

**IDOT
FY 2019
SRTS**

Improving Safe Routes to Sheridan Elementary School



Acknowledgments



Bloomington City Council

Tari Renner – Mayor
Jamie Mathy – Ward 1 Alderman
David Sage – Ward 2 Alderman
Mboka Mwilambwe – Ward 3 Alderman
Amelia Buragas – Ward 4 Alderman

Joni Painter – Ward 5 Alderman
Karen Schmidt – Ward 6 Alderman
Scott Black – Ward 7 Alderman
Diana Hauman – Ward 8 Alderman
Kim Bray – Ward 9 Alderman

Bloomington Public Schools District 87 Board of Education

James Almeda – President
Brigette Beasley – Board Member
Elizabeth Fox Anvick – Board Member
Tammy Houtzel – Board Member

Charles “Chuck” Irwin – Board Member
Mark Wylie – Board Member
Mary Yount – Board Member

City of Bloomington Staff

Tim Gleason – City Manager
Jim Karch – Director of Public Works
Bob Yehl – Assistant Director of Public Works
Kevin Kothe – City Engineer
Steve Arney – Engineering Technician

Jennifer Toney – Grants Coordinator
Luke Thoele – Civil Engineer
Michael Hill – Misc. Technical Assistant
James Armstrong – Misc. Technical Assistant

Bloomington Public Schools District 87 Staff

Dr. Barry Reilly – Superintendent
Julie McCoy – School Nutrition Director &
Wellness Coordinator

Brian Evans – Director, Safety & Security
Jenifer McGowan – Principal, Sheridan
Elementary School



Comprehensive Plan Tie-In

The City of Bloomington's *Comprehensive Plan 2035*, adopted in August 2015, is the core statement of development policy and principle of the city. Comprehensive plans can be 18 to 36 month long processes that include a discussion of existing conditions, community outreach and a land use plan that identifies goals and objectives with respect to housing, infrastructure, education, recreation, transportation and other topics that influence land use. Comprehensive plans are advisory in nature, and are given implementation through adoption of zoning and other ordinances, codes and municipal regulatory tools conforming to the plan. 7,000 citizens participated in the formation of this plan, which won the Daniel Burnham award and is a National Silver Level plan recognized by the American Planning Association.

Sheridan Elementary School is located in the City's northwest side. *Comprehensive Plan 2035* identifies this area as part of the designated Regeneration Area. The proposed SRTS project ties directly to several of the Plan's education and infrastructure goals, including the following:

N-1 Ensure the compact development of the City through denser, mixed-use developments and reinvestment in the established older neighborhoods

- N-1.1: Enhance the livability of all Bloomington neighborhoods
- N-1.2: Prioritize, with urgency, the revitalization of the neighborhoods in the regeneration area
- N-1.4: Identify opportunities to gradually transition the low density residential developments in the Stable Areas into mixed use, walkable neighborhoods that appeal to all residents

EDU-1: Increased coordination between the City and the school districts to maintain high quality educational opportunities equitably for all students within the City


- EDU-1.2: The City will partner with District 87 to revitalize the established neighborhoods in the core of the City
 - EDU-1.2d: Continue to make Regeneration and Preservation areas attractive to families with young children

TAQ-1: A safe and efficient network of streets, bicycle- pedestrian facilities and other infrastructure to serve users in any surface transportation mode

- TAQ-1.4: Pedestrian safety for users of all transportation facilities with a Sidewalk Master Plan, and sidewalk system that provides safe access throughout the transportation network
 - TAQ-1.4b: Provide a sidewalk system that provides safe routes to schools.

Table of Contents



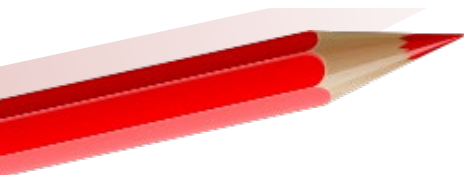
- 1. GATA Uniform Grant Application**
 - 2. GATA Uniform Grant Budget Template**
 - 3. Programmatic Risk Assessment Questionnaire**
 - 4. Illinois SRTS Funding Application**
 - 5. Detailed Cost Estimate**
 - 6. Documents Assuring Financial Commitment**
 - 7. Student Tally and Parent Survey Documents**
 - 8. Supplemental Supporting Materials**
 - 8.1 McLean County Regional Planning Commission Letter of Support
 - 8.2 District 87 Letter of Support
 - 8.3 Photos of the Affected Areas
 - 8.4 School Wellness Policy
 - 8.5 School Wellness Data
 - 8.6 Survey Results
 - 8.7 Walking Audit and Biking Audit Findings
 - 8.8 General Project Focus
 - 8.9 Demonstration of Need
 - 8.10 Project Detail and Cost Estimates
 - 8.11 Hazards and Barriers
 - 8.12 Potential for Improving Walking and Bicycling
 - 8.13 Consultation and Support
 - 8.14 Enrollment Data from Illinois State Board of Education
 - 8.15 Confirmation of PE and ROW Status
 - 8.16 Previous SRTS Award Performance
 - 8.17 Project Schedule Feasibility
 - 8.18 Stakeholder Interviews
- 



CITY OF
Bloomington
ILLINOIS



GATA Uniform Budget Application



Uniform Grant Application

State Agency Completed Section

1.	Type of Submission	<input type="checkbox"/> Pre-application <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed / Corrected Application
2.	Type of Application	<input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation (i.e. multiple year grant) <input type="checkbox"/> Revision (modification to initial application)
3.	Date / Time Received by State	Completed by State Agency upon Receipt of Application
4.	Name of the Awarding State Agency	Illinois Department of Transportation
5.	Catalog of State Financial Assistance (CSFA) Number	494-00-1002
6.	CSFA Title	Safe Routes to School Program
Catalog of Federal Domestic Assistance (CFDA) <input type="checkbox"/> Not applicable (No federal funding)		
7.	CFDA Number	20.205
8.	CFDA Title	Federal Highway Administration
9.	CFDA Number	
10.	CFDA Title	
Funding Opportunity Information		
11.	Funding Opportunity Number	494-00-1002
12.	Funding Opportunity Title	Safe Routes to School (SRTS)
Competition Identification <input type="checkbox"/> Not Applicable		
13.	Competition Identification Number	
14.	Competition Identification Title	

Applicant Completed Section

Applicant Information		
15.	Legal Name	City of Bloomington
16.	Common Name (DBA)	City of Bloomington
17.	Employer / Taxpayer Identification Number (EIN, TIN)	EIN 37-6001563
18.	Organizational DUNS number	060864170
19.	GATA ID	686494
20.	SAM Cage Code	3utr4
21.	Business Address	Street address: 115 E Washington, PO BOX 3157 City: Bloomington State: IL County: McLean Zip + 4: 61702-3157
Applicant's Organizational Unit		
22.	Department Name	Public Works Department
23.	Division Name	Engineering Division
Applicant's Name and Contact Information for Person to be Contacted for <i>Program</i> Matters involving this Application		
24.	First Name	Kevin
25.	Last Name	Kothe
26.	Suffix	Mr.
27.	Title	City Engineer
28.	Organizational Affiliation	City of Bloomington
29.	Telephone Number	309-434-2225
30.	Fax Number	309-434-2201
31.	Email address	kkothe@cityblm.org
Applicant's Name and Contact Information for Person to be Contacted for <i>Business/Administrative Office</i> Matters involving this Application		
32.	First Name	Kevin
33.	Last Name	Kothe
34.	Suffix	
35.	Title	City Engineer
36.	Organizational Affiliation	City of Bloomington
37.	Telephone Number	309-434-2225
38.	Fax Number	309-434-2201
39.	Email address	kkothe@cityblm.org
Areas Affected		

Applicant Completed Section

40.	Areas Affected by the Project (cities, counties, state-wide)	Add Attachments (e.g., maps) A portion of northwest Bloomington, Illinois, McLean County
41.	Legislative and Congressional Districts of Applicant	Illinois 13 th Congressional District Illinois 18 th Congressional District Illinois House District 88 Illinois House District 105 Illinois Senate District 44 Illinois Senate District 53
42.	Legislative and Congressional Districts of Program / Project	Illinois 13 th Congressional District Illinois 18 th Congressional District Illinois House District 88 Illinois Senate District 44

Applicant's Project

43.	Description Title of Applicant's Project	Creating Safe Routes to Sheridan Elementary School: Phase I
44.	Proposed Project Term	Start Date: March 1, 2019 End Date: Aug. 1, 2020
45.	Estimated Funding (include all that apply)	<input checked="" type="checkbox"/> Amount Requested from the State: \$200,000 <input type="checkbox"/> Applicant Contribution (e.g., in kind, matching): <input type="checkbox"/> Local Contribution: <input type="checkbox"/> Other Source of Contribution: <input type="checkbox"/> Program Income: <div style="text-align: right;">Total Amount \$200,000</div>


Applicant Certification:

By signing this application, I certify (1) to the statements contained in the list of certifications* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001)

(*) The list of certification and assurances, or an internet site where you may obtain this list is contained in the Notice of Funding Opportunity. If a NOFO was not required for the award, the state agency will specify required assurances and certifications as an addendum to the application.

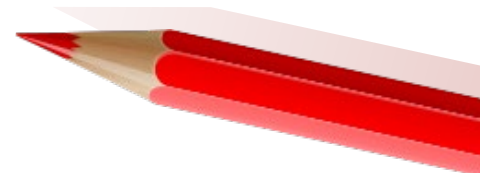
I agree

Authorized Representative

46.	First Name	Kevin
47.	Last Name	Kothe
48.	Suffix	
49.	Title	City Engineer
50.	Telephone Number	309-434-2225
51.	Fax Number	309-434-2201
52.	Email Address	kkothe@cityblm.org
53.	Signature of Authorized Representative	
54.	Date Signed	11/19/2018



GATA Uniform Grant Budget Template





State of Illinois UNIFORM GRANT BUDGET TEMPLATE

This form is used to apply to individual State of Illinois discretionary grant programs. Applicants should submit budgets based upon the total estimated costs for the project including all funding sources. Pay attention to applicable program specific instructions, if attached. The applicant organization should refer to 2 CFR 200, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" cited within these instructions.

You must consult with your Business Office prior to submitting this form for any award restrictions, limitations or requirements when filling out the narrative and Uniform Budget Template.

Section A – Budget Summary STATE OF ILLINOIS FUNDS

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-17. Eligible applicants requesting funding for only one year should complete the column under " Year 1." Eligible applicants requesting funding for multi-year grants should complete all applicable columns. **Please read all instructions before completing form.**

STATE OF ILLINOIS GRANT FUNDS

Provide a total requested State of Illinois Grant amount for each year in the Revenue portion of Section A. The amount entered in Line (a) will equal the total amount budgeted on Line 18 of Section A.

BUDGET SUMMARY – STATE OF ILLINOIS FUNDS

All applicants must complete Section A and provide a break-down by the applicable budget categories shown in lines 1-17.

Line 18: Show the total budget request for each fiscal year for which funding is requested.

Please use detail worksheet and narrative section for further descriptions and explanations of budgetary line items.

Section A (continued) Indirect Cost Information: *(This information should be completed by the applicant's Business Office).* If the applicant is requesting reimbursement for indirect costs on line 17, the applicant's Business Office must select one of the options listed on the Indirect Cost Information page under Section-A Indirect Cost Information (1-4).

Option (1): The applicant has a Negotiated Indirect Cost Rate Agreement (NICRA) that was approved by the Federal government. A copy of this agreement must be provided to the State of Illinois' Indirect Cost Unit for review and documentation. This NICRA will be accepted by all State of Illinois Agencies up to any statutory, rule-based or programmatic restrictions or limitations. *If this option is selected by the applicant, basic information is required for completion of this section. See bottom of "Section-A Indirect Cost Information".*

NOTE: The applicant may not have a Federally Negotiated Indirect Cost Rate Agreement. Therefore, in order for the applicant to be reimbursed for Indirect Costs from the State of Illinois, the applicant must either:

- A) Negotiate an Indirect Cost Rate with the State of Illinois' Indirect Cost Unit with guidance from our State Cognizant Agency on an annual basis.**
- B) Elect to use the de minimis rate of 10% modified total direct cost (MTDC) which may be used indefinitely on State of Illinois Awards.**
- C) Use a Restricted Rate designated by programmatic statutory policy. (See Notice of Funding Opportunity for Restricted Rate Programs).**



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

Section A – Budget Summary (continued)

Option (2a): The applicant currently has a Negotiated Indirect Cost Rate Agreement with the State of Illinois that will be accepted by all State of Illinois Agencies up to any statutory, rule-based or programmatic restrictions or limitations. The applicant is required to submit a new Indirect Cost Rate Proposal to the Indirect Cost Unit within six (6) months after the close of each fiscal year (2 CFR 200 Appendix IV (C)(2)(c). **Note:** *If this option is selected by the applicant, basic information is required for completion of this section. See bottom of “Section-A Indirect Cost Information”.*

Option (2b): The applicant currently does not have a Negotiated Indirect Cost Rate Agreement with the State of Illinois. The applicant must submit its initial Indirect Cost Rate Proposal (ICRP) immediately after the applicant is advised that the State award will be made and, in no event, later than three (3) months after the effective date of the State award (2 CFR 200 Appendix IV (C)(2)(b). The initial ICRP will be sent to the State of Illinois’ Indirect Cost Unit. **Note:** *The applicant should check with the State of Illinois awarding Agency for information regarding reimbursement of indirect costs while its proposal is being negotiated.*

Option (3): The applicant elects to charge the de minimis rate of 10% modified total direct cost (MTDC) which may be used indefinitely on State of Illinois awards (2 CFR 200.414 (c)(4)(f) & (200.68). **Note:** *(The applicant must be eligible, see 2 CFR 200.414 (f), and submit documentation on the calculation of MTDC within your Budget Narrative under Indirect Costs.)*

Option (4): If you are applying for a grant under a Restricted Rate Program, indicate whether you are using a restricted indirect cost rate that is included on your approved Indirect Cost Rate Agreement, or whether you are using a restricted indirect cost rate that complies with statutory or programmatic policies. **Note:** *See Notice of State Award for Restricted Rate Programs.*

Section B – Budget Summary

NON-STATE OF ILLINOIS FUNDS

NON-STATE OF ILLINOIS FUNDS: If the applicant is required to provide or volunteers to provide cost-sharing or matching funds or other non-State of Illinois resources to the project, the applicant must provide a revenue breakdown of all Non-State of Illinois funds in lines (b)-(d). the total of “Non-State Funds” should equal the amount budgeted on Line 18 of Section B. If a match percentage is required, the amount should be entered in this section.

BUDGET SUMMARY – NON-STATE OF ILLINOIS FUNDS

If the applicant is required to provide or volunteers to provide cost-sharing or matching funds or other non-State of Illinois resources to the project, these costs should be shown for each applicable budget category on lines 1017 of Section B.

Lines 1-17: For each project year, for which matching funds or other contributions are provided, show the total contribution for each applicable budget category.

Line 18: Show the total matching or other contribution for each fiscal year.

Please see detail worksheet and narrative section for further descriptions and explanations of budgetary line items.



State of Illinois UNIFORM GRANT BUDGET TEMPLATE

Section C – Budget Worksheet & Narrative

[Attach separate sheet(s)]

Pay attention to applicable program specific instructions, if attached.

All applicants are required to submit a budget narrative along with Section A and Section B. The budget narrative is sometimes referred to as the budget justification. The narrative serves two purposes: it explains how the costs were estimated and it justifies the need for the cost. The narrative may include tables for clarification purposes. The State of Illinois recommends using the State of Illinois Uniform Budget Template worksheet and narrative guide provided.

1. Provide an itemized budget breakdown, and justification by project year, for each budget category listed in Sections A and B.
2. For non-State of Illinois funds or resources listed in Section B that are used to meet a cost-sharing or matching requirement or provided as a voluntary cost-sharing or matching commitment, you must include:
 - a. The specific costs or contributions by budget category;
 - b. The source of the costs or contributions; and
 - c. In the case of third-party in-kind contributions, a description of how the value was determined for the donated or contributed goods or services.

[Please review cost sharing and matching regulations found in 2 CFR 200.306.]

3. If applicable to this program, provide the rate and base on which fringe benefits are calculated.
4. If the applicant is requesting reimbursement for indirect costs on line 17, this information should be completed by the applicant's Business Office. Specify the estimated amount of the base to which the indirect cost rate is applied and the total indirect expense. Depending on the grant program to which the applicant is applying and/or the applicant's approved Indirect Cost Rate Agreement, some direct cost budget categories in the applicant's grant application budget may not be included in the base and multiplied by your indirect cost rate. Please indicate which costs are included and which costs are excluded from the base to which the indirect cost rate is applied.
5. Provide other explanations or comments you deem necessary.



State of Illinois UNIFORM GRANT BUDGET TEMPLATE

Keep in mind the following—

Although the degree of specificity of any budget will vary depending on the nature of the project and State of Illinois agency requirements, a complete, well-thought-out budget serves to reinforce your credibility and increase the likelihood of your proposal being funded.

A well-prepared budget should be reasonable and demonstrate that the funds being asked for will be used wisely. The budget should be as concrete and specific as possible in its estimates. Make every effort to be realistic, to estimate costs accurately. The budget format should be as clear as possible. It should begin with a budget narrative, which you should write after the entire budget has been prepared. Each section of the budget should be in outline form, listing line items under major headings and subheadings. Each of the major components should be subtotaled with a grand total at the end.

Your budget should justify all expenses and be consistent with the program narrative:

Salaries should be comparable to those within the applicant organization. If new staff is being hired, additional space and equipment are considered, as necessary. If the budget lists an equipment purchase, it is the type allowed by the agency. If additional space is rented, the increase in insurance is supported. If an indirect cost rate applies to the proposal, the division between direct and indirect costs is not in conflict, and the aggregate budget totals refer directly to the approved formula. Indirect costs are costs that are not readily assignable to a particular project, but are necessary to the operation of the organization and the performance of the project (like the cost of operating and maintaining facilities, depreciation, and administrative salaries).

§200.308 Revision of budget and program plans

(e) The Federal/State awarding agency may, at its option, restrict the transfer of funds among direct cost categories or programs, functions and activities for Federal/State awards in which the Federal/State share of the project exceeds the Simplified Acquisition Threshold and the cumulative amount of such transfers exceeds or is expected to exceed 10 percent or \$1,000 per detail line item, whichever is greater of the total budget as last approved by the Federal/State awarding agency. The Federal/State awarding agency cannot permit a transfer that would cause any Federal/State appropriation to be used for purposes other than those consistent with the appropriation.



State of Illinois UNIFORM GRANT BUDGET TEMPLATE

State Agency: Illinois Department of Transportation

Organization Name: City of Bloomington

Notice of Funding
Opportunity (NOFO) Number: 494-00-1002

Data Universal Number System (DUNS) Number (enter numbers only) : 060864170

Catalog of State Financial Assistance (CSFA) Number: 494-00-1002

CSFA Short Description: Safe Routes to School

Section A: State of Illinois Funds

Fiscal Year: FY20

REVENUES		\$	Total Revenue
State of Illinois Grant Requested		\$	200,000.00
Budget Expenditure Categories	OMB Uniform Guidance Federal Awards Reference 2 CFR 200		Total Expenditures
1. Personnel (Salary and Wages)	200.430	\$	0.00
2. Fringe Benefits	200.431	\$	0.00
3. Travel	200.474	\$	0.00
4. Equipment	200.439	\$	0.00
5. Supplies	200.94	\$	0.00
6. Contractual Services and Subawards	200.318 & 200.92	\$	0.00
7. Consultant (Professional Service)	200.459	\$	0.00
8. Construction		\$	200,000.00
9. Occupancy (Rent and Utilities)	200.465	\$	0.00
10. Research and Development (R&D)	200.87	\$	0.00
11. Telecommunications		\$	0.00
12. Training and Education	200.472	\$	0.00
13. Direct Administrative Costs	200.413 (c)	\$	0.00
14. Miscellaneous Costs		\$	0.00
15. A. Grant Exclusive Line Item(s)		\$	0.00
15. B. Grant Exclusive Line Item(s)			0.00
16. Total Direct Costs (add lines 1-15)	200.413	\$	200,000.00
17. Total Indirect Costs	200.414	\$	0.00
Rate %: <input style="width: 150px;" type="text"/>			
Base: <input style="width: 150px;" type="text"/>			
18. Total Costs State Grant Funds (Lines 16 and 17) MUST EQUAL REVENUE TOTALS ABOVE		\$	200,000.00

Instructions
found at end of
document.



State of Illinois
UNIFORM GRANT BUDGET TEMPLATE

Organization Name: City of Bloomington

NOFO Number: 494-00-1002

SECTION A - Continued - Indirect Cost Rate Information

If your organization is requesting reimbursement for indirect costs on line 17 of the Budget Summary, please select one of the following options

1. Our Organization receives direct Federal funding and currently has a Negotiated Indirect Cost Rate Agreement (NICRA) with our Federal Cognizant Agency. A copy of this agreement will be provided to the State of Illinois' Indirect Cost Unit for review and documentation before reimbursement is allowed. This NICRA will be accepted by all State of Illinois agencies up to any statutory, rule-based or programmatic restrictions or limitations. NOTE: (If this option is selected, please, provide basic Negotiated Indirect Cost Rate Agreement in area designated below.)

Your organization may not have a Federally Negotiated Cost Rate Agreement. Therefore, in order for your organization to be reimbursed for the Indirect Costs from the State of Illinois your organization must either:

- a. Negotiate an Indirect Cost Rate with the State of Illinois' Indirect Cost Unit with guidance from your State Cognizant Agency on an annual basis;
b. Elect to use the de minimis rate of 10% modified for total direct costs (MTDC) which may be used indefinitely on State of Illinois awards; or
c. Use a Restricted Rate designated by programmatic or statutory policy (see Notice of Funding Opportunity for Restricted Rate Programs).

