of drivers rather than to improve child safety and/or walking and bicycling access is not permitted, nor should Program funds be spent on education programs that are primarily focused on bus safety. Improvements to bus stops are not eligible for this funding.

Sponsoring Agency:	Maricopa County Department of Public Health	**Program Title:**	Safe Routes for Safe Kids	**Application Date:**	2/19/2014

Item Description	Unit	Quan.	Unit Price	Total	Federally Eligible	Federal Funds (94.3%)	Local Funds (5.7%)	Note(s)
Health Educator Payroll, Benefits & 15% Administrative Costs - PLEASE SEE BUDGET SPREADSHEET	YR	1	$31,398.50	$31,699.45	Yes	$29,892.58	$1,806.87	Personnel Services
Mileage, Storage, & Phone Service ------ PLEASE SEE BUDGET SPREADSHEET	YR	1	$1,808.00	$1,808.00	Yes	$1,704.94	$103.06	Personnel Services
Educational Hand-outs/Tip Sheets	EA	2,135	$0.80	$1,708.00	Yes	$1,610.64	$97.36	Education
Event Flyers	EA	2,135	$0.40	$854.00	Yes	$805.32	$48.68	Education
				$0.00	No	$0.00	$0.00	
Helmets	EA	376	$10.75	$4,042.00	Yes	$3,811.61	$230.39	Enforcement
Scooters and/or Skateboards	EA	6	$30.00	$180.00	Yes	$169.74	$10.26	Enforcement
Elbow/Knee Pads	EA	6	$32.99	$197.94	Yes	$186.66	$11.28	Enforcement
Bike Locks	EA	8	$9.49	$75.92	Yes	$71.59	$4.33	Enforcement
				$0.00	Yes	$0.00	$0.00	
Mileage Club - EZ Tally Online Program	YR	1	$29.95	$29.95	Yes	$28.24	$1.71	Evaluation/Encouragement
Mileage Club - Toe Tokens	EA	35	$9.49	$332.15	Yes	$313.22	$18.93	Encouragement
Mileage Club - Chains	EA	925	$0.17	$157.25	Yes	$148.29	$8.96	Encouragement
Mileage Marker Cards	EA	250	$1.95	$487.50	Yes	$459.71	$27.79	Encouragement
Pedometers	EA	251	$4.59	$1,152.09	Yes	$1,086.42	$65.67	Encouragement
Smencils	CASE	1	$275.00	$275.00	Yes	$259.33	$15.68	Encouragement
N/A				$0.00	No	$0.00	$0.00	
N/A				$0.00	No	$0.00	$0.00	
N/A				$0.00	No	$0.00	$0.00	
N/A				$0.00	No	$0.00	$0.00	
Subtotal of Program Costs				**$42,999.25**		**$40,548.29**	**$2,450.96**	
ADOT Fee	EA	1	$ 2,000.00	**$ 2,000.00**	No	$0.00	$2,000.00	
Total Program Cost Including ADOT Fees				**$44,999.25**		**$40,548.29**	**$4,450.96**	

FY15 DRAFT MAG SKMC BUDGET

Budget Category	Line Item Description		Requested Funds	Total Cost
PERSONNEL SERVICES			Personnel Services Sub Total	17,925.48
Salaries	1 Health Educator		17,925.48	(divided between 2 grants)
EMPLOYEE RELATED EXPENSES				7,904.50
Fringe Benefits or Other ERE	Fixed $8904		8,904.00	(divided between 2 grants)
	Variable .1926		6,905.00	(divided between 2 grants)
TRAVEL			Travel Sub Total	360.00
Mileage	12 months x 60/mo x 1 FTE		720.00	(divided between 2 grants)
Equipment			Professional and Outside Services Sub Total	1,098.00
Storage Unit	12 months x $183		91.50	(divided between 2 grants)
OTHER OPERATING EXPENSES				11,491.80
Education	Program/office supplies (printing of: flyers, permission slips, parent surveys, and educational hand-outs)		2,562.00	
Enforcement	Items to distribute at events (helmets, scooters/skateboards, bike locks, and knee/elbow pads)		4,495.86	
Encouragement	Items to encourage participation or reward for participation (Mileage Club materials, pedometers, smencils, etc.)		2,433.94	
ADOT Administrative Fee	Year 1 only		2,000.00	(Y2 & Y3 - $1000 into Education and $1000 into Encouragement)
Administrative/Direct			Non-Capital Sub Total	350.00
Phone Service (Administrative)			700.00	(divided between 2 grants)
Subtotal Direct Program Costs:				**39,129.78**
ADMINISTRATIVE/INDIRECT COSTS			**Total Admin/Indirect**	**5,869.47**
Indirect		15.00%	5,869.47	
Total			**$**	**44,999.25**

PART F - SIGNATURE AND CHECKLIST

Checklist

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

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

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SIGNATURE(S):

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

Signature:	
Name:	Elexia Torres
Title:	Office Chief, Community Empowerment
Date:	2/20/14

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

School/Site Official (required): (Principal, assistant principal, teacher-in-charge, PE Teacher, SRTS coordinator)	
Signature:	Bill Collins
Name:	Bill Collins
Title:	Principal - Cloves Campbell Elementary
Date:	2-12-14
School District official (required):	
Signature:	S Demar
Name:	Stephanie Demar
Title:	Principal - Linda Loma Elementary
Date:	2/12/14
Non-Profit Partner (optional):	
Signature:	[redacted]
Name:	
Organization:	
Title:	
Date:	

School/Site Official (required): (Principal, assistant principal, teacher-in-charge, PE Teacher, SRTS coordinator)	
Signature:	Cristina McK
Name:	Cristina McKenney
Title:	school liaison, SRTS - EAGLE College Prep Elementary
Date:	2/9/2014
School District official (required):	
Signature:	
Name:	
Title:	
Date:	
Non-Profit Partner (optional):	
Signature:	
Name:	
Organization:	
Title:	
Date:	

TRANSMITTAL INSTRUCTIONS and SCHEDULE

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

Member agencies are to:

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

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

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

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

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

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

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