2a. Our Organizations currently has a Negotiated Indirect Cost Rate Agreement (NICRA) with the State of Illinois that will be accepted by all State of Illinois agencies up to any statutory, rule-based or programmatic restrictions or limitations. Our Organization is required to submit a new Indirect Cost Rate Proposal to the Indirect Cost Unit within 6 months after the close of each fiscal year [2 CFR 200, Appendix IV(C)(2)(c)]. NOTE: (If this option is selected, please provide basic Indirect Cost Rate information in area designated below.)

2b. Our Organization currently does not have a Negotiated Indirect Cost Rate Agreement (NICRA) with the State of Illinois. Our organization will submit our initial Indirect Cost Rate Proposal (ICRP) immediately after our Organization is advised that the State award will be made no later than three (3) months after the effective date of the State award [2 CFR 200 Appendix (C)(2)(b)]. The initial ICRP will be sent to the State of Illinois Indirect Cost unit. Note: (Check with you State of Illinois Agency for information regarding reimbursement of indirect costs while your proposal is being negotiated.)

3. Our Organization has never received a Negotiated Indirect Cost Rate Agreement from either the Federal government or the State or Illinois and elects to charge the de minimis rate of 10% modified total direct cost (MTDC) which may be used indefinitely on State of Illinois awards [2 CFR 200.414 (C)(4)(f) and 200.68.] [Note: Your Organization must be eligible, see 2 CFR 200.414 (f), and submit documentation on the calculation of MTDC within your Budget Narrative under Indirect Costs.]

4. For Restricted Rate Programs, our Organization is using a restricted indirect cost rate that:
[] is included as a "Special Indirect Cost Rate" in the NICRA, pursuant to 2 CFR 200 Appendix IV(5); or
[] complies with other statutory policies.
The Restricted Indirect Cost Rate is: _____ %

[X] 5. No reimbursement of Indirect Cost is being requested. (Please consult your program office regarding possible match requirements.)

Basic Negotiated Indirect Cost Rate Information (Use only if option 1 or 2(a), above is selected.)

Period Covered by NICRA: From: [] To: [] Approving Federal or State Agency: []
Indirect Cost Rate: [] % The Distribution Base Is: []



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

Organization Name: City of Bloomington

NOFO Number: 494-00-1002

Section B: Non-State of Illinois Funds

Fiscal Year: FY20

REVENUES			Total Revenue
Grantee Match Requirement %:	0	(Agency to Populate)	
b) Cash		\$	0.00
c) Non-Cash		\$	0.00
d) other Funding and Contributions		\$	0.00
Total Non-State Funds (lined b through d)		\$	0.00

Budget Expenditure Categories	OMB Uniform Guidance Federal Awards Reference 2 CFR 200		Total Expenditures
1. Personnel (Salaries and Wages)	200.430	\$	
2. Fringe Benefits	200.431	\$	
3. Travel	200.474	\$	
4. Equipment	200.439	\$	
5. Supplies	200.94	\$	
6. Contractual Services and Subawards	200.318 & 200.92	\$	
7. Consultant (Professional Services)	200.459	\$	
8. Construction		\$	200,000.00
9. Occupancy (Rent and Utilities)	200.465	\$	
10. Research and Development (R&D)	200.87	\$	
11. Telecommunications		\$	
12. Training and Education	200.472	\$	
13. Direct Administrative Costs	200.413 (c)	\$	
14. Miscellaneous Costs		\$	
15. A. Grant Exclusive Line Item(s)		\$	
15. B. Grant Exclusive Line Item(s)		\$	
16. Total Direct Costs (add lines 1-15)	200.413	\$	200,000.00
17. Total indirect Costs	200.414	\$	
Rate %:	<input type="text"/>		
Base:	<input type="text"/>		
18. Total Costs State Grant Funds (Lines 16 and 17) MUST EQUAL REVENUE TOTALS ABOVE		\$	200,000.00



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

Organization Name: City of Bloomington

NOFO Number: 494-00-1002

Data Universal Number System (DUNS) Number (enter numbers only) : 060864170

Fiscal Year: FY20

Catalog of State Financial Assistance (CSFA) Number: 494-00-1002

CSFA Short Description: Safe Routes to School

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and that any false, fictitious or fraudulent information or the omission of any material fact could result in the immediate termination of my grant award(s).

City of Bloomington

Institution/Organization Name:

City of Bloomington

Institution/Organization Name:

Finance Director

Title (Chief Financial Officer or equivalent):

City Manager

Title (Executive Director or equivalent):

Scott Rathbun

Printed Name (Chief Financial Officer or equivalent):

Tim Gleason

Printed Name (Executive Director or equivalent):



Signature (Chief Financial Officer or equivalent):



Signature (Executive Director or equivalent):

11/15/18

Date of Execution (Chief Financial Officer):

11/16/18

Date of Execution (Executive Director):

Note: The State Awarding Agency may change required signers based on the grantee's organizational structure. The required signers must have the authority to enter onto contractual agreements on the behalf of the organization.



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

1). Personnel (Salaries and Wages) (2 CFR 200.430)

List each position by title and name of employee, if available. Show the annual salary rate and the percentage of time to be devoted to the project and length of time working on the project. Compensation paid for employees engaged in grant activities must be consistent with that paid for similar work within the applicant organization. Include a description of the responsibilities and duties of each position in relationship to fulfilling the project goals and objectives in the narrative space provided below. Also, provide a justification and description of each position (including vacant positions). Relate each position specifically to program objectives. Personnel cannot exceed 100% of their time on all active projects.

Name	Position	Salary or Wage	Basis (Yr./Mo./Hr.)	% of Time	Length of Time	Personnel Cost	Add/Delete Row
				%			Add
							Delete
State Total							
				%			Add
							Delete
NON-State Total							
Total Personnel							
Personnel Narrative (State):							
Not Applicable for Safe Routes to School Grants							
Personnel Narrative (Non-State): (i.e. "Match" or "Other Funding")							



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

2). Fringe Benefits (2 CFR 200.431)

Fringe benefits should be based on actual known costs or an established formula. Fringe benefits are for the personnel listed in category (1) direct salaries and wages, and only for the percentage of time devoted to the project. Provide the fringe benefit rate used and a clear description of how the computation of fringe benefits was done. Provide both the annual (for multiyear awards) and total. If a fringe benefit rate is not used, show how the fringe benefits were computed for each position. The budget justification should be reflected in the budget description. Elements that comprise fringe benefits should be indicated.

Name	Position(s)	Base	Rate (%)	Fringe Benefit Cost	Add/Delete Rows
			%		Add Delete
State Total					
			%		Add Delete
Non-State Total					
Total Fringe Benefits					

Fringe Benefits Narrative (State):

Not Applicable for Safe Routes to School Grants

Fringe Benefits Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

3). Travel (2 CFR 200.474)

Travel should include: origin and destination, estimated costs and type of transportation, number of travelers, related lodging and per diem costs, brief description of the travel involved, its purpose, and explanation of how the proposed travel is necessary for successful completion of the project. In training projects, travel and meals for trainees should be listed separately. Show the number of trainees and unit cost involved. Identify the location of travel, if known; or if unknown, indicate "location to be determined." Indicate source of Travel Policies applied, Applicant or State of Illinois Travel Regulations. NOTE: Dollars requested in the travel category should be for staff travel only. Travel for consultants should be shown in the consultant category along with the consultant's fee. Travel for training participants, advisory committees, review panels and etc., should be itemized the same way as indicated above and placed in the "Miscellaneous" category.

Purpose of Travel/Items	Location	Cost Rate	Basis	Quantity	Number of Trips	Travel Cost	Add/Delete Row
							Add
							Delete
State Total							
							Add
							Delete
NON-State Total							
Total Travel							

Travel Narrative (State):

Not Applicable for Safe Routes to School Grants

Travel Narrative (Non-State): (i.e..e "Match" of "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

4). Equipment (2 CFR 200.439)

Provide justification for the use of each item and relate them to specific program objectives. Provide both the annual (for multiyear awards) and total for equipment. Equipment is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000. (Note: Organization's own capitalization policy for classification of equipment can be used). Applicants should analyze the cost benefits of purchasing versus leasing equipment, especially high cost items and those subject to rapid technical advances. Rented or leased equipment costs should be listed in the "Contractual" category. Explain how the equipment is necessary for the success of the project. Attach a narrative describing the procurement method to be used.

Item	Quantity	Cost Per Item	Equipment Cost	Add/Delete Rows
				Add
				Delete
State Total				
				Add
				Delete
Non-State Total				
Total Equipment				

Equipment Narrative (State):

Equipment Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

5). Supplies (2 CFR 200.94)

List items by type (office supplies, postage, training materials, copying paper, and other expendable items such as books, hand held tape recorders) and show the basis for computation. Generally, supplies include any materials that are expendable or consumed during the course of the project.

Item	Quantity/Duration	Cost Per Item	Supplies Cost	Add/Delete Rows
				Add
				Delete
State Total				
				Add
				Delete
Non-State Total				
Total Supplies				

Supplies Narrative (State):

Supplies Narrative (Non-State): (i.e. "Match" or "Other Funding")



State of Illinois UNIFORM GRANT BUDGET TEMPLATE

6). Contractual Services (2 CFR 200.318) & Subawards (200.92)

Provide a description of the product or service to be procured by contract and an estimate of the cost. Applicants are encouraged to promote free and open competition in awarding contracts. A separate justification must be provided for sole contracts in excess of \$150,000 (See 2 CFR 200.88). NOTE : this budget category may include **subawards**. Provide separate budgets for each subaward or contract, regardless of the dollar value and indicate the basis for the cost estimates in the narrative. Describe products or services to be obtained and indicate the applicability or necessity of each to the project.

Please also note the differences between subaward, contract, and contractor (vendor):

- 1) Subaward (200.92) means an award provided by a pass-through entity to a sub-recipient for the sub-recipient to carry out part of a Federal/State award, including a portion of the scope of work or objectives. It does not include payments to a contractor or payments to an individual that is a beneficiary of a Federal/State program.
- 2) Contract (200.22) means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award. The term as used in this part does not include a legal instrument, even if the non-Federal entity considers it a contract, when the substance of the transaction meets the definition of a Federal award or subaward.
- 3) "Vendor" or "Contractor" is generally a dealer, distributor or other seller that provides supplies, expendable materials, or data processing services in support of the project activities.

	Contractual Services Cost	Add/Delete Rows
Item		Add Delete
State Total		Add Delete
Non-State Total		
Total Contractual Services		

Contractual Services Narrative (State):

Contractual Services Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

7). Consultant Services and Expenses (2 CFR 200.459)

Consultant Services (Fees): For each consultant enter the name, if known, service to be provided, hourly or daily fee (8-hour day), and estimated time on the project.

Consultant Expenses: List all expenses to be paid from the grant to the individual consultant in addition to their fees (i.e., travel, meals, lodging, etc.) Consultant--Indicate whether applicant's formal, written Procurement Policy or the Federal Acquisitions Policy is used.

Consultant Services (Fees)	Services Provided	Fee	Basis	Quantity	Consultant Services (Fee) Cost	Add/Delete Row
						Add
						Delete
State Total						
						Add
						Delete
NON-State Total						
Total Consultant Services (Fees)						

Consultant Services Narrative (State):
Not Applicable for Safe Routes to School Grants

Consultant Services Narrative (Non-State):

Consultant Expenses - Items	Location	Cost Rate	Basis	Quantity	Number of Trips	Consultant Expenses Cost	Add/Delete Row
							Add
							Delete
State Total							
							Add
							Delete
NON-State Total							
Total Consultant Expenses							

Consultant Expenses Narrative (State):
Not Applicable for Safe Routes to School Grants

Consultant Expenses Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

8). Construction

Provide a description of the construction project and an estimate of the costs. As a rule, construction costs are not allowable unless with prior written approval. In some cases, minor repairs or renovations may be allowable. Consult with the program office before budgeting funds in this category. Estimated construction costs must be supported by documentation including drawings and estimates, formal bids, etc. As with all other costs, follow the specific requirements of the program, the terms and conditions of the award, and applicable regulations.

Purpose	Description of Work	Construction Cost	Add/Delete Rows
Construct new sidewalk and replace existing sidewalk.	SRTS, Sheridan Elementary, Bloomington IL	\$200,000.00	Add
			Delete
State Total		\$200,000.00	
			Add
			Delete
Non-State Total			
Total Construction		\$200,000.00	

Construction Narrative (State):

In preparing a Safe Routes to School (SRTS) grant application, the City of Bloomington's Engineering Division defined desired streets for public sidewalk improvements at and near Sheridan Elementary School. Staff then gathered quantity measurements on site for sidewalk and associated improvements. These measurements show need to replace more than 22,000 square feet of existing sidewalk. The City of Bloomington and its application partner, District 87 Schools/Sheridan Elementary School, request \$200,000 for construction and replacement of sidewalks through the 2019 IDOT Safe Routes to School program. The City will administer the grant, engineer the program, oversee construction, and provide required documentation using its in-house Engineering staff. These City in-house efforts will be paid by the City and are in addition to the requested grant amount.

To generate a preliminary engineer's cost estimate, the City used awarded unit prices in its FY19 Sidewalk Replacement and Handicap Ramp Program. Using this method to arrive at a preliminary estimate, the City projects cost of the sidewalk construction and replacement for designated Sheridan SRTS sidewalks at \$226,260. There is no match being proposed, and the maximum award is \$200,000. This means portions will have to be delayed or funded by other means if SRTS bids match or exceed this preliminary engineering estimate. Conversely, if bids received are less than \$200,000, all unused portions will be returned to the SRTS program. A detailed breakdown of quantities and cost is provided in this grant application, both as a City of Bloomington spreadsheet and an IDOT BDE 213 form. The City also generated 33 pages of field notes showing its sidewalk ratings and block by block quantity measurements.

Construction Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

9). Occupancy - Rent and Utilities (2 CFR 200.465)

List items and descriptions by major type and the basis of the computation. Explain how rental and utility expenses are allocated for distribution as an expense to the program/service. For example, provide the square footage and the cost per square foot rent and utility, and provide a monthly rental and utility cost and how many months to rent. **NOTE:** This budgetary line item is to be used for direct program rent and utilities, all other indirect or administrative occupancy costs should be listed in the indirect expense section of the Budget worksheet and narrative. Maintenance and repair costs may be included here if directly allocated to program.

Description	Quantity	Basis	Cost	Length of Time	Occupancy Cost	Add/Delete Row
						Add
						Delete
State Total						
						Add
						Delete
NON-State Total						
Total Occupancy - Rent and Utilities						

Occupancy - Rent and Utilities Narrative (State):
Not Applicable for Safe Routes to School Grants

Occupancy - Rent and Utilities Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

10). Research & Development (R&D) (2 CFR 200.87)

Definition: All research activities, both basic and applied, and all development activities that are performed by non-Federal entities directed toward the production of useful materials, devices, systems, or methods, including design and development of prototypes and processes. Provide a description of the research and development project and an estimate of the costs. Consult with the program office before budgeting funds in this category.

Purpose	Description of Work	Research and Development Cost	Add/Delete Rows
			Add Delete
State Total			
			Add Delete
Non-State Total			
Total Research and Development			

Research and Development Narrative (State):
Not Applicable for Safe Routes to School Grants

Research and Development Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

11). Telecommunications

List items and descriptions by major type and the basis of the computation. Explain how telecommunication expenses are allocated for distribution as an expense to the program/service. NOTE: This budgetary line item is to be used for direct program telecommunications, all other indirect or administrative telecommunication costs should be listed in the indirect expense section of the Budget worksheet and narrative.

Description	Quantity	Basis	Cost	Length of Time	Telecommunications Cost	Add/Delete Row
						Add
						Delete
State Total						
						Add
						Delete
NON-State Total						
Total Telecommunications						

Telecommunications Narrative (State):

Not Applicable for Safe Routes to School Grants

Telecommunications Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

12). Training and Education (2 CFR 200.472)

Describe the training and education cost associated with employee development. Include rental space for training (if required), training materials, speaker fees, substitute teacher fees, and any other applicable expenses related to the training. When training materials (pamphlets, notebooks, videos, and other various handouts) are ordered for specific training activities, these items should be itemized below.

Description	Quantity	Basis	Cost	Length of Time	Training and Education Cost	Add/Delete Row
						Add
						Delete
State Total						
						Add
						Delete
NON-State Total						
Total Training and Education						

Training and Education Narrative (State):

Training and Education Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

13). Direct Administrative Costs (2 CFR 200.413 (c))

The salaries of administrative and clerical staff should normally be treated as indirect (F&A) costs. Direct charging of these costs may be appropriate only if all of the following conditions are met: (1) Administrative or clerical services are integral to a project or activity; (2) Individuals involved can be specifically identified with the project or activity; (3) Such costs are explicitly included in the budget or have the prior written approval of the State awarding agency; and (4) The costs are not also recovered as indirect costs.

Name	Position	Salary or Wage	Basis (Yr./Mo./Hr.)	% of Time	Length of Time	Direct Administrative Cost	Add/Delete Row
				%			Add Delete
State Total							
				%			Add Delete
NON-State Total							
Total Direct Administrative Costs							

Direct Administrative Costs Narrative (State):
Not Applicable for Safe Routes to School Grants

Direct Administrative Costs Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

14). Other or Miscellaneous Costs

This category contains items not included in the previous categories. List items by type of material or nature of expense, break down costs by quantity and cost per unit if applicable, state the necessity of other costs for successful completion of the project and exclude unallowable costs (e.g.. Printing, Memberships & subscriptions, recruiting costs, etc.)

Description	Quantity	Basis	Cost	Length of Time	Other or Miscellaneous Cost	Add/Delete Row
						Add
						Delete
State Total						
						Add
						Delete
NON-State Total						
Total Other or Miscellaneous Costs						

Other or Miscellaneous Costs Narrative (State):

Other or Miscellaneous Costs Narrative (Non-State): (i.e. "Match" or "Other Funding")



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

15). GRANT EXCLUSIVE LINE ITEM

Grant Exclusive Line Item Description: _____

Costs directly related to the service or activity of the program that is an integral line item for budgetary purposes. To use this budgetary line item, an applicant must have Program approval. (Please cite reference per statute for unique costs directly related to the service or activity of the program). (Note: Use columns within table as needed for the item being reported. Leave blank those columns that are not applicable. This table does NOT auto-calculate each line. You must enter the line totals. The table will auto-calculate the State, Non-State, and Total Grant Exclusive Line Item amounts based on your line entries. The State, Non-State and Total Grant Exclusive Line Item amounts will NOT carry forward to the Budget Narrative Summary table. You will have to enter the State and Non-State Totals for ALL Grant Exclusive Line Items in the Budget Narrative Summary table. Use the "Add New Grant Exclusive Line Item" button below to add additional tables as needed.)

Description	Quantity	Basis	Cost	Length of Time	Grant Exclusive Line Item Cost	Add/Delete Row
						Add
						Delete
State Total						
						Add
						Delete
NON-State Total						
Total Grant Exclusive Line Item						

Grant Exclusive Line Item Narrative (State):
Not Applicable for Safe Routes to School Grants

Grant Exclusive Line Item Narrative (Non-State): (i.e. "Match" or "Other Funding")

Add New Grant Exclusive Line Item	Delete Grant Exclusive Line Item
-----------------------------------	----------------------------------



**State of Illinois
UNIFORM GRANT BUDGET TEMPLATE**

16). Indirect Cost (2 CFR 200.414)

Provide the most recent indirect cost rate agreement information with the itemized budget. The applicable indirect cost rate(s) negotiated by the organization with the cognizant negotiating agency must be used in computing indirect costs (F&A) for a program budget. The amount for indirect costs should be calculated by applying the current negotiated indirect cost rate(s) to the approved base(s). After the amount of indirect costs is determined for the program, a breakdown of the indirect costs should be provided in the budget worksheet and narrative below.

Description	Base	Rate	Indirect Cost	Add/Delete Rows
			\$0.00	Add Delete
State Total			\$0.00	
			\$0.00	Add Delete
Non-State Total			\$0.00	
Total Indirect Costs			\$0.00	

Indirect Costs Narrative (State):

Not Applicable for Safe Routes to School Grants

Indirect Costs Narrative (Non-State):



State of Illinois UNIFORM GRANT BUDGET TEMPLATE

Budget Narrative Summary--When you have completed the budget worksheet, transfer the totals for each category to the spaces below to the uniform template provided (SECTION A & B). Verify the total costs and the total project costs. Indicate the amount of State requested funds and the amount of non-State funds that will support the project.. (Note: The State, Non-State, and Total cost amounts for each line item below are auto-filled based upon the entries in the preceding budget tables 1-14 and 16. The State and Non-State Total amounts from Table 15 above, Grant Exclusive Line Item(s), must be entered into this table by hand due to the possibility of there being more than one Grant Exclusive Line Item table. Once the Grant Exclusive Line Item(s) amounts are entered into this table, the State Request amount, Non-State Amount and the Total Project Costs will be calculated automatically. It is imperative that the summary tables be completed accurately for the Budget Narrative Summary to be accurate.)

Budget Category	State	Non-State	Total
1. Personnel			
2. Fringe Benefits			
3. Travel			
4. Equipment			
5. Supplies			
6. Contractual Services			
7. Consultant (Professional Services)			
8. Construction	\$200,000.00		\$200,000.00
9. Occupancy (Rent and Utilities)			
10. Research and Development (R & D)			
11. Telecommunications			
12. Training and Education			
13. Direct Administrative Costs			
14. Other or Miscellaneous Costs			
15. GRANT EXCLUSIVE LINE ITEM(S)			
16. Indirect Costs	\$0.00	0.00	\$0.00
State Request	\$200,000.00		
Non-State Amount			
TOTAL PROJECT COSTS			\$200,000.00



State of Illinois
UNIFORM GRANT BUDGET TEMPLATE

For State Use Only

Grantee: City of Bloomington
Data Universal Number System (DUNS) Number (enter numbers only) : 060864170
Notice of Funding Opportunity (NOFO) Number: 494-00-1002
Catalog of State Financial Assistance (CSFA) Number: 494-00-1002 CSFA Short Description: Safe Routes to School
Fiscal Year(s): FY 2020

Initial Budget Request Amount: \$200,000.00

Prior Written Approval for Expense Line Item:

Statutory Limits or Restrictions:

Checklist:

Final Budget Amount Approved:

Program Approval Name Program Approval Signature Date

Fiscal & Administrative Approval Name Fiscal & Administrative Approval Signature Date

Budget Revision Approved:

Program Approval Name Program Approval Signature Date

Fiscal & Administrative Approval Signature Fiscal & Administrative Approval Signature Date

§200.308 Revision of budget and program plans

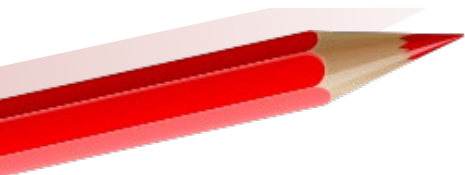
(e) The Federal/State awarding agency may, at its option, restrict the transfer of funds among direct cost categories or programs, functions and activities for Federal/State awards in which the Federal/State share of the project exceeds the Simplified Acquisition Threshold and the cumulative amount of such transfers exceeds or is expected to exceed 10 percent or \$1,000 per detail line item, whichever is greater of the total budget as last approved by the Federal/State awarding agency. The Federal/State awarding agency cannot permit a transfer that would cause any Federal/State appropriation to be used for purposes other than those consistent with the appropriation.



CITY OF
Bloomington
ILLINOIS



Programmatic Risk Assessment Questionnaire



Programmatic Risk Assessment Questionnaire FY19

**A separate Programmatic Risk Assessment
is required for each grant application. Responses must be program-specific.**

Program Associated with this Programmatic Risk Assessment:	Safe Routes to School Program (SRTS)
Applicable CFR or state citation:	494-00-1002 Safe Routes to School
Awarding State Agency:	Illinois Department of Transportation
Entity Completing Programmatic Risk Assessment:	City of Bloomington
Individual Completing Programmatic Risk Assessment:	Kevin Kothe, PE
Contact Information for Completer (Phone and Email):	309-434-2225 kkothe@cityblm.org

To comply with federal risk assessment requirements of 2 CFR 200.205, the state awarding agency must review the programmatic risk posed by applicants. Illinois utilizes this programmatic risk assessment questionnaire to comply with the federal requirements.

1. Quality of management systems and ability to meet the management standards

1.1 Do you have written policies and procedures that guide program delivery on the topics of:

- | | |
|--|--|
| a. Program outcome tracking and reporting mechanisms | <input checked="" type="checkbox"/> YES/ <input type="checkbox"/> NO |
| b. Relevant documentation of services/goods delivered | <input checked="" type="checkbox"/> YES/ <input type="checkbox"/> NO |
| c. Staff management policies and procedures | <input checked="" type="checkbox"/> YES/ <input type="checkbox"/> NO |
| d. Standards of conduct re: selection, award or administration of grants | <input checked="" type="checkbox"/> YES/ <input type="checkbox"/> NO |
| e. Real or perceived conflict of interest re: selection, award or administration of grants | <input type="checkbox"/> YES/ <input checked="" type="checkbox"/> NO |
| f. Complaint/grievance resolution policies and procedures | <input checked="" type="checkbox"/> YES/ <input type="checkbox"/> NO |

- g. Safeguarding funds, property and other assets against loss from unauthorized use of disposition YES/ NO
- h. Management of grant terms YES/ NO
- i. Written approval from funding agency when key personnel change YES/ NO
- j. Written approval from funding agency when program scope changes YES/ NO
- k. Participant eligibility, if applicable YES/ NO / NOT APPLICABLE

1.2 Do you have internal controls that govern program delivery on the topics of:

- a. Quality assurance reporting YES/ NO
- b. Unit costs, expense analysis/management YES/ NO
- c. Accreditation/licensing compliance program YES/ NO

1.3 How many years of experience does the project leader have managing the scope of services required under this program?

- More than five years
- One to five years
- Less than one year

1.4 Does the organization have a time and effort system to track program-specific work performed?

YES/ NO

If "Yes":

- a. Does the system record all time worked, including time not charged to awards? YES/ NO
- b. Does the system include sign-off by the employee and supervisor? YES/ NO

If "No", go to question 1.5

1.5 Are program payments based on a rate or unit of service?

If "Yes":

- a. Does the organization have written procedures to ensure accurate invoicing? YES/ NO
- b. Does a second person sign-off on the invoice? YES/ NO

If "No", go to question 1.6

1.6 Does the program have a match or related requirements?

If "Yes":

- a. Does the organization have written procedures for match reporting? YES/ NO
- b. Does a second person sign-off on match reporting? YES/ NO

If "No", go to question 1.7

1.7 Is the organization prepared to utilize periodic performance reports to communicate program outcomes?

- Performance reports are an established part of grant management procedures.

- Performance data reporting is being developed as part of grant management procedures.
- We do not currently report performance data within our grant management.

2. History of Performance

2.1 How many years of experience does your organization have with grants of comparable scope and/or capacity?

- More than five years
- One to five years
- Less than one year
- No experience GO TO QUESTION 3.3

2.2 If your organization has received grants of comparable scope and/or capacity, provide a brief description of similar project goals and outcomes; specify the applicable year: Safe Routes to School for Benjamin School Trail in 2013.

2.3 During your last two fiscal years, how frequently has the organization submitted project performance reports on time?

- Always
- Reported late up to three times
- Reported late four or more times
- Not applicable – not a requirement of awards previously received

2.4 Does your organization have performance measurements that tie to financial data?

- YES/ NO

2.5 Have there been any significant changes in your organization in the last fiscal year related to program delivery?

- | | |
|---|--|
| a. Management/leadership personnel | <input type="checkbox"/> YES/ <input checked="" type="checkbox"/> NO |
| b. Reorganization or parent/subsidiary relationships | <input type="checkbox"/> YES/ <input checked="" type="checkbox"/> NO |
| c. Significant changes in programs/grants funded | <input type="checkbox"/> YES/ <input checked="" type="checkbox"/> NO |
| d. Statutory or regulatory requirements imposed on your organization type | <input type="checkbox"/> YES/ <input checked="" type="checkbox"/> NO |

2.6 Provide a brief explanation for all "YES" responses to question 2.5. (Text response)

2.7 Will a sub-grantee/sub-recipient/sub-award be utilized to manage, administer or complete the project? YES/ NO

If NO, go to question 3.1.

2.8 What responsibilities will the sub-grantee/sub-recipient/sub-award perform under this program?

- | | |
|--|---|
| a. Participant eligibility determination | <input type="checkbox"/> YES/ <input type="checkbox"/> NO |
| b. Case Management | <input type="checkbox"/> YES/ <input type="checkbox"/> NO |
| c. Performance reporting | <input type="checkbox"/> YES/ <input type="checkbox"/> NO |

- d. Financial reporting YES/ NO
- e. Invoicing YES/ NO
- f. Other YES/ NO

2.9 What percentage of grant funds does the organization anticipate passing to sub-grantees/sub-recipients/sub-awards?

- Less than 10%
- 10-20%
- More than 20%

2.10 Does your organization have an implemented policy for sub-grantee/sub-recipient monitoring?

If Yes, does it include:

- On-site review
- Review of prior monitoring and desk/quantitative review
- Review of prior monitoring only
- Desk/quantitative review only

3. Reports and Findings from audits performed under Subpart F – Audit Requirements of this part or the reports and findings of any other available audit.

3.1. During the last two fiscal years, has your organization been out of compliance with *programmatic* terms and conditions of awards?

- Organization has not been audited; Go to Question 3.6
- No occurrences of non-compliance; Go to Question 3.6
- One to three occurrences of non-compliance
- Four or more occurrences of non-compliance

3.2. If your organization had at least one occurrence of non-compliance with programmatic terms and conditions, summarize each occurrence. (Text response)

3.3. Have corrective actions been implemented within the specified timeframe? YES/ NO

3.4. Provide explanation for any corrective actions that were not implemented within the timeframe specified and for any corrective actions that remain open. (Text response)

3.5. Have there been findings regarding conflict of interest within the last two fiscal years?

- YES/ NO

- a. If NO, go to question 3.6
- b. If YES, specify the finding and your response to the finding.
(Text response)

3.6. Has your organization even been subject to specific conditions due to program issues?

- YES/ NO

- a. If NO, to go question 4.1.
- b. If YES, specify the specific condition, why it was imposed, and whether or not it is still applicable. (Text response)

4. Applicants ability to effectively implement statutory, regulatory, or other requirements imposed on awardees.

4.1. To what extent does your organization have policies to ensure programmatic expenses are reasonable, necessary and prudent (sensible)?

- Policies are implemented and followed
 Policies are implemented, but not consistently followed
 Policies are being implemented
 The organization does not currently have these type of policies

4.2. To what extent does your organization have policies to ensure programmatic activities are allowable?

- Policies are implemented and followed
 Policies are implemented, but not consistently followed
 Policies are being implemented
 The organization does not currently have these types of policies

4.3. Has the organization been out of compliance with any statutory, regulatory or other requirements of grant funding within the last two fiscal years?

- YES/ NO

If Yes, provide an explanation

4.4. To what extent is your organization able to comply with all statutory requirements of this program?


- Fully able to comply with all statutory requirements
 With the following exception(s), the organization is able to comply:
 Text response of exception(s)

5. Agency-specific Questions (As applicable based on terms of the Notice of Funding Opportunity)


(Awarding agency has discretion to add additional questions specific to the delivery of services as required in the terms of funding for the specified program. If grant or agency specific questions are not added, the awarding agency must ensure that the applicant understands that their responses are to be specific to the associated program.)

- 5.1. Compliance with matching, level of effort, earmarking requirements related to program delivery
 5.2. Compliance with program income requirements related to program delivery
 5.3. Compliance with Davis Bacon or McNamara-O'Hara Service Contract Act
 5.4. Compliance with equipment and real property management requirements related to program delivery
 5.5. Compliance with real property acquisition and relocation related to program delivery

Certification Section – By signing this questionnaire, I certify to the best of my knowledge and belief that the responses are true, complete and accurate. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise (2 CFR 200.415)



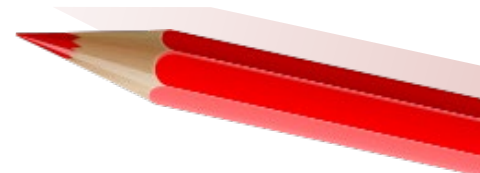
 Authorized Signature



 Date



Illinois SRTS Funding Application





Illinois Safe Routes to School Funding Application
Funding Cycle 2019

Infrastructure Project Application

Application Name: Improving Safe Routes to School for Sheridan Elementary School

Project Sponsor: City of Bloomington

Contact Information

Applicant City of Bloomington
Name: c/o Kevin Kothe, P.E.
Title: City Engineer
Address: 115 E Washington St, PO BOX 3157
City: Bloomington
County: McLean
Zip: 61702
Phone: 309-434-2225
Fax: 309-434-2804
Email: kkothe@cityblm.org

Sponsor City of Bloomington /
Name: Bloomington Public Schools
Title:
Address: 109 E. Olive St.
City: Bloomington
County: McLean
Zip: 61701
Phone: 309-434-2225
Fax: 309-434-2804
Email: kkothe@cityblm.org

Is project located within an MPO? Yes No (If yes, provide contact information below and include letter of project concurrence.)

MPO: McLean County Regional Planning Commission

Contact Name: Ms. Vasudha Gadhiraaju, AICP
Address: 115 E Washington St
Room M103
City/Zip: Bloomington 61701

Phone: 309-828-4331
Fax: n/a
Email: vgadhiraaju@mcplan.org

Total Project Cost: \$200,000	Requested SRTS Amount: \$200,000 (\$200,000 max)
--------------------------------------	---

Project Relations: Is this project contingent upon the completion of another SRTS project? Yes No
If yes, provide name of project and details

School Proximity: Is this project located within 2 miles of a primary or middle school (grades K-8)? Yes No

Right-of-Way: Does this project require the purchase of additional Right-of-Way or Easement approval? Yes No
If yes, please explain



Illinois Safe Routes to School Funding Application Funding Cycle 2019

Infrastructure Project Application

Public Input Process

- Parent Surveys and Student Tallies (required) Yes No (Attach files associated to this project)
- Key Stakeholders Interviewed? Yes No (Attach written interviews)
- Public Meeting Held? Yes No Date: 11/13/18
- Community "Walkability" Conducted? Yes No Date: 11/9/18
- Community "Bikeability" Conducted? Yes No Date: 11/9/18
- School Wellness Policy Incorporated? Yes No (Attach written policy)

Infrastructure Improvements included in Project

All infrastructure improvements will be required to meet ADA and other applicable requirements.

1. Sidewalks

- New Sidewalk
- Sidewalk Repair
- Sidewalk Gap Closure
- Sidewalk Widening
- Sidewalk Curb
- Sidewalk Curb Ramp

2. Traffic Calming/Speed Reduction

- Speed Bump/Hump/Table
- Raised Crossing
- Median Refuge/Center Crossing
- Narrowed Traffic Lane

3. Traffic Control Devices

- New/Upgraded Signs
- New/Upgraded Traffic Signals
- New Pavement Markings
- New Traffic Striping
- In-Roadway Crossing Light
- Flashing Beacons
- Bike Sensitive Signal Actuation Device
- Pedestrian Activated Signal Upgrades
- Pedestrian Countdown Signals

4. Pedestrian and Bicycle Crossing Improvements

- Crossing
- New/Upgraded Signs
- Median Refuge
- Raised Crossing
- Sight Distance Improvements

5. On Street Bicycle Facilities

- Widened Outside Lanes/Shoulders
- Geometric Improvements
- Channelization
- Traffic Signs
- Pavement Markings
- Turning Lanes
- Roadway Realignment

6. Off Street Bicycle and Pedestrian Facilities

- Multi-Use Bike/Ped Trail

7. Secure Bicycle Parking Facilities

- Bike Racks
- Safety Lighting
- Covered Bike Shelters



Illinois Safe Routes to School Funding Application Funding Cycle 2019

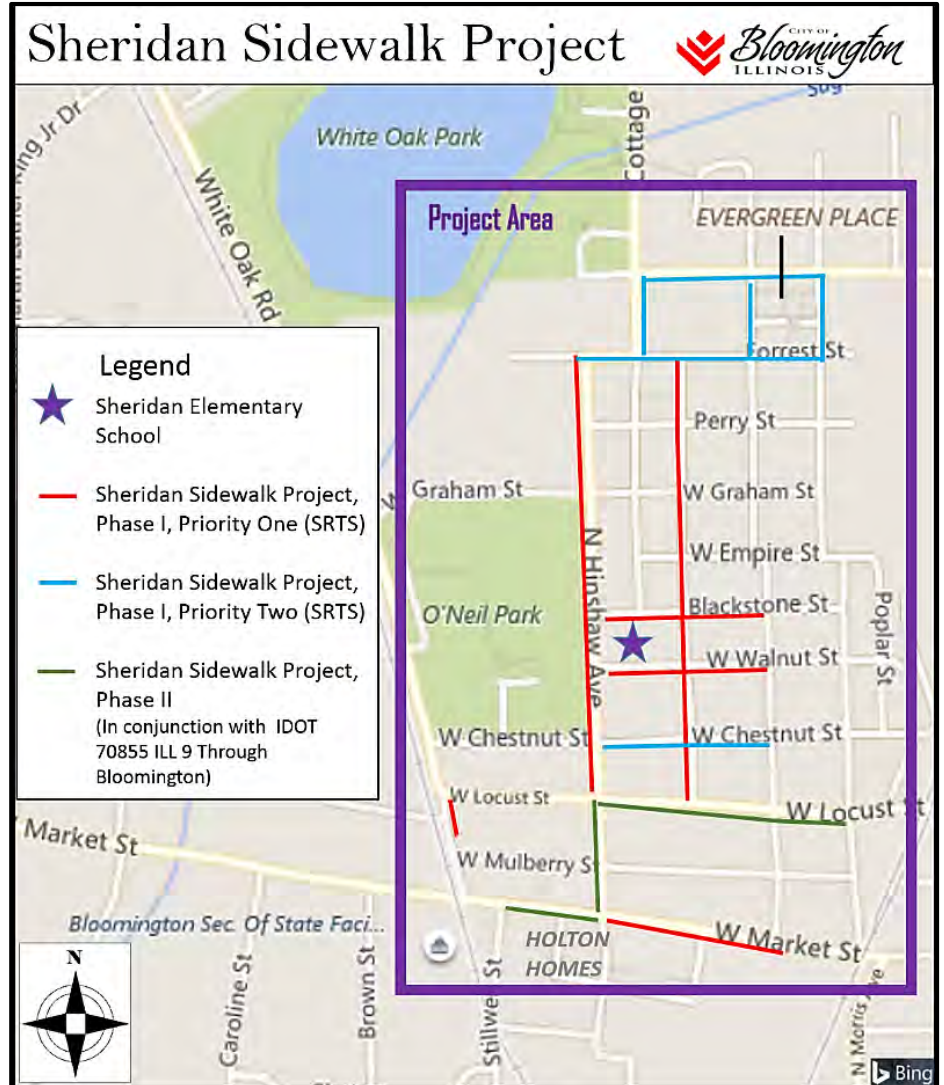
Infrastructure Project Application

Project Location Description (attach maps showing locations of affected schools and proposed improvement location(s).)

The Sheridan Sidewalk Project is located within a half-mile area centered at Sheridan Elementary School, a K-5 public school in the northwest section of Bloomington, McLean County, Illinois.

Sidewalks involved in the SRTS grant portion of the project (Phase I) are City of Bloomington sidewalks, and the City owns all required right-of-way.

As shown by the green lines on the adjacent map, Phase II of the project runs along state right-of-way (Illinois Route 9). The City anticipates executing Phase II in conjunction with Illinois Department of Transportation resurfacing project 70855. No SRTS 2019 funding is intended for this phase.



Impacted Schools

Sheridan Elementary School
1403 W Walnut Street
Bloomington, IL 61701
Phone: 309-828-2359
Fax: 309-829-3209
Website: www.district87.org/sheridan

Sheridan Elementary School is a K-5 public school owned and operated by Bloomington Public Schools District 87. It is located at the intersection of North Hinshaw Avenue and West Walnut Street, across from the City of Bloomington's O'Neil Park.



Illinois Safe Routes to School Funding Application Funding Cycle 2019

Infrastructure Project Application

Infrastructure Project Commentary (fully describe the following)

Description of Project

Summary

The City of Bloomington and Bloomington Public Schools District 87/Sheridan Elementary School request \$200,000 for the Sheridan Sidewalk Project through the Safe Routes to School (SRTS) grant program. The grant funding will be used exclusively on construction of public sidewalk at and near the school. The City of Bloomington will administer the SRTS grant in-house and pay for salaries for engineering services and grant management through the City's General Fund.

The project will improve access, safety and accessibility to not only the school but also to three city parks. They are O'Neil Park and White Oak Park, which provide scheduled, supervised activities for Bloomington youth and families, and Evergreen Park, a neighborhood park adjacent to the Evergreen Place public housing complex.

The Sheridan Sidewalk Project has the following elements:

- Phase I: City sidewalk to be replaced in city right-of-way using SRTS funds. This entails construction and replacement of approximately 35,000 square feet of sidewalk, stretching approximately 1.3 linear miles. This phase also includes closing a 150-foot-long sidewalk gap with sidewalk and four curb ramps. *Preliminary Estimate: \$225,432.*
 - Phase I ramps: City ramps on City sidewalk from Phase I. Ramp replacement within the SRTS project will occur gradually in conjunction with street resurfacing using City of Bloomington funds beginning in 2019.
- Phase II: Public sidewalk and ramps to be replaced along state right-of-way – Illinois Route 9 along portions of Market, Hinshaw and Locust streets. This portion of the Sheridan Sidewalk Project will be executed in conjunction with and in cooperation with the Illinois Department of Transportation through its planned “70855 ILL 9 Through Bloomington.” No SRTS 2019 funds will be used on Phase II. Phase II entails replacement of about 12,100 square feet of midblock public sidewalk, stretching approximately a half mile. Based on preliminary IDOT budgeting, the City anticipates that IDOT will pay most ramp costs, and the City will assume responsibility for an estimated \$126,237 of midblock replacement using City of Bloomington funds and/or other grant funds.

Use of PROWAG and Sidewalk Master Plan

For all sidewalk construction, the City will use the *Public Rights-of-Way Accessibility Guidelines* (PROWAG) as its guiding resource for engineering. Bloomington also has *A Master Plan for Sidewalks*, which will serve as a resource when addressing issues such as tree-sidewalk conflict. The City will find ways to preserve trees by rerouting sidewalks and fortifying new sidewalk with rebar to prevent root heaving of replacement panels. This technique is represented in the grant budget by the item “sidewalk reinforcement.”

Performance Measurement

Performance for the Sheridan Sidewalk Project will be measured by the decreasing of linear feet of sidewalks that are rated as subpar (rated 1 through 4 on a scale of 10). The rating system, which requires inspection and rating of sidewalk by each abutting land parcel, was developed by the City in 2011 and, with its companion *A Master Plan for Sidewalks*, was recognized for excellence by the Illinois Public Works Association in 2015. The rating system is shown in the attached Supplemental Supporting Materials.



Illinois Safe Routes to School Funding Application Funding Cycle 2019

Infrastructure Project Application

General Project Focus

Sheridan Elementary School is one of several focal points for the area. In addition to the school, the neighborhood is served by three city parks within walking distance. The area is home to working-class families as well as the working poor, unemployed, working-class families, and families in economic hardship. According to the US Census, 79 percent of the households have an annual income at or below 80 percent of the Area Median Income. This data is representative of Sheridan Elementary School's student population, which is 75 percent low income per the Illinois State Board of Education, and 80 percent low income per Bloomington Public Schools District 87. Two public housing units, Evergreen Place and Holton Homes, will be served by the Sheridan Sidewalk Project.

For the City of Bloomington, Sheridan Elementary School, and Bloomington Public Schools District 87, the goal for the partnership is to use resources to elevate, through expectations and opportunities, the minds and bodies of all young people they serve. Sheridan Elementary School administration stresses respectful behavior. The acronym for the SHARKS mascot is **Sheridan Has Achieving Responsible Kind Students**. Together, Bloomington municipal government and Bloomington Public Schools District 87/Sheridan Elementary School request \$200,000 in SRTS grant funding in furtherance of our goals of enriching the lives of students and their families through development of healthy minds and healthy bodies.

Funding Need

The area near Sheridan Elementary School needs a concerted effort in sidewalk improvements that an SRTS grant can provide. While some of the sidewalk in the neighborhood has been replaced over the years, much has not, complicating any effort to make significant improvements over a short time period. The City's FY19 Sidewalk Replacement and Handicap Ramp Program totals \$960,000, which is record funding for Bloomington. However, the city's sidewalk improvement needs are vast. Most of the FY19 General Fund allocation will pay for resurfacing-related ramp replacement, midblock sidewalk replacement along resurfacing routes ("complete streets"), and a 50-50 sidewalk cost-sharing program. Without grant funding, the City will have to improve sidewalks in the area near Sheridan Elementary School gradually, using a piecemeal approach that would take years to complete.

Needs of the Students

Government must recognize economic circumstances and provide reasonable accommodation to families in which walking is a primary means of transportation. Of the 355 Sheridan Elementary School students, 75 percent were categorized as low-income by the Illinois State Board of Education's 2017 Report Card. More recent data gathered by Bloomington Public Schools District 87 shows that percentage has jumped to 80 percent. In a day and age when parents must work at least one, if not two, jobs, in order to make ends meet, children are often required to get themselves to school. For those living in close proximity to the school, riding a school bus is not an option. For many families who have children that attend Sheridan Elementary school, access to a reliable vehicle is also not the norm. Therefore, many Sheridan Elementary School students have no choice but to walk or bike to school.

Health of Students and Families

The City wants to entice all students in the school's walking zone to walk or bike to school. Quality sidewalks provide incentive, which can promote the health of students and families. In 2018, the Bloomington Parks, Recreation and Cultural Arts Department (BPRCA) celebrates its 50th year of providing healthy outlets for all ages. The proposed project offers an opportunity for this tradition to continue by improving safe access to O'Neil Park, White Oak Park, and Evergreen Park. It also will provide safer pedestrian access to businesses, including a small grocery store, and faith-based institutions. Access to the non-profit Western Avenue Community Center, which provides both youth and senior programming, will also improve. Area residents will also have better pedestrian access to the vast network of social services,



Illinois Safe Routes to School Funding Application Funding Cycle 2019

Infrastructure Project Application

employment opportunities, and businesses through Connect Transit, which is the local public transportation provider.

Demonstration of Need

Sidewalk Condition

With the announcement of the SRTS funding opportunity, the City's engineering staff reviewed sidewalk conditions in the Sheridan Project area – using both GIS and field work. For the identified Sheridan Project area, staff found a need to replace approximately 1.7 miles of sidewalk – 1.3 miles in the SRTS grant section (Phase I) and another 0.4 miles in Phase II. Engineering staff measured project quantities and unit prices used in the City's FY19 Sidewalk Replacement and Handicap contract. The demonstrated need, using this method of estimation, totals \$225,432 for Phase I. The non-SRTS Phase II of the Sheridan Project, along Illinois Route 9, totals an estimated \$126,237.

Low-Income Families

Another compelling factor when analyzing need for the Sheridan Project is the need of the students and their families – that is, their reliance on walking as a mode of transportation as a result of their low household income.

- **North:** Evergreen Place is a family-oriented public housing complex at the northeast corner of the Sheridan Project. Evergreen consists of 5 one-bedroom, 19 two-bedroom, 11 three-bedroom, and 1 four-bedroom units.
- **South:** At the southwest corner of the Sheridan Project is the Holton Homes public housing family area. Holton Homes consists of 4 one-bedroom, 38 two-bedroom, and 22 three-bedroom apartments.
- **Throughout:** As shown in the Illinois State Board of Education (ISBE) Enrollment Data section of this document, more than three-quarters of the students enrolled at Sheridan Elementary School come from low-income families. In Illinois schools, low-income students are those who are eligible to receive free or reduced-price lunches, live in substitute care, or whose families receive public aid. According to Census data, the school is within an area of Bloomington where 79 percent of residents are considered low-income or moderate-income, defined as 80 percent or less of the Area Median Income. The school is also within the Low/Moderate Income Boundary for Community Development Block Grant (CDBG) funding, which is based on US Department of Housing and Development (HUD) measurements.

Safety Hazards and Barriers to Walking and Bicycling

Hazards in Existing Sidewalk

Documented substandard sidewalks in the SRTS grant area (Sheridan Phase I) contain displacements, severe spalling, some holes, unacceptably high cross-slopes, and unraveling of concrete at various points. Sidewalk replacement in the SRTS grant area (Sheridan Phase I) includes removal of numerous potential and future hazards to walking and bicycling. Many of the sidewalks in Phase I are located on the walking route designated by the City and Sheridan Elementary school. The walking route map, which also shows the designated locations for safety patrols and crossing guards, is available in the attached Supplemental Supporting Materials.



Illinois Safe Routes to School Funding Application Funding Cycle 2019

Infrastructure Project Application

No Sidewalk on White Oak

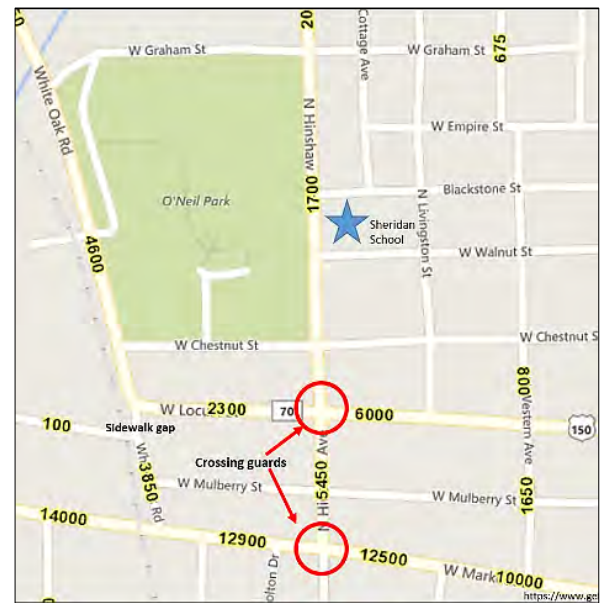
The half-block gap project on White Oak Road, which is among Sheridan SRTS Priority 1 elements, will improve safety along White Oak, which is a road used by commuters to Bloomington as well as city residents. According to the Illinois Department of Transportation, the Average Daily Traffic on White Oak Road near Sheridan Elementary School is 3,850 vehicles.

Railroad Barrier

The White Oak gap project also will set the stage for elimination of a sidewalk dead end in the 1600 block of West Locust Street. The gap project primarily will provide new sidewalk on the east side of White Oak Road at Locust. On the west side, new sidewalk will stub at the Norfolk Southern Railway line. The 1600 block will then have sidewalk stubs on both sides of the railroad. This will put the City in a better position to request/urge that Norfolk Southern build a sidewalk across its tracks to connect the two stubs. Currently, pedestrians in the 1600 block must walk in the street to cross White Oak Road on a paved surface.

Busy Intersections

City staff interviewed District 87's Director of Safety and Security, Brian Evans, to discuss issues and concerns regarding students walking or bicycling to and from the school. Mr. Evans served as a Bloomington Police resource officer for Bloomington elementary schools prior to his retirement in 2016. With his input, the City and School use student safety patrols, and the City employs adult crossing guards to ensure safety at two busy intersections – Market and Hinshaw and Market and Locust. The intersections are on the primary student walking route and also are part of Illinois Route 9. The crossing guards begin earlier than they would at other schools in the district so that the crossing guards can assist students who come to school early to eat breakfast. (See accompanying ADT map.)





Illinois Safe Routes to School Funding Application Funding Cycle 2019

Infrastructure Project Application

Potential to Reduce Child Injuries and Fatalities *(attach letters or data citing current or past injuries/fatalities)*

Safer sidewalks reduce potential for injuries and fatalities. The City is unaware of any resulting fatalities or serious injuries in the project area.

Potential for Improving Walking & Bicycling

A \$200,000 SRTS grant will facilitate replacement of approximately 1.3 miles of substandard sidewalk, thus improving walking and bicycling.

Project Readiness

Upon announcement of a SRTS grant, the City will prepare documents, and a letting can occur upon document approval by IDOT. Construction conceivably could occur in summer or fall 2019. However, time required for document preparation and review likely will push construction to spring 2020 at the earliest. Therefore, construction might best be pushed to early June 2020 after school has recessed for the summer.

Nov-2018	Dec-2018	Jan-2019	Feb-2019	Mar-2019	Apr-2019	May-2019	Jun-2019	Jul-2019	Aug-2019	Sep-2019	Oct-2019	Nov-2019	Dec-2019	Jan-2020	Feb-2020	Mar-2020	Apr-2020	May-2020	Jun-2020	Jul-2020	Aug-2020	Sep-2020
Grant Applications Submitted November 2018																						
				Grant Awarded March 2019																		
					Contract Documents Complete May 2019																	
						3 Month IDOT Review																
							Contract Approved by IDOT August 2019															
																IDOT Letting March 6, 2020						
																		Project Award to Contractor in March 2020				
																					Construction while school is out of session in 2020	

Consultation and Support *(attach letters of support, articles of partnerships, etc.)*

The City of Bloomington Public Works Department, Engineering Division, collaborated with Bloomington Public Schools District 87 to prepare this application for a \$200,000 SRTS grant from the Illinois Department of Transportation (IDOT).

The City and School District collaborated to collect data, such as number of walkers, the general routes that students take, and the availability of automobiles in students' homes.

City staff held a public meeting at Sheridan Elementary School during the school's PTA meeting on November 13, 2018. School officials advertised the meeting to parents and teachers via mail, e-mail, and printed flyers.

Letters of Support and Resolution of Financial Commitment and Administration

Letters of support from District 87 and the McLean County Regional Planning Commission are included in the attached Supplemental Supporting Materials. The Bloomington City Council adopted a Resolution of Financial Commitment and Administration. The resolution and a Letter of Support from the City Manager are included in Section 6: Documents Assuring Financial Commitment.



Illinois Safe Routes to School Funding Application
Funding Cycle 2019

Infrastructure Project Application

Travel Information - Current

(average number per day compiled from Student Tally)

	Walk	Bike	School Bus	Car-rider	Public Transit	Other
#	41	0	132	66	2	1

Travel Information - Proposed

(number per day anticipated after project completion)

	Walk	Bike	School Bus	Car-rider	Public Transit	Other
#	58	12	125	47	0	0

Evaluations

Applicant will conduct and provide new student counts & tallies within 6 months of close of project
 Agree Disagree

Applicant will conduct and provide parent surveys within 6 months of close of project
 Agree Disagree



**Illinois Safe Routes to School Funding Application
Funding Cycle 2019**

Infrastructure Project Application

Infrastructure Project Cost Details

(provide an engineer-prepared, detailed estimate of cost similar to the example below or by using IDOT Form BDE 213 available here <http://www.idot.illinois.gov/Assets/uploads/files/IDOT-Forms/BDE/BDE%20213.xlsm>).

To produce cost estimates, the City of Bloomington's Engineering Division inspected all sidewalk in the project area and measured quantities that the City uses in its FY19 Sidewalk Replacement and Handicap Ramp Program. While Bloomington follows most IDOT standard specifications, it also uses its own special provisions. These special provisions are given verbatim as notes to BDE 213.



Project SRTS
Route Sheridan School
Section _____
County McLean

**Estimate of
Cost**

Location of Improvement: SRTS Sheridan School, Bloomington, IL

For a total distance of approx. 4,600 linear feet Net improvement of 23,052 square feet of sidewalk
Type PCC sidewalk Width 5' in most places Thickness 4" 6" and 8"
Shoulders _____ Average Haul _____ Maximum Grade 8.33%

Code Number	Item	Unit of Measure	Quantity	Unit Price	Total Cost
44000600	SIDEWALK REMOVAL	SQ FT	22225	\$2.70	\$60,007.50
42400100	PC CONC SIDEWALK 4	SQ FT	19382	\$6.80	\$131,797.60
42400300	PC CONC SIDEWALK 6	SQ FT	3254	\$8.10	\$26,357.40
42400410	PC CONC SIDEWALK 8	SQ FT	416	\$9.25	\$3,848.00
42400800	DETECTABLE WARNING	SQ FT	40	\$23.00	\$920.00
*	SIDEWALK REINFORCE, SPECIAL	SQ FT	1930	\$0.50	\$965.00
**	TOPSOIL PLACEMENT, SPECIAL	SQ FT	675	\$1.65	\$1,113.75
***	EARTH EXCAVATION, SPECIAL	SQ FT	1137	\$1.10	\$1,250.70
TOTAL ESTIMATED COST OF WORK INCLUDING ALL LABOR, MATERIALS AND PROFITS.					\$226,259.95

Made by Stephen Arney Date 11/13/2018 Examined _____, _____
Checked by Kevin Kothe, PE Date 11/13/2018 _____ Regional Engineer

Special provisions used in the City of Bloomington FY19 Sidewalk Replacement and Handicap Ramp Program



Illinois Safe Routes to School Funding Application
Funding Cycle 2019

Infrastructure Project Application

***Sidewalk Reinforcement, Special**

Description

This work shall consist of installing epoxy coated reinforcing bars embedded into the poured sidewalk.

Construction Requirements

Where directed by the Engineer, the Contractor shall install #4 epoxy coated reinforcing bars embedded in the poured sidewalk. Reinforcing bars shall be a minimum of 6" from the edge of the panel and be a maximum of 8" apart center to center. The dimensions and location of the reinforcing bars shall be as per the standard herein.

Basis of Payment

This work shall be paid for at the Contract Unit Price per Square Foot for SIDEWALK REINFORCEMENT, SPECIAL, measured in place.

****Topsoil Placement and Seeding, Special**

Description

The work shall consist of landscape work not covered above under incidental topsoil placement and seeding. TOPSOIL PLACEMENT AND SEEDING, SPECIAL includes grading additional areas designated by the Engineer; supplying, preparing, and spreading clean topsoil to those areas; the application of seed, fertilizer, and mulch; and placement of erosion control blanket (straw mat). The site and topsoil shall be free from rocks, sticks, weeds, brush, or stones larger than ½ inch in diameter, and other litter and waste products prior to commencement of this work.

Seeding

Class 1A seed mixture shall be used unless otherwise specified by the Engineer. Reseeding will be required until vegetation is established. Vegetation will be considered established when there is a minimum of 75 percent uniform growth over the entire seeded area(s). The Contractor shall reapply seed and mulch as necessary until this requirement is met. No additional compensation will be made for reseeding or mulching necessitated by reseeding. Any one area will only be paid once no matter how many seeding and mulching applications are necessary to establish vegetation.

General

Topsoil shall be according to Section 211 except as follows: Add the following to the end of Article 211.05: "If the topsoil thickness is not specified on the plans, the minimum topsoil thickness shall be 6 inches." Delete Articles 211.07 and 211.08. Mulching shall be according to Article 251 except as follows: Delete Articles 251.03(a), 251.03(c), 251.03(d), and 251.03(e).

Delete Articles 251.06 and 251.07. Seeding shall be according to Article 250 except as follows: Delete Articles 250.09 and 250.10. Erosion control blanket shall be according to Section 251.04 except the material shall be a knitted straw mat according to 1081.10(b).

Basis of Payment

This work shall be paid for at the contract unit price per square foot for TOPSOIL PLACEMENT AND SEEDING, SPECIAL (LARGE AREA) and TOPSOIL PLACEMENT AND SEEDING, SPECIAL (SMALL AREA) . Separate



Illinois Safe Routes to School Funding Application
Funding Cycle 2019

Infrastructure Project Application

pay items have been established for “small areas” (less than 30 square feet) and large areas (30 square feet or greater). The Engineer may add more than one “small area” within the same city block or area to form a “large area” for the purpose of payment. The final determination on whether combined areas are considered a small or large area for basis of payment shall be made by the Engineer

*****Earth Excavation, 4” Or More in Thickness, Special**

Description

This item shall consist of sod removal and finish grading such that placement of PCC Sidewalk 4” or more in thickness, where no sidewalk currently exists, matches essentially the existing grade

REMOVAL OF UNSUITABLE MATERIALS

Revise the first sentence of the first paragraph of Article 202.03 to read: “Suitable excavated materials, including material from sewer trenches or other underground construction which is suitable, shall not be wasted without permission of the Engineer. Revise the first sentence of the last paragraph of Article 202.03 to read: “All unstable or unsuitable material, including material from sewer trenches or other underground construction which is unstable or unsuitable, shall be excavated or removed and replaced with material as directed by the Engineer.

Method of measurement

Replace section 202.08 with the following: Measurement for EARTH EXCAVATION, 4” OR MORE shall be measured in square feet coincident with the area of the new sidewalk being placed. Measurement of EARTH EXCAVATION adjacent to sidewalk being removed or added to make grade shall not be measured separately, but shall be incidental to the SIDEWALK REMOVAL pay item. All other EARTH EXCAVATION, including REMOVAL OF UNSUITABLE MATERIALS, shall not be measured separately but shall be incidental to the contract.

Basis of Payment

This work shall be paid for at the Contract Unit Price per square foot for EARTH EXCAVATION, 4” OR MORE, measured in place, and shall include all material, equipment and labor to complete this work.

Summary Comments

See the enclosed Supplemental Supporting Materials for summary and augmentation of the application.

Additional SRTS Team Members:

Name: Jim Karch, P.E., MPA	Email: jkarch@cityblm.org	Phone: 309-434-2225
Name: Jenifer McGowan	Email: mcgowanj@district87.org	Phone: 309-828-2359
Name: Stephen Arney	Email: sarney@cityblm.org	Phone: 309-434-2225
Name: Michael Hill	Email: mhill@cityblm.org	Phone: 309-434-2225
Name: James Armstrong	Email: jarmstrong@cityblm.org	Phone: 309-434-2225
Name: Jennifer Toney	Email: jtoney@cityblm.org	Phone: 309-434-2226

Applications may be submitted beginning on Monday, September 24th, 2018.



Illinois Safe Routes to School Funding Application Funding Cycle 2019

Infrastructure Project Application

Each application package should include:

GATA Uniform Grant Application
GATA Uniform Grant Budget Template
Programmatic Risk Assessment Questionnaire
Illinois SRTS Funding Application
Detailed Cost Estimate
Documents Assuring Financial Commitment
Student Tally and Parent Survey Documents
Any other maps/documents/photos that help to present your project

One full application package must be received by email by 4:30pm CST on Monday, November 19, 2018.

Scan and email (in .pdf format) all application materials to the following email address:

SRTS2019@partner2010.illinois.gov

In addition, one hard-copy application package must be received by 4:30pm CST on Wednesday, November 21, 2018.

Mail all application materials to the following address:

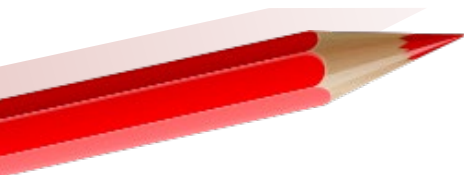
Illinois Department of Transportation
Safe Routes to School
2300 S. Dirksen Parkway, Room 308
Springfield, IL 62764



CITY OF
Bloomington
ILLINOIS



Detailed Cost Estimate





**Illinois Department
of Transportation**

Project SRTS
Route Sheridan School
Section _____
County McLean

Estimate of Cost

Location of Improvement: SRTS Sheridan School, Bloomington, IL

For a total distance of approx. 4,600 linear feet Net improvement of 23,052 square feet of sidewalk
Type PCC sidewalk Width 5' in most places Thickness 4" 6" and 8"
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TOTAL ESTIMATED COST OF WORK INCLUDING ALL LABOR, MATERIALS AND PROFITS.					\$226,259.95

Made by Stephen Arney Date 11/13/2018 Examined _____ , _____
Checked by Kevin Kothe, PE Date 11/13/2018 _____ Regional Engineer

Special provisions used in the City of Bloomington FY19 Sidewalk Replacement and Handicap Ramp Program

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Basis of Payment

This work shall be paid for at the Contract Unit Price per Square Foot for SIDEWALK REINFORCEMENT, SPECIAL, measured in place.

****Topsoil Placement and Seeding, Special**

Description

The work shall consist of landscape work not covered above under incidental topsoil placement and seeding. TOPSOIL PLACEMENT AND SEEDING, SPECIAL includes grading additional areas designated by the Engineer; supplying, preparing, and spreading clean topsoil to those areas; the application of seed, fertilizer, and mulch; and placement of erosion control blanket (straw mat). The site and topsoil shall be free from rocks, sticks, weeds, brush, or stones larger than 1/2 inch in diameter, and other litter and waste products prior to commencement of this work.

Seeding

Class 1A seed mixture shall be used unless otherwise specified by the Engineer. Reseeding will be required until vegetation is established. Vegetation will be considered established when there is a minimum of 75 percent uniform growth over the entire seeded area(s). The Contractor shall reapply seed and mulch as necessary until this requirement is met. No additional compensation will be made for reseeding or mulching necessitated by reseeding. Any one area will only be paid once no matter how many seeding and mulching applications are necessary to establish vegetation.

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Topsoil shall be according to Section 211 except as follows: Add the following to the end of Article 211.05: "If the topsoil thickness is not specified on the plans, the minimum topsoil thickness shall be 6 inches." Delete Articles 211.07 and 211.08. Mulching shall be according to Article 251 except as follows: Delete Articles 251.03(a), 251.03(c), 251.03(d), and 251.03(e).

Delete Articles 251.06 and 251.07. Seeding shall be according to Article 250 except as follows: Delete Articles 250.09 and 250.10. Erosion control blanket shall be according to Section 251.04 except the material shall be a knitted straw mat according to 1081.10(b).

Basis of Payment

This work shall be paid for at the contract unit price per square foot for TOPSOIL PLACEMENT AND SEEDING, SPECIAL (LARGE AREA) and TOPSOIL PLACEMENT AND SEEDING, SPECIAL (SMALL AREA) . Separate pay items have been established for "small areas" (less than 30 square feet) and large areas (30 square feet or greater). The Engineer may add more than one "small area" within the same city block or area to form a "large area" for the purpose of payment. The final determination on whether combined areas are considered a small or large area for basis of payment shall be made by the Engineer

*****Earth Excavation, 4" Or More in Thickness, Special**

Description

This item shall consist of sod removal and finish grading such that placement of PCC Sidewalk 4" or more in thickness, where no sidewalk currently exists, matches essentially the existing grade

REMOVAL OF UNSUITABLE MATERIALS

Revise the first sentence of the first paragraph of Article 202.03 to read: "Suitable excavated materials, including material from sewer trenches or other underground construction which is suitable, shall not be wasted without permission of the Engineer.

Revise the first sentence of the last paragraph of Article 202.03 to read: "All unstable or unsuitable material, including material from sewer trenches or other underground construction which is unstable or unsuitable, shall be excavated or removed and replaced with material as directed by the Engineer"

Method of measurement

Replace section 202.08 with the following: Measurement for EARTH EXCAVATION, 4" OR MORE shall be measured in square feet coincident with the area of the new sidewalk being placed. Measurement of EARTH EXCAVATION adjacent to sidewalk being removed or added to make grade shall not be measured separately, but shall be incidental to the SIDEWALK REMOVAL pay item. All other EARTH EXCAVATION, including REMOVAL OF UNSUITABLE MATERIALS, shall not be measured separately but shall be incidental to the contract.

Basis of Payment

This work shall be paid for at the Contract Unit Price per square foot for EARTH EXCAVATION, 4" OR MORE, measured in place, and



Safe Routes to School Costs and Measurements

Priority 1 Sidewalks

Pay Item	Removal (SF)	8" PCC (SF)	6"PCC (SF)	4"PCC (SF)	Earth Ex (SF)	Det. Warning (SF)	Retaining Wall (LF)	Reinforce (SF)	Topsoil (SF)	Estimated Segment Cost
COB FY 2019 Bid Unit Price*	\$2.70	\$9.25	\$8.10	\$6.80	\$1.10	\$23.00	\$104.00	\$0.50	\$1.65	
01 White Oak Road gap	700.00	50.00	0.00	1,139.00	1,004.00	40.00	0.00	0.00	675.00	\$13,235.85
02 W Market, Hinshaw to Western	960.00	0.00	275.00	685.00	0.00	0.00	0.00	0.00	0.00	\$9,477.50
03 N Hinshaw, Locust to Forrest	1,162.00	143.00	68.00	951.00	113.00	0.00	0.00	420.00	0.00	\$11,812.05
04 N Livingston, Locust to Forrest	4,155.00	223.00	803.00	3,467.00	0.00	0.00	0.00	200.00	0.00	\$43,461.15
05 W Walnut, Western to Hinshaw	1,185.00	0.00	50.00	1,135.00	0.00	0.00	0.00	300.00	0.00	\$11,472.50
06 Blackstone, Hinshaw to Western	1,720.00	0.00	428.00	1,292.00	0.00	0.00	0.00	280.00	0.00	\$17,036.40
SUBTOTAL PAY ITEM QUANTITY	9,882.00	416.00	1,624.00	8,669.00	1,117.00	40.00	0.00	1,200.00	675.00	
SUBTOTAL PAY ITEM COST	\$26,681.40	\$3,848.00	\$13,154.40	\$58,949.20	\$1,228.70	\$920.00	\$0.00	\$600.00	\$1,113.75	\$106,495.45

Priority 2 Sidewalks

Pay Item	Removal (SF)	8" PCC (SF)	6"PCC (SF)	4"PCC (SF)	Earth Ex (SF)	Det. Warning (SF)	Retaining Wall (LF)	Reinforce (SF)	Topsoil (SF)	Estimated Segment Cost
COB FY 2019 Bid Unit Price*	\$2.70	\$9.25	\$8.10	\$6.80	\$1.10	\$23.00	\$104.00	\$0.50	\$1.65	
07 W Chestnut, Western to Hinshaw	4,550	0	495	4,055	0	0	0	0	0	\$43,868.50
08 Evergreen Place & Evergreen Park	3,950	0	630	3,320	20	0	0	650	0	\$38,691.00
09 Forrest, Hinshaw to Western	2,260	0	385	1,875	0	0	0	0	0	\$21,970.50
10 Seminary, Cottage to Western	1,583	0	120	1,463	0	0	0	80	0	\$15,234.50
SUBTOTAL PAY ITEM QUANTITY	12,343	0	1,630	10,713	20	0	0	730	0	
SUBTOTAL PAY ITEM COST	\$33,326.10	\$0.00	\$13,203.00	\$72,848.40	\$22.00	\$0.00	\$0.00	\$365.00	\$0.00	\$119,764.50

TOTAL PAY ITEM QUANTITY	22,225	416	3,254	19,382	1,137	40	0	1,930	675	
TOTAL PAY ITEM COST	\$60,007.50	\$3,848.00	\$26,357.40	\$131,797.60	\$1,250.70	\$920.00	\$0.00	\$965.00	\$1,113.75	\$226,259.95

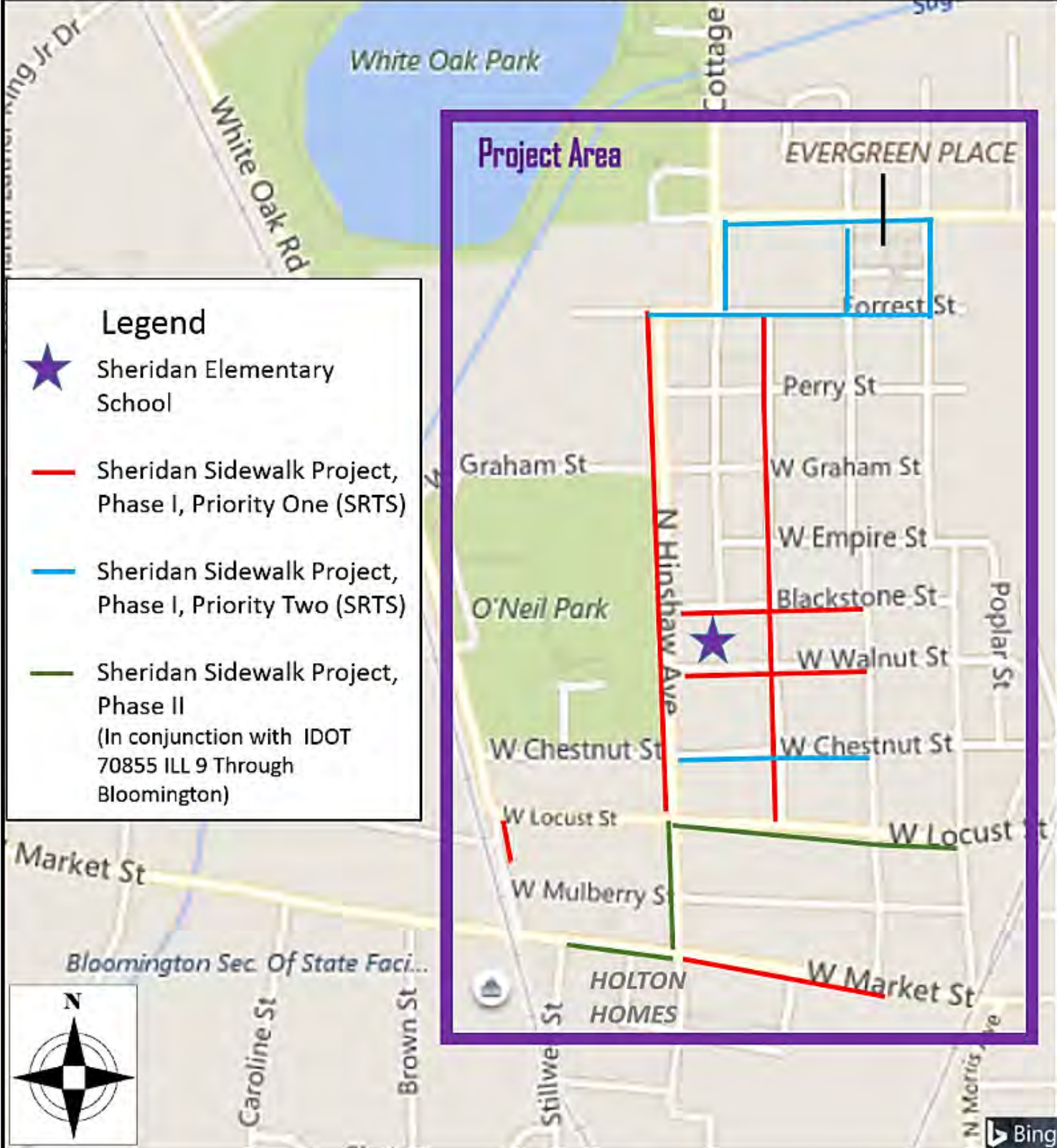
*Based on FY2019 City of Bloomington Sidewalk Program Bid Unit Prices.
Reviewed by: Tony Meizelis, PE, City of Bloomington

Priority 1 Sidewalks	
Substandard Sidewalk Replaced (LF)	
60	
493	
413	
1,052	
503	
545	
SUBTOTAL	3,066

Priority 2 Sidewalks	
Substandard Sidewalk Replaced (LF)	
1384	
1031	
612	
450	
3477	
SUBTOTAL	3,477

TOTAL	
Substandard Sidewalk Replaced (LF)	
TOTAL	6,543

Sheridan Sidewalk Project



White Oak gap project, Mulberry alley to Locust

Performance measurement

Sidewalk rated 1 through 4:

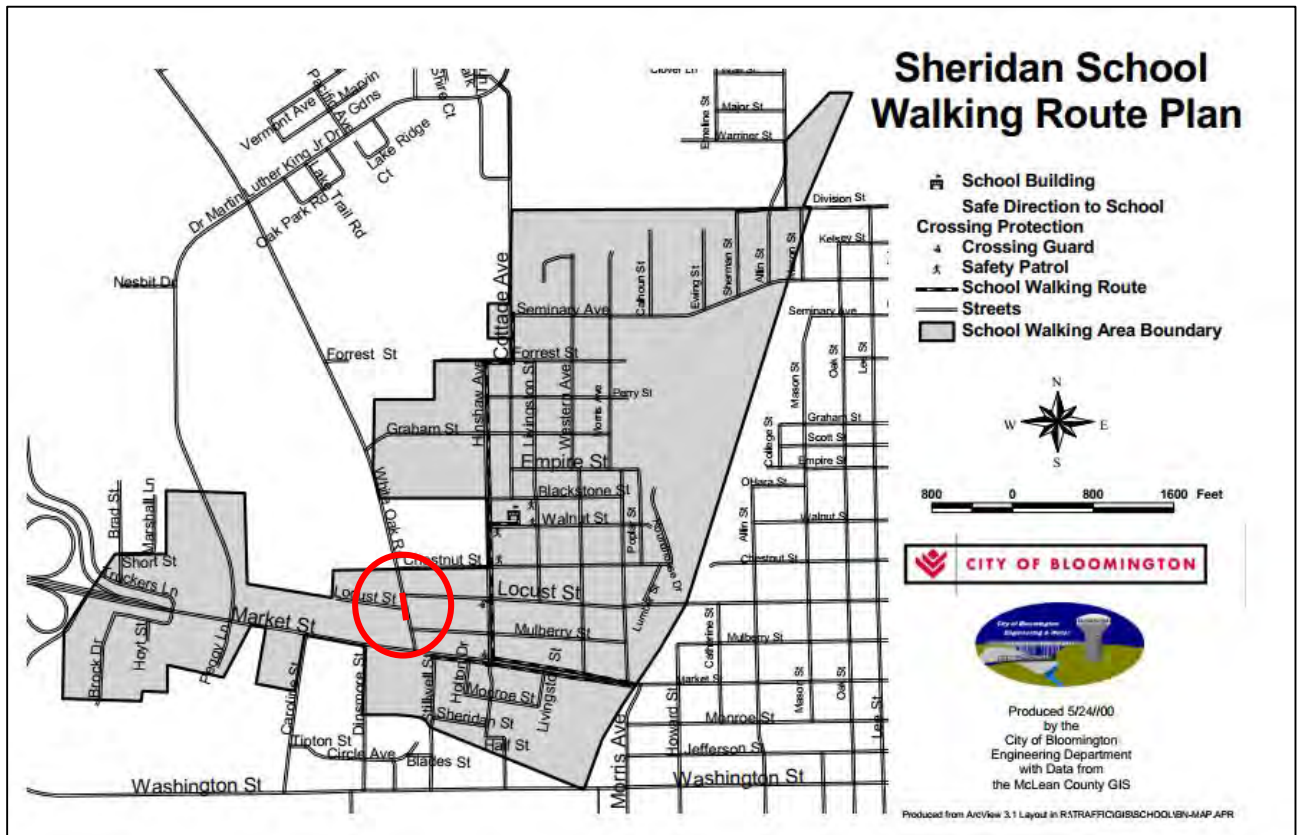
60 linear feet

■ 1

■ 2

■ 3

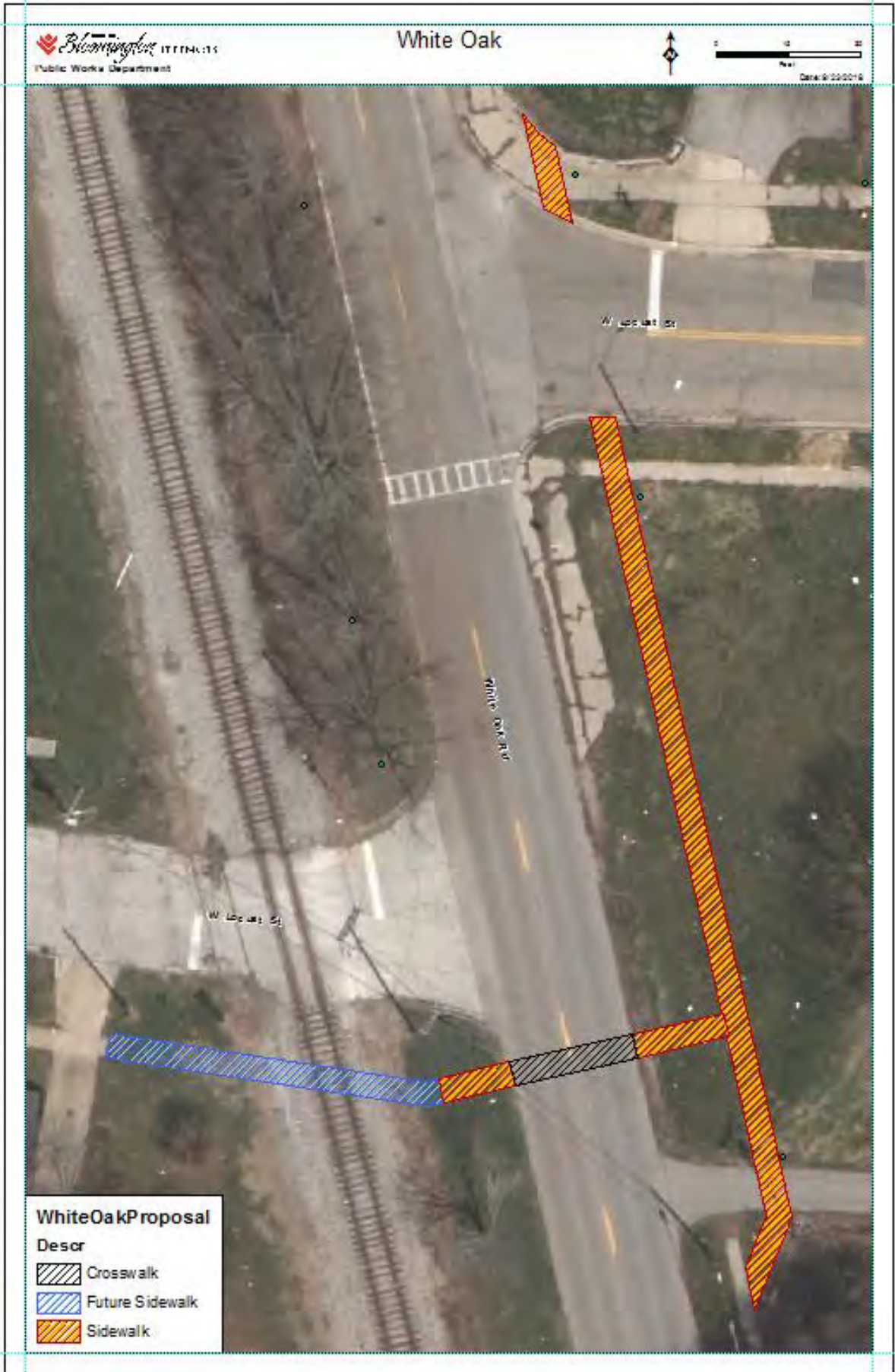
■ 4



White Oak gap, Mulberry alley to Locust, estimated \$13,235.85

	Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Det. Warning, cast in place	Topsoil
	700	50	0	1139	1004	40	675
	\$1,890	\$462.50	0	\$7,745.20	\$1,104.40	\$920.00	\$1,113.75
2019 UNIT PRICE	\$2.70	\$9.25	\$8.10	\$6.80	\$1.10	\$23.00	\$1.65

White Oak gap project,
Mulberry alley to Locust

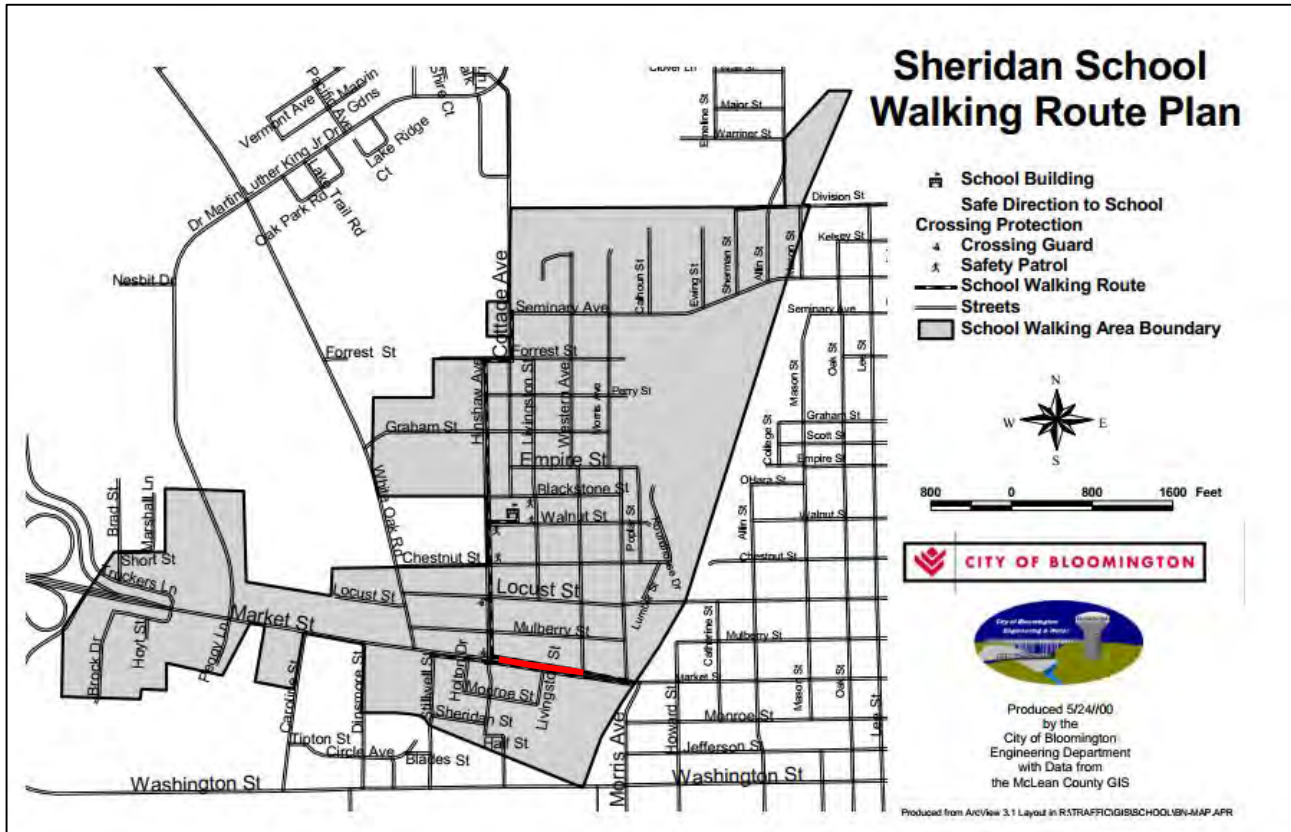


Performance measurement Sidewalk rated 1 through 4:

- 1
- 2
- 3
- 4

493 linear feet

West Market, Hinshaw to Western



Market, Hinshaw to Western, total estimate: \$9,477.50

		Remove	6 inch	4 inch	
	Liv to Gas Station South Side	70		70	
TOTALS		960	275	685	
UNIT PRICES		2.7	8.1	6.8	
TOTAL COST		\$2,592.00	\$2,227.50	\$4,658.00	\$9,477.50

1200-1300 block W Market

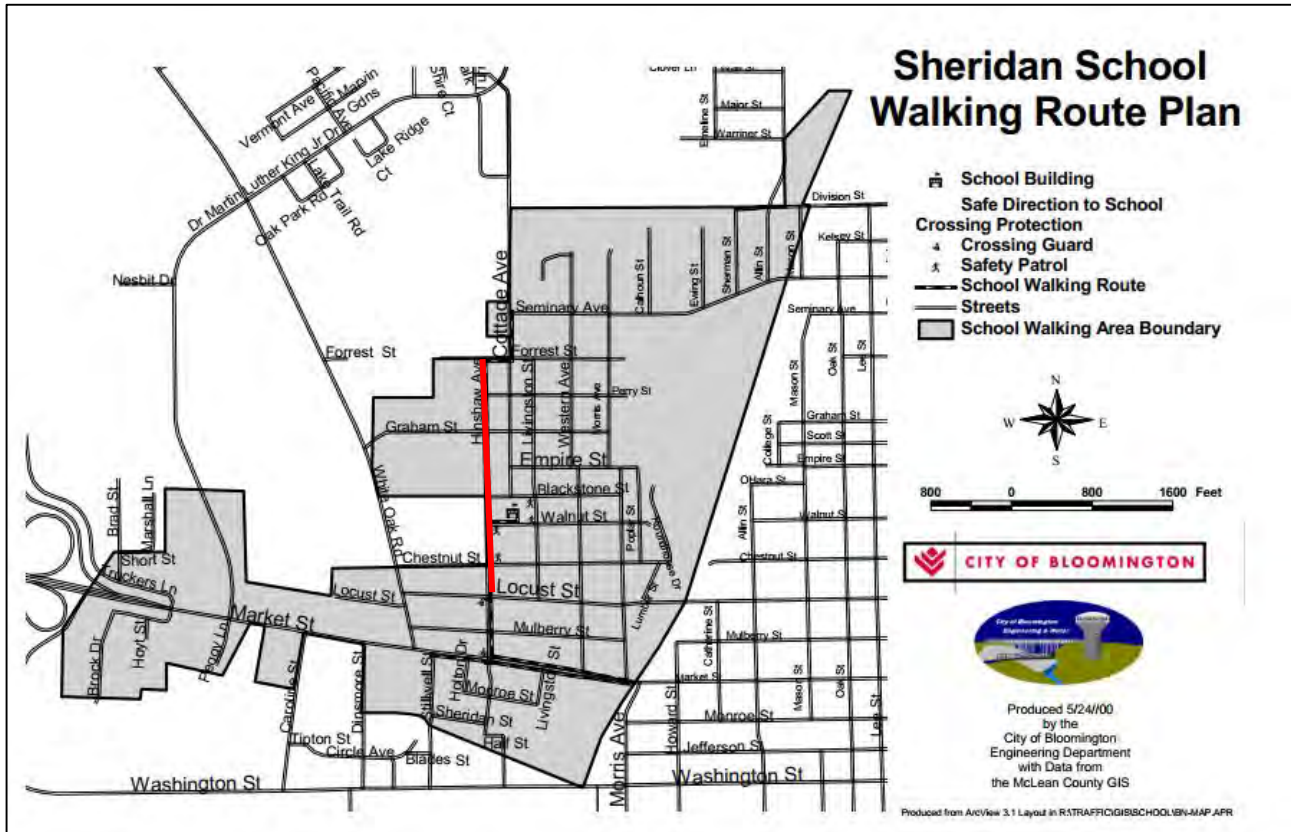


Performance measurement Sidewalk rated 1 through 4:

- 1
- 2
- 3
- 4

789 linear feet

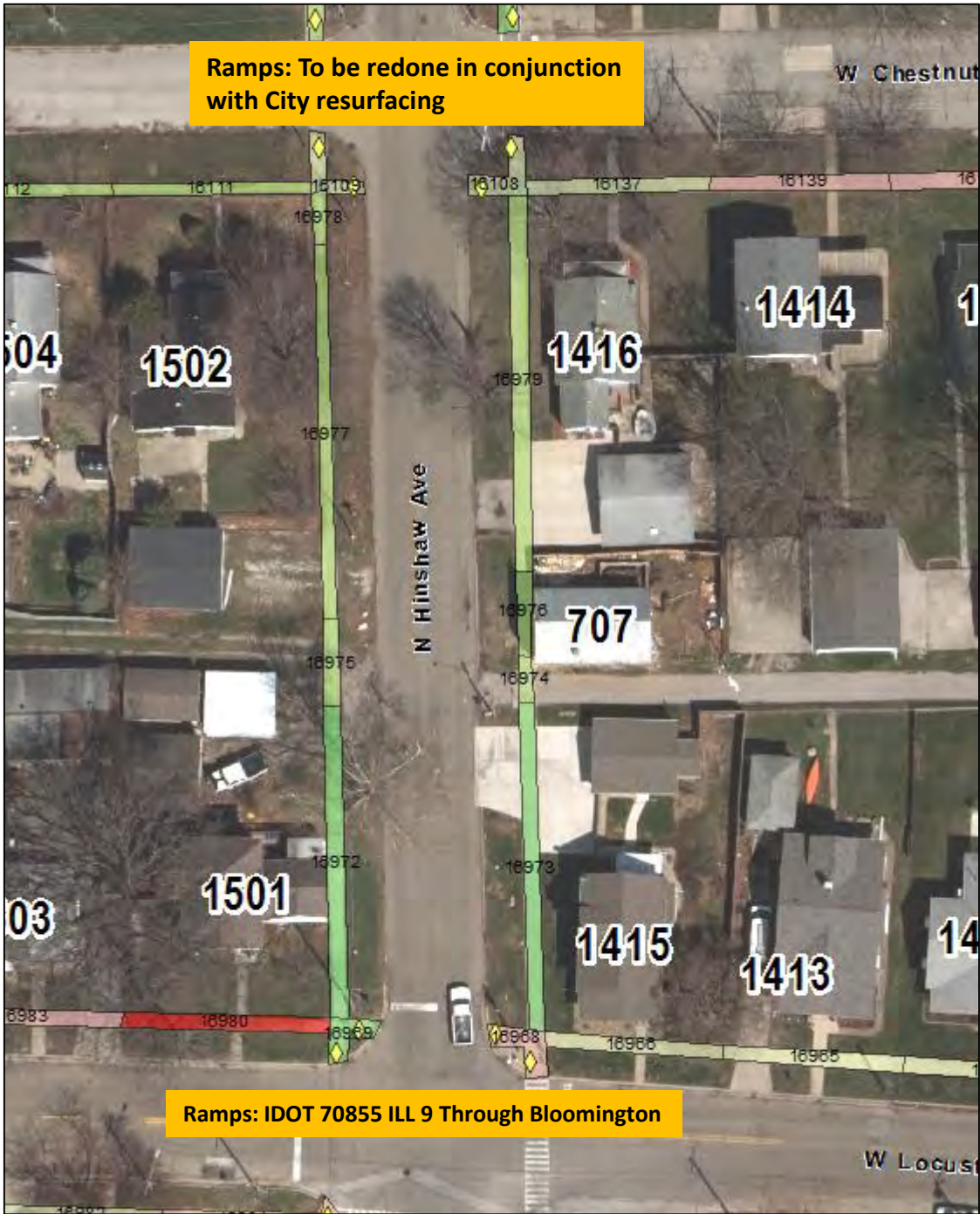
North Hinshaw, Locust to Forrest



North Hinshaw, Locust to Forrest, total estimate: \$11,800.25

		Removal	8" PCC	6" PCC	4" PCC	Reinforce
700 bl Hinshaw		0	0	0	0	0
800 bl Hinshaw	East side	378	143	0	235	100
	West Side	0	0	0	0	0
900 bl Hinshaw	East side	0	0	0	0	0
	West Side	0	0	0	0	0
1000 bl Hinshaw	East side	32			32	
1100 bl Hinshaw	East side	480	0	0	480	280
1200 bl Hinshaw	East side	148	0	48	100	
1300 bl Hinshaw	both sides	124		20	104	40
	TOTAL N HINSHAW	1162	143	68	951	420
	FY19 COB unit price	\$2.70	\$9.25	\$8.10	\$6.80	\$0.50
		\$3,137.40	\$1,322.75	\$550.80	\$6,466.80	\$322.50

700 block N Hinshaw



North Hinshaw								
		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce	Topsoil
700 bl Hinshaw		0	0	0	0	0	0	0

North Hinshaw, Locust to Forrest

800 block N Hinshaw

Ramps: To be redone in conjunction with City resurfacing



North Hinshaw		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce	Topsoil
800 bl Hinshaw	East side	378	143	0	235		100	
	West Side	0	0	0	0	0	0	0

900 block N Hinshaw

North Hinshaw, Locust to Forrest

Ramps: To be redone in conjunction with City resurfacing



North Hinshaw		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce	Topsoil
900 bl Hinshaw	East side	0	0	0	0	0	0	0
	West Side	0	0	0	0	0	0	0

North Hinshaw, Locust to Forrest

1000 block N Hinshaw

Ramps: To be redone in conjunction with City resurfacing



North Hinshaw								
		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce	Topsoil
1000 bl Hinshaw	East side	32			32			

North Hinshaw, Locust to Forrest

1100 block N Hinshaw

Ramps: To be redone in conjunction with City resurfacing



North Hinshaw								
		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce	Topsoil
1100 bl Hinshaw	East side	480	0	0	480		280	

North Hinshaw, Locust to Forrest

1200 block N Hinshaw

Ramps: To be redone in conjunction with City resurfacing

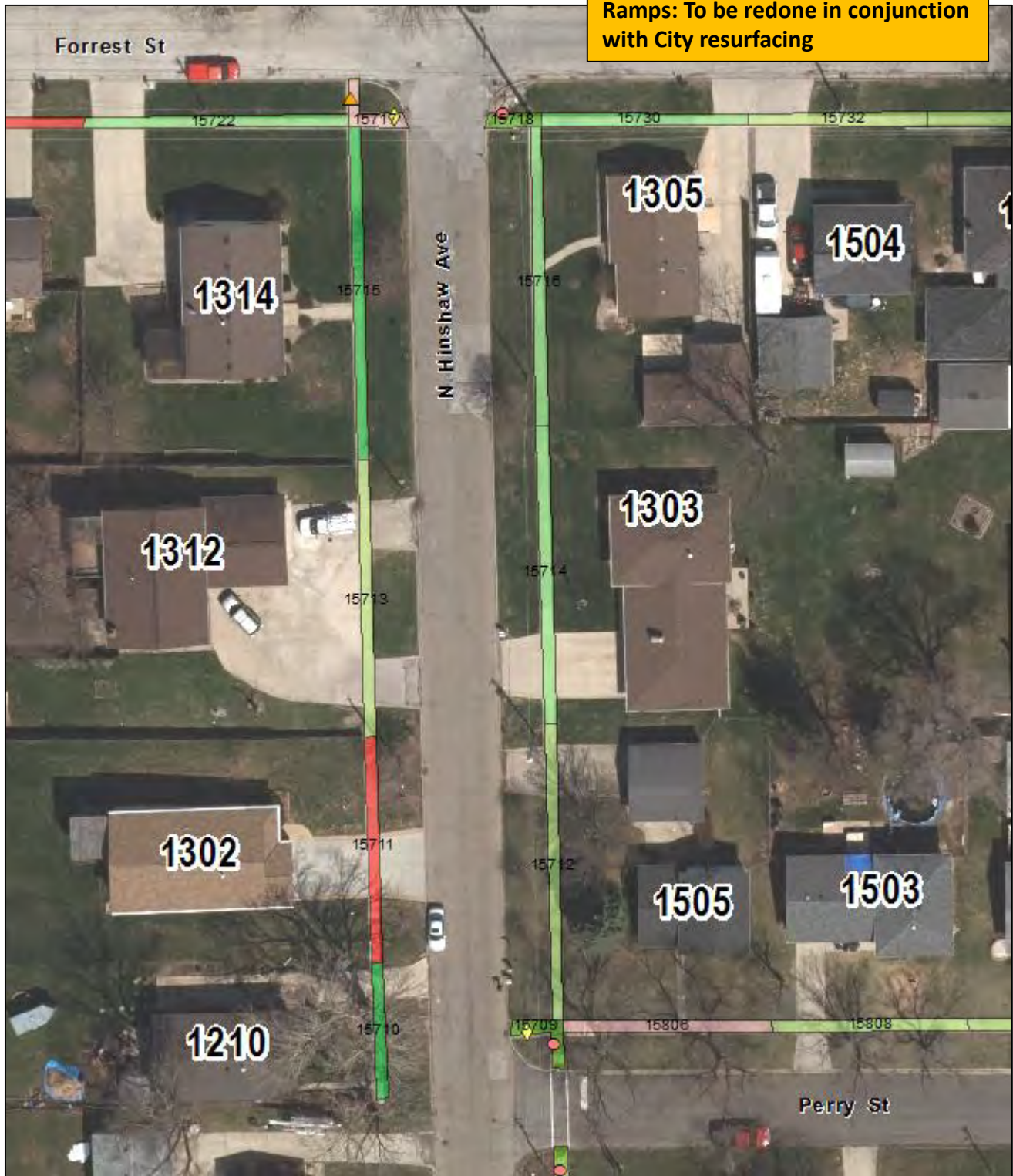


North Hinshaw								
		Removal	8" PCC	6"PCC	4"PCC	Earth Ex	Reinforce	Topsoil
1200 bl Hinshaw	East side	148	0	48	100			

North Hinshaw, Locust to Forrest

1300 block N Hinshaw

Ramps: To be redone in conjunction with City resurfacing

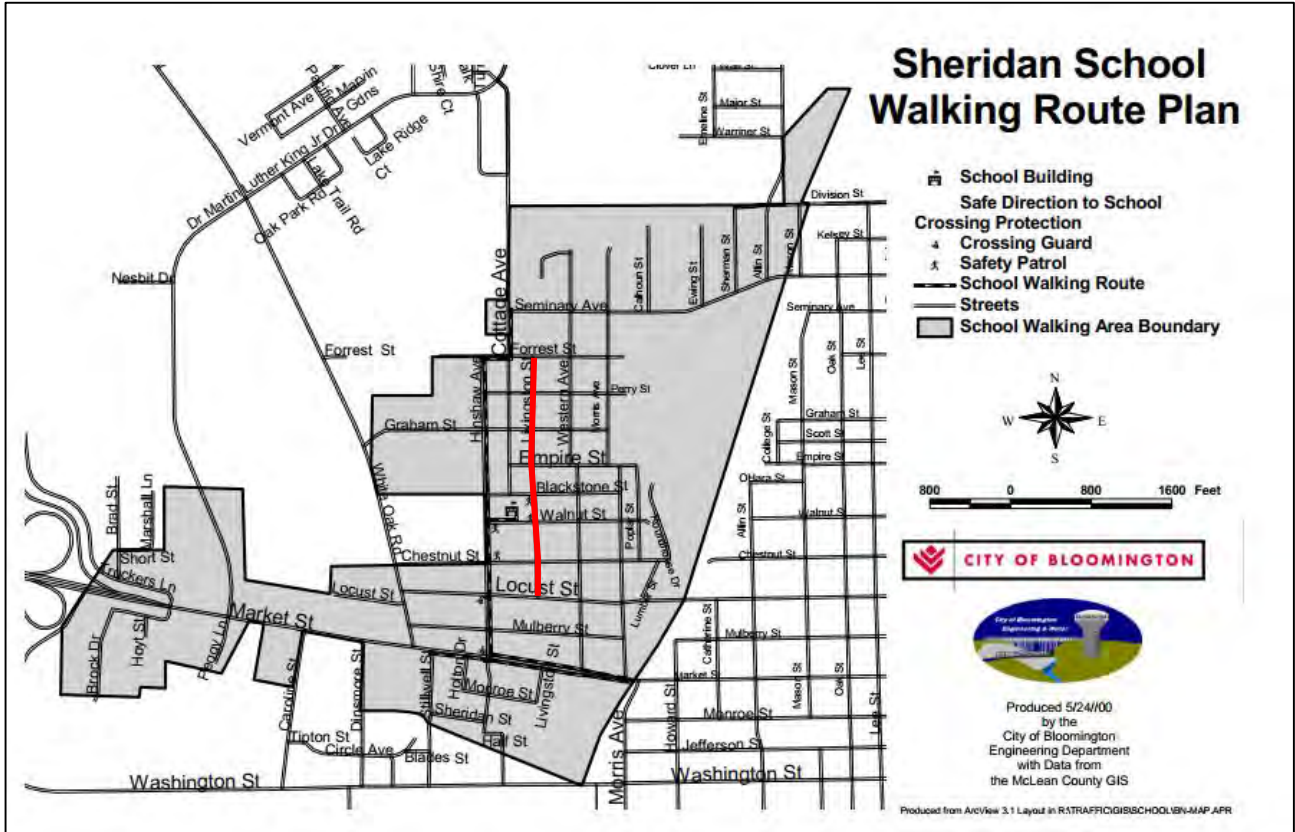


North Hinshaw		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce	Topsoil
1300 bl Hinshaw	both sides	124		20	104		40	

North Livingston, Locust to Forrest

Performance measurement Sidewalk rated 1 through 4:
1052 linear feet

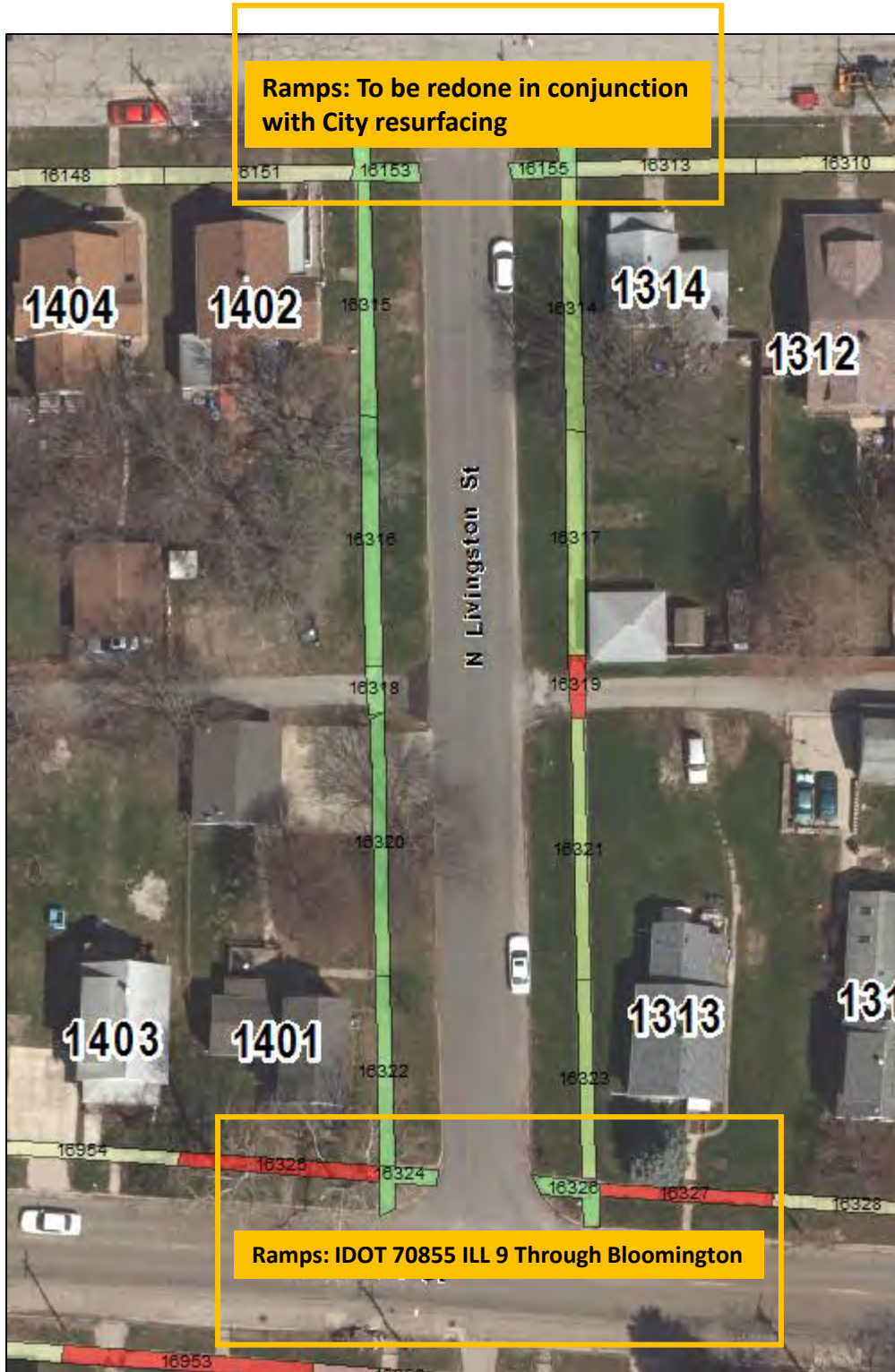
	1
	2
	3
	4



North Livingston, Locust to Forrest, total estimate \$43,452

		Removal	8" PCC	6"PCC	4"PCC	Earth Ex	Reinforce	Topsoil
700 block	East side	107.5	80		27.5			
800 block	East side	193	143		50			
900 block	East side	585		210	375		100	
1000 block	East side			87.5	250			
	West side	665		95	570			
1100 block	East side	0	0	0	0			
	West side	680		200	480			
1200 block	East side	175		55	120		100	
	West side	1025		155	870			
1300 block	East side	0	0	0	0			
	West side	724	0	0	724	0	0	
TOTALS		4154.5	223	802.5	3466.5	0	200	0
2019 UNIT PRICE		\$2.70	\$9.25	\$8.10	\$6.80	\$1.10	\$0.50	\$1.65
		\$11,217.15	\$2,062.75	\$6,500.25	\$23,572.20	\$0.00	\$100.00	\$0.00

700 block N Livingston



North Livingston					
		Removal	8" PCC	6" PCC	4" PCC
700 block	East side	107.5	80		27.5

800 block N Livingston

Ramps: To be redone in conjunction with City resurfacing



North Livingston					
		Removal	8" PCC	6"PCC	4"PCC
800 block	East side	193	143		50

900 block N Livingston

North Livingston, Locust to Forrest

Ramps: To be redone in conjunction with City resurfacing

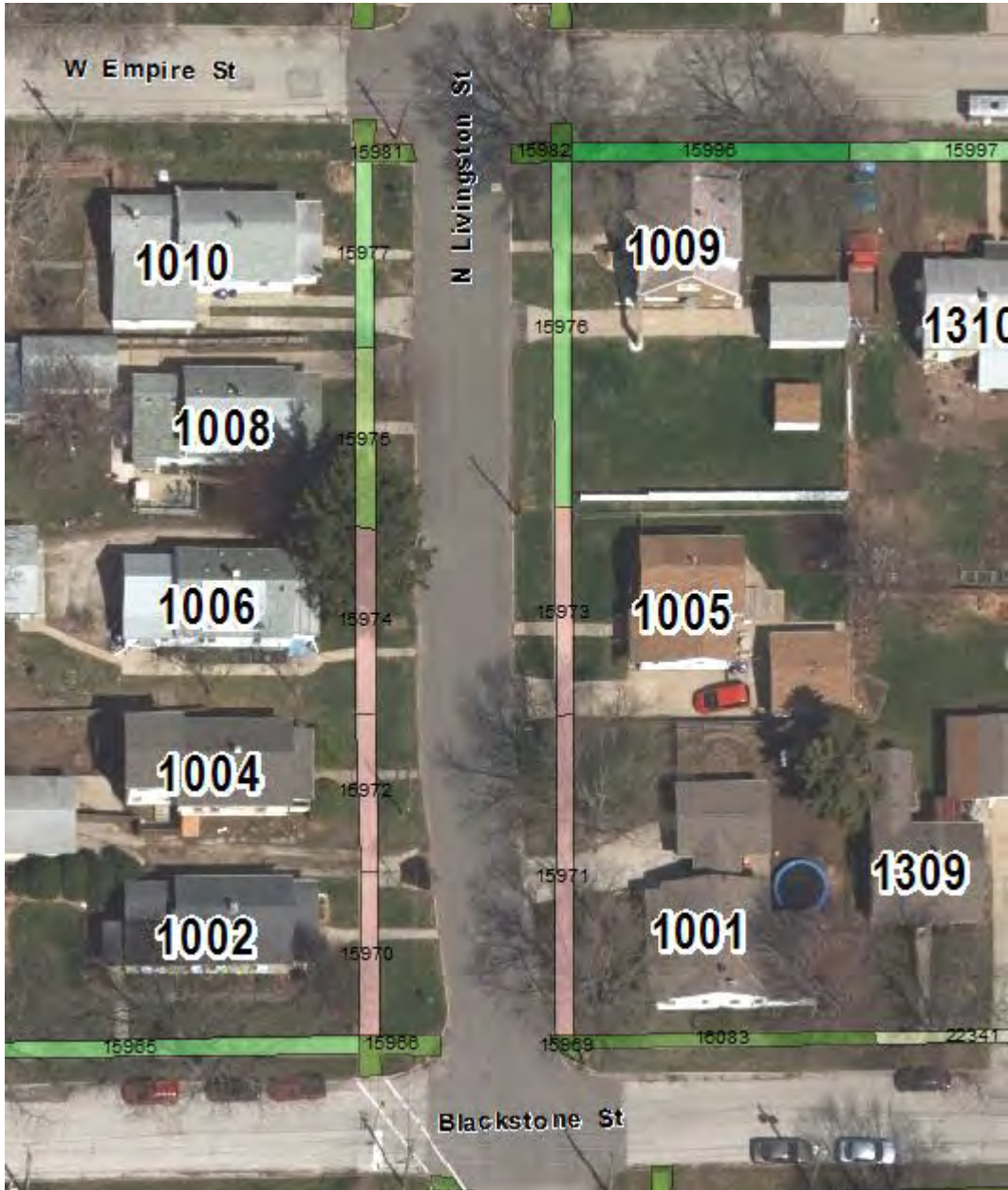


North Livingston							
		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce
900 block	East side	585		210	375		100

1000 block N Livingston

North Livingston, Locust to Forrest

Ramps: To be redone in conjunction with City resurfacing

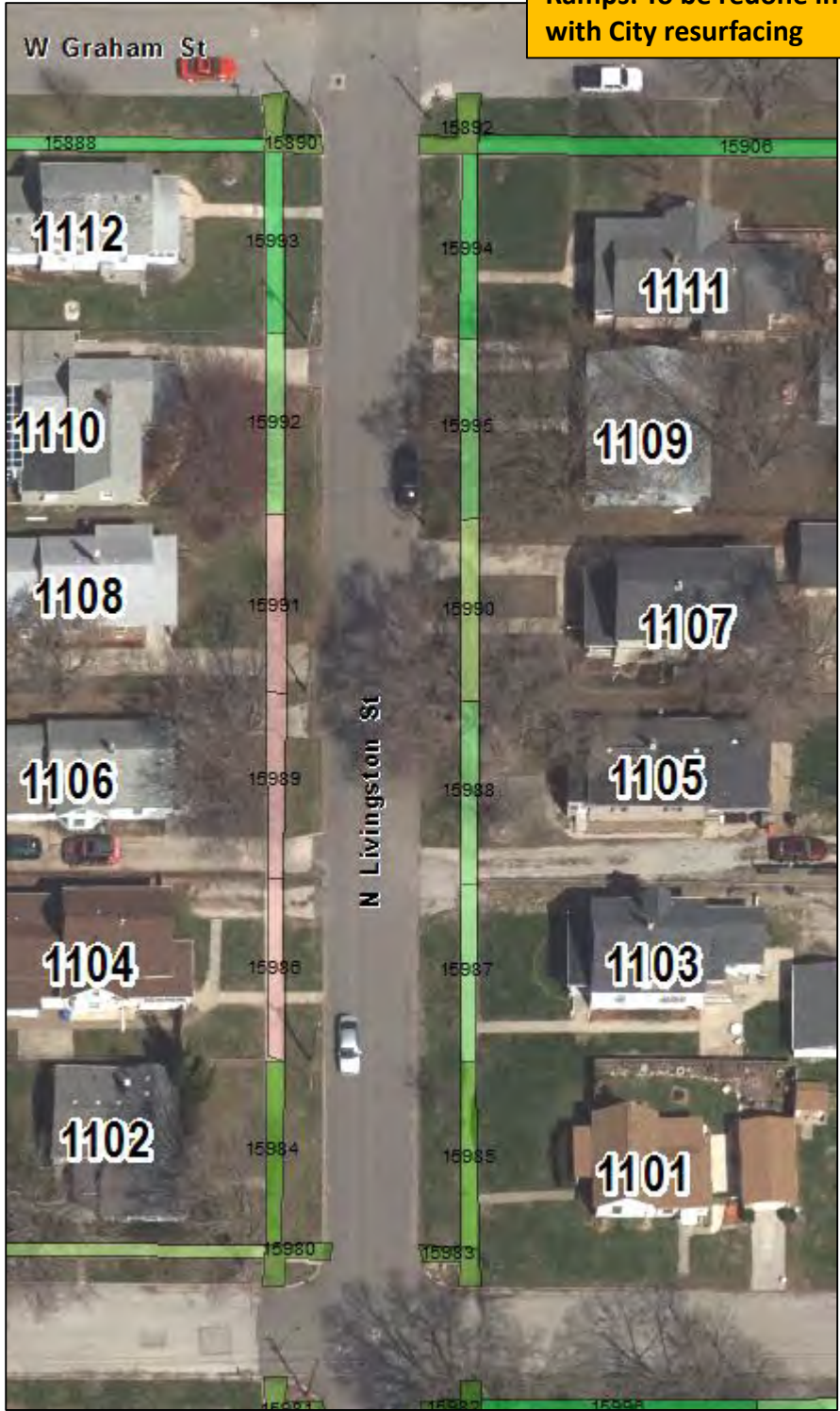


North Livingston					
		Removal	8" PCC	6" PCC	4" PCC
1000 block	East side			87.5	250
	West side	665		95	570

1100 block N Livingston

North Livingston, Locust to Forrest

Ramps: To be redone in conjunction with City resurfacing

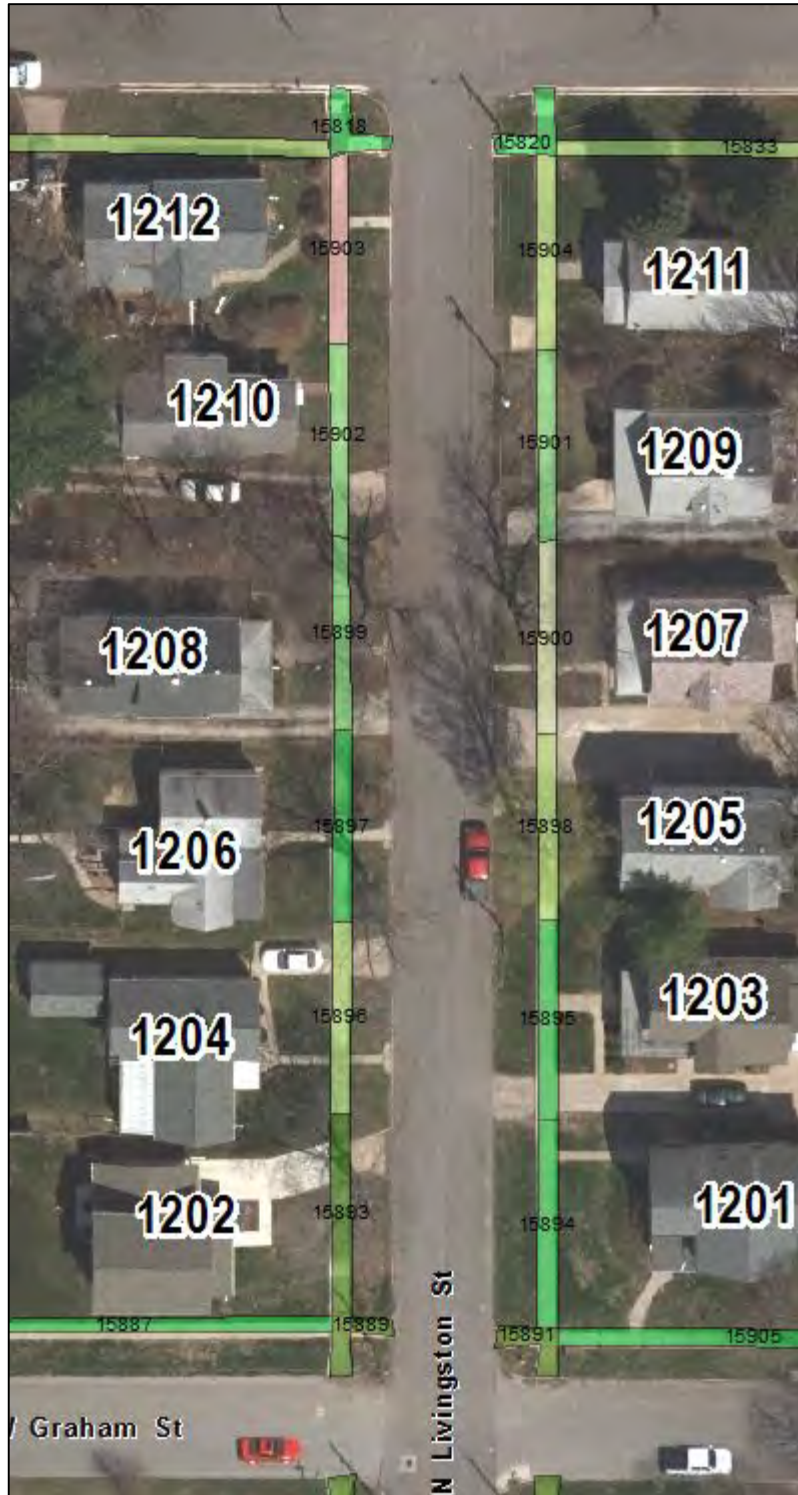


North Livingston							
		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce
1100 block	East side	0	0	0	0		
	West side	680		200	480		

1200 block N Livingston

North Livingston, Locust to Forrest

Ramps: To be redone in conjunction with City resurfacing

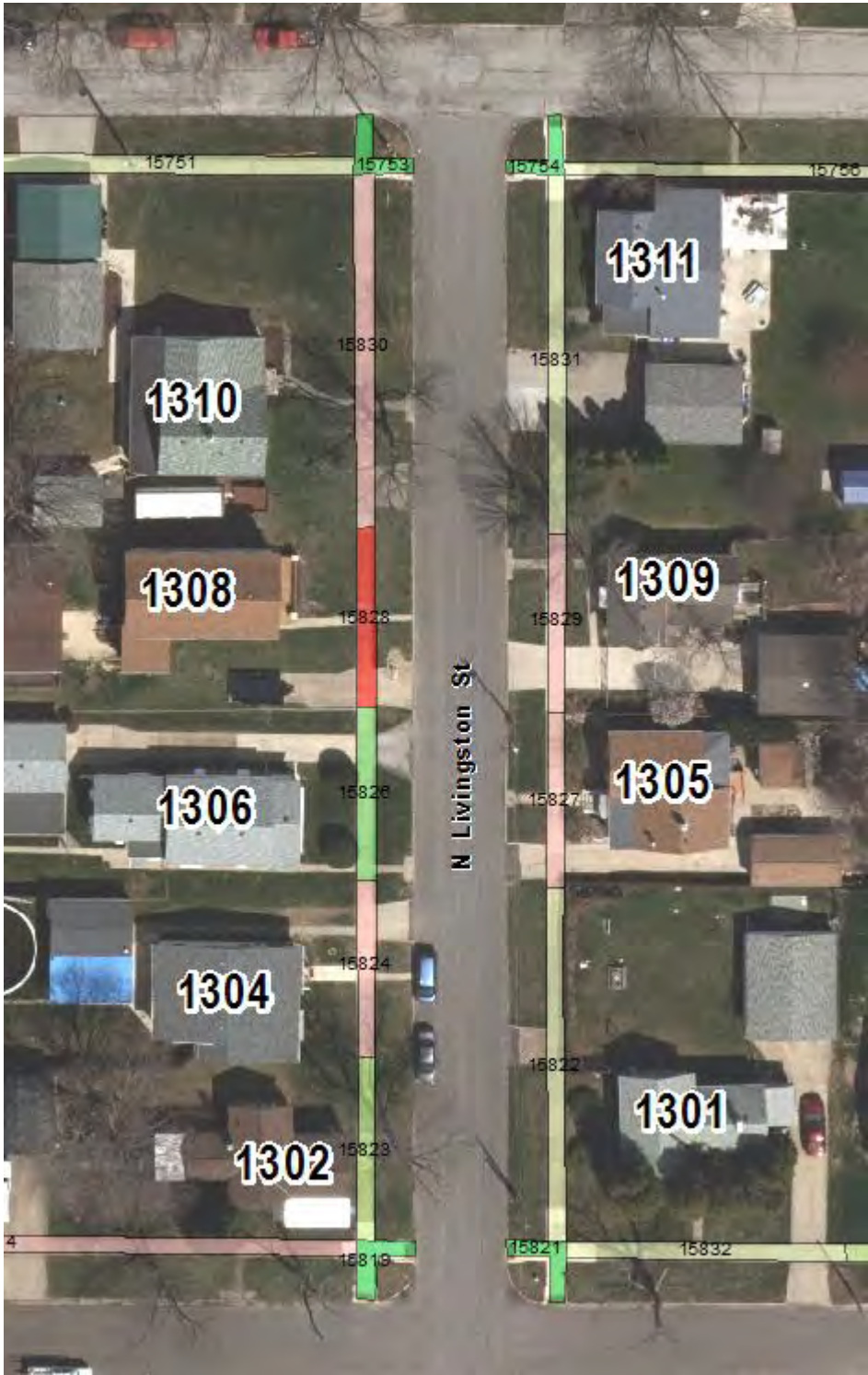


North Livingston		Removal	8" PCC	6" PCC	4" PCC	Earth Ex	Reinforce
1200 block	East side	175		55	120		100
	West side	1025		155	870		

1300 block N Livingston

North Livingston, Locust to Forrest

Ramps: To be redone in conjunction with City resurfacing



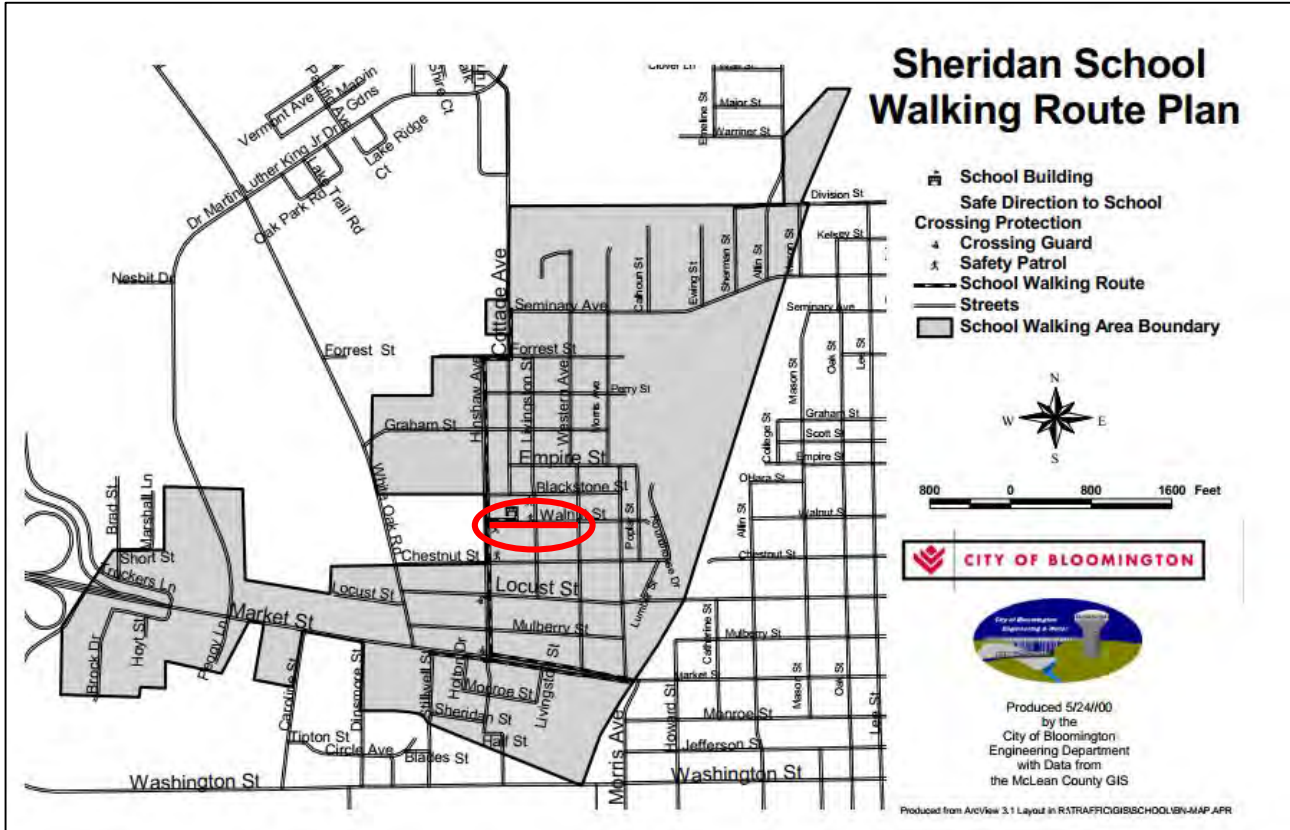
North Livingston					
		Removal	8" PCC	6" PCC	4" PCC
1300 block	East side	0	0	0	0
	West side	724	0	0	724

Performance measurement Sidewalk rated 1 through 4:

- 1
- 2
- 3
- 4

503 linear feet

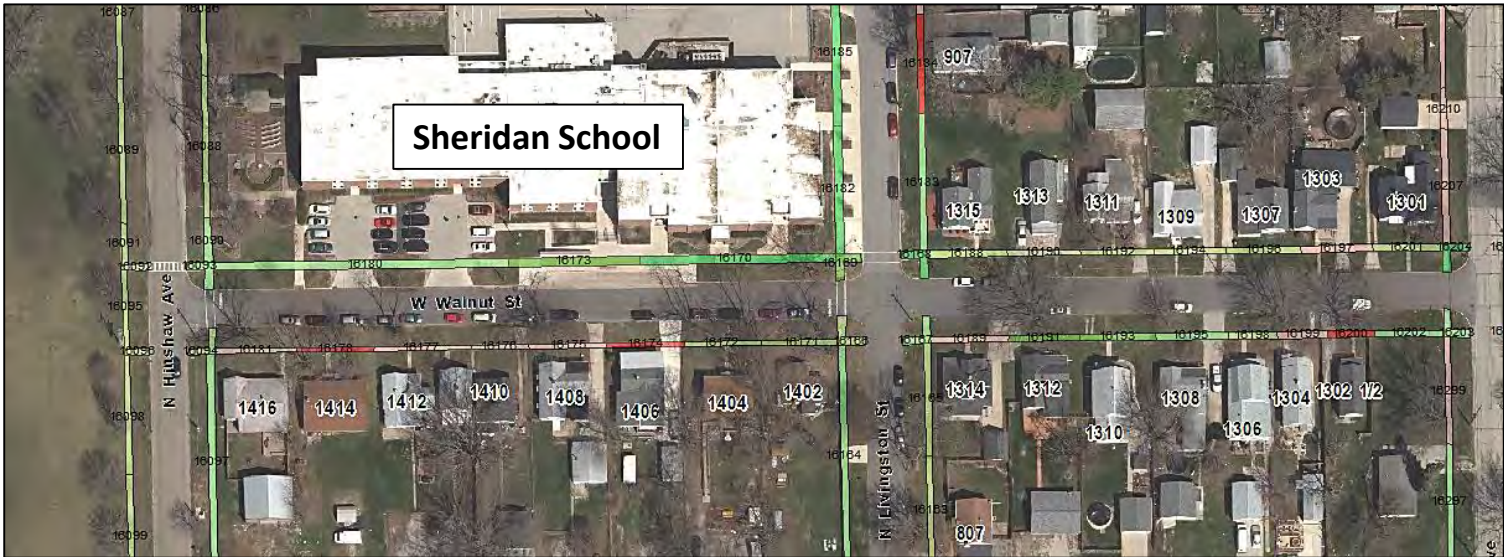
W Walnut, Western to Hinshaw



West Walnut, Western Ave to Hinshaw, total estimate \$11,472.50					
		Removal	6"PCC	4"PCC	Reinforce
	Unit	SF	SF	SF	SF
	2019 UNIT PRICE	\$2.70	\$8.10	\$6.80	\$0.50
1300 block		565	50	515	200
1400 block		620	0	620	100
	TOTALS	1185	50	1135	300
	COST	\$3,199.50	\$405.00	\$7,718.00	\$150.00

Walnut, Western to Hinshaw

Ramps: To be redone in conjunction with City resurfacing



Performance measurement Sidewalk rated 1 through 4:
545 linear feet

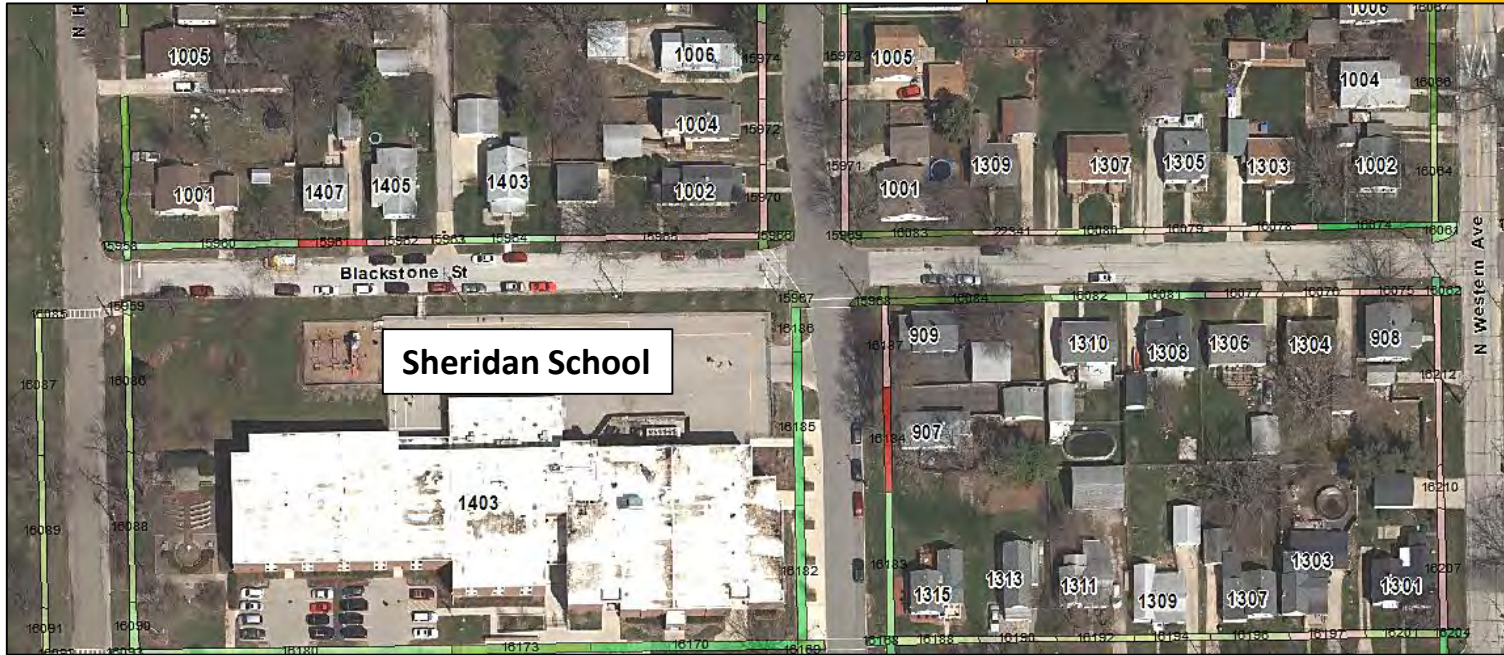
Blackstone, Hinshaw to Western



Blackstone, Western to Hinshaw, total estimate: \$17,036.40					
	Removal	8" PCC	6" PCC	4" PCC	Reinforce
Unit	SF	SF	SF	SF	SF
2019 UNIT PRICE	\$2.70	\$9.25	\$8.10	\$6.80	\$0.50
1300 block	1410	0	163	1247	280
1400 block	310	0	265	45	0
TOTAL	1720	0	428	1292	280
Cost	\$4,644.00		\$3,466.80	\$8,785.60	\$140.00

Blackstone, Hinshaw to Western

Ramps: To be redone in conjunction with City resurfacing

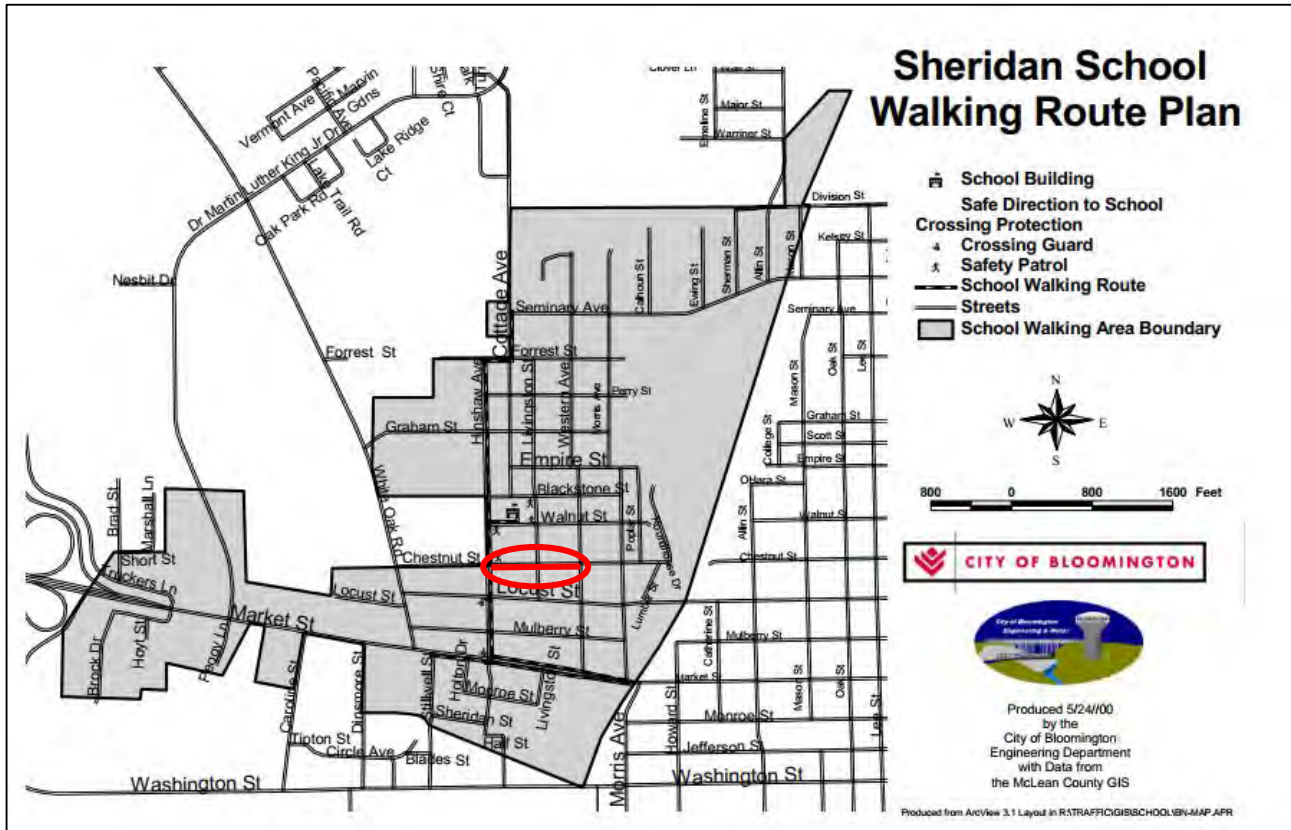


Performance measurement Sidewalk rated 1 through 4:

- 1
- 2
- 3
- 4

West Chestnut, Western to Hinshaw

1384 linear feet

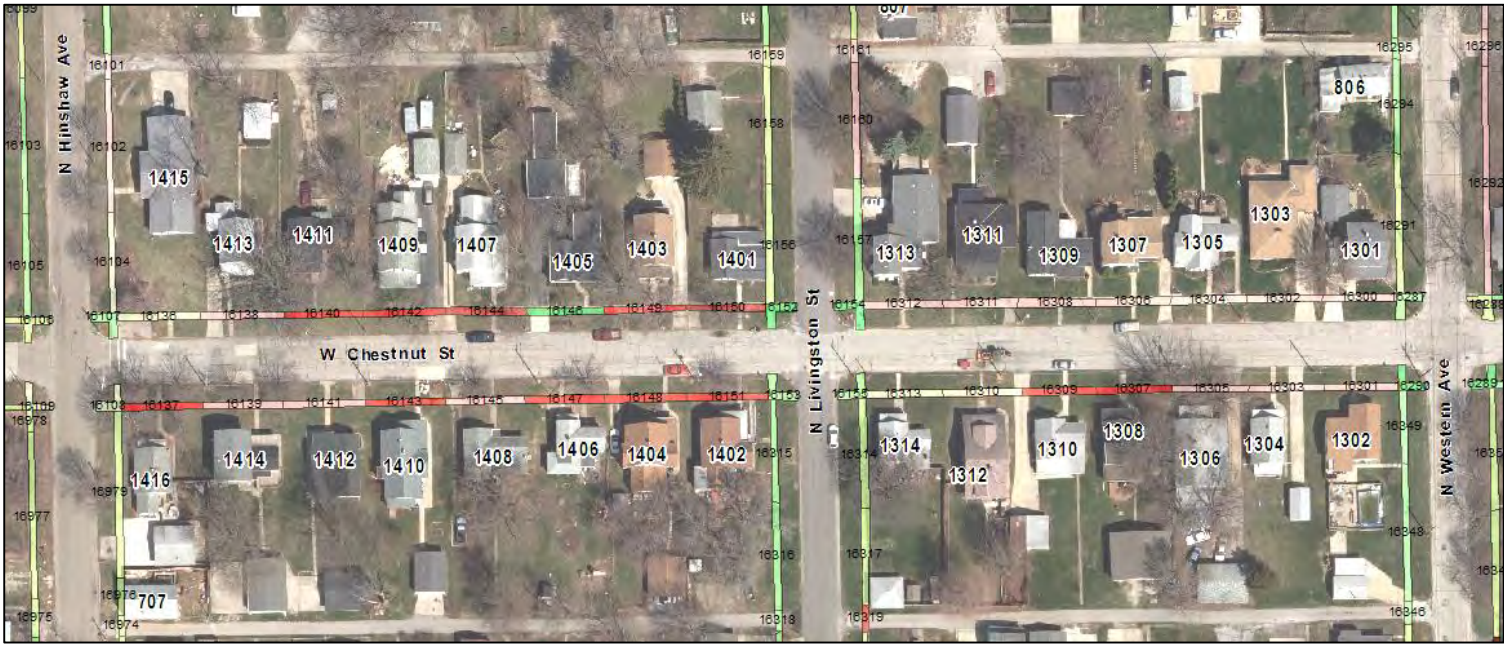


W Chestnut, Western to Hinshaw, total estimate: \$43,868.50

	Removal	8" PCC	6" PCC	4" PCC
Unit	SF	SF	SF	SF
2019 UNIT PRICE	\$2.70	\$9.25	\$8.10	\$6.80
1300 block	2265	0	170	2095
1400 block	2285	0	325	1960
TOTAL	4550	0	495	4055
	\$12,285.00		\$4,009.50	\$27,574.00

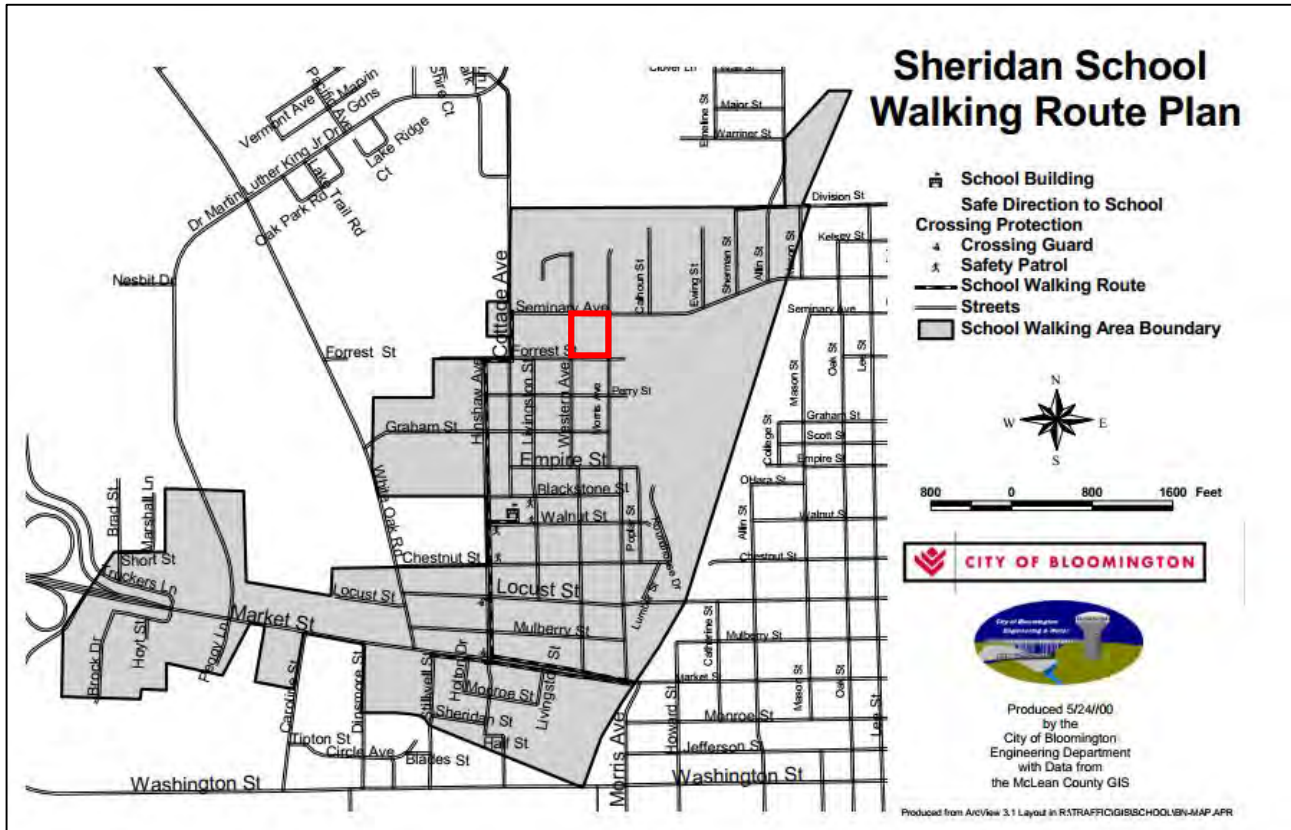
West Chestnut, Western to Hinshaw

Ramps: To be redone in conjunction with City resurfacing



Performance measurement Sidewalk rated 1 through 4:
1,031 linear feet

Evergreen Place and Evergreen Park



Evergreen Place and Evergreen Park, total estimate: \$38,691							
	Removal	8" PCC	6"PCC	4"PCC	Earth Ex	Reinforce	
Western Ave east side	690			690		100	
Western Ave west side	520		45	475		125	
Forrest Street north side	585		585			250	
Forrest Street south side	0						
Morris Ave west side	365			365		125	
Morris Ave east side	910			910	20	50	
Seminary Street south side	880			880			
Seminary Street north side	0		0	0	0	0	
TOTAL	3950	0	630	3320	20	650	
COST	\$10,665.00		\$5,103.00	\$22,576.00	\$22.00	\$325.00	
FY 2019 UNIT PRICE	\$2.70	\$9.25	\$8.10	\$6.80	\$1.10	\$0.50	

Evergreen Place and Evergreen Park

Ramps: To be redone in conjunction with City resurfacing



Evergreen Place public housing

Use 6" through Park

Evergreen Park

Jog sidewalk around tree

Performance measurement Sidewalk rated 1 through 4:
612 linear feet

Forrest Street, Hinshaw to Western



Forrest, Hinshaw to Western – Total estimate \$21,970.50				
	Removal	8" PCC	6"PCC	4"PCC
Livingston to Cottage, south side	740	0	90	650
Western to Cottage, north side	1520	0	295	1225
TOTALS	2260	0	385	1875
	\$6,102.00	0	\$3,118.50	\$12,750.00
FY 2019 UNIT PRICE	\$2.70	\$9.25	\$8.10	\$6.80

Forrest Street, Hinshaw to Western

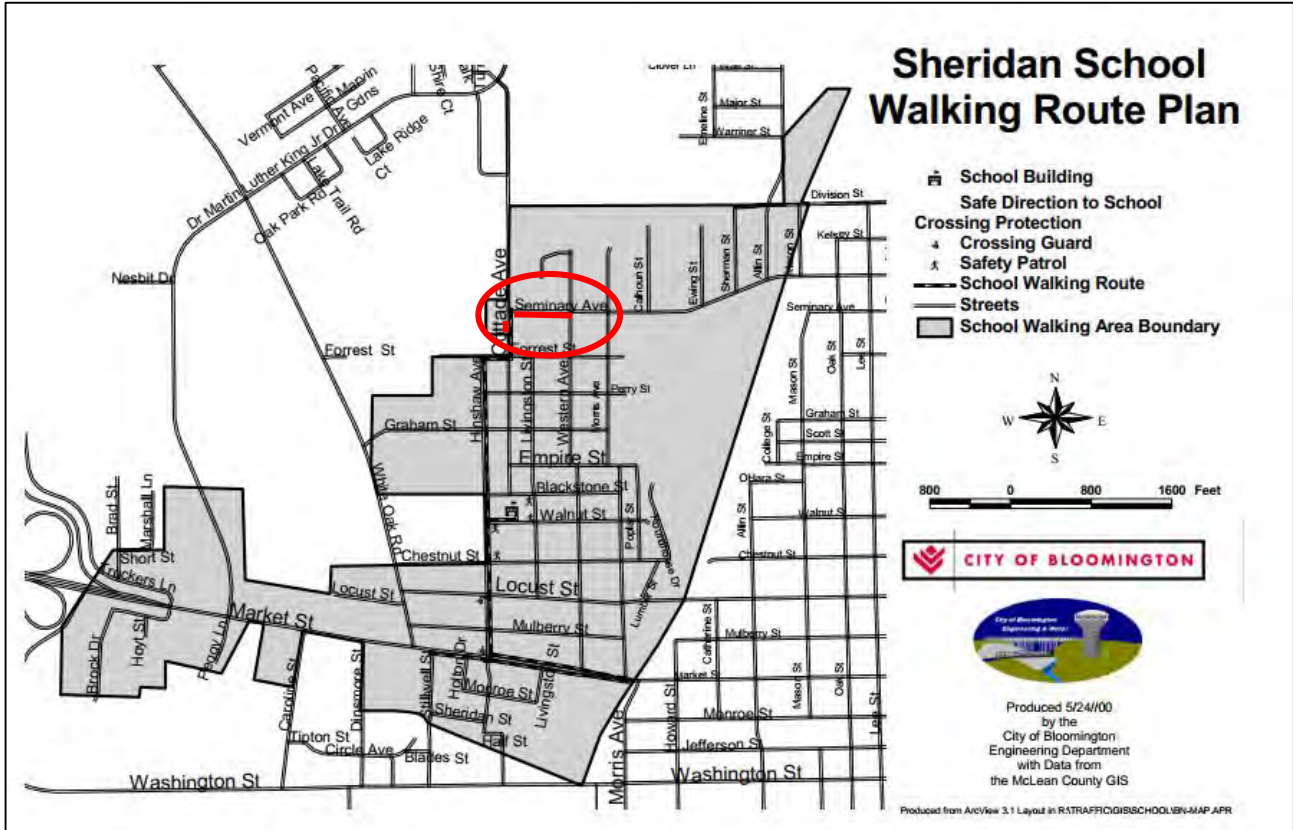
Ramps: To be redone in conjunction with City resurfacing



Seminary Ave, Cottage to Western (plus 1410 Cottage Avenue)

Performance measurement Sidewalk rated 1 through 4:
450 linear feet

	1
	2
	3
	4



Seminary Avenue, Cottage to Western (plus 1410 Cottage) total estimate \$15,234.50						
		Removal	8" PCC	6" PCC	4" PCC	Reinforce
1300 bl south side		1503	0	100	1403	
1300 bl north side		0	0	0	0	
1410 Cottage		80	0	20	60	80
	TOTAL	1583	0	120	1463	80
		\$4,274.10	0	\$972.00	\$9,948.40	\$40.00
	2019 UNIT PRICE	\$2.70	\$9.25	\$8.10	\$6.80	\$0.50

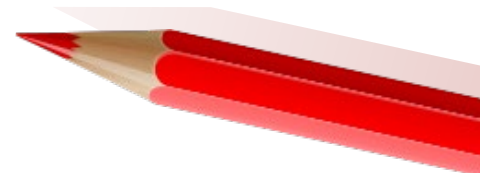
**Seminary Ave, Cottage to Western
(plus 1410 Cottage Avenue)**

**Ramps: To be redone in conjunction
with City resurfacing**





Documents Assuring Financial Commitment



RESOLUTION NO. 2018 - 58

**A RESOLUTION OF FINANCIAL COMMITMENT AND ADMINISTRATION
TO APPLY FOR THE CYCLE 2019 SAFE ROUTES TO SCHOOL GRANT**

WHEREAS, the Illinois Safe Routes to School Program is administered by the Bureau of Programming in the Illinois Department of Transportation (IDOT) and funds both infrastructure (engineering) and non-infrastructure (education, encouragement, enforcement and evaluation) initiatives; and

WHEREAS, Cycle 2019 Illinois Safe Routes to School grants offer up to \$200,000 in reimbursements per project and require no local matching funds; and

WHEREAS, the Illinois Safe Routes to School Program requires a Resolution of Financial Commitment and Administration from the sponsoring municipality in order to apply for said grant; and

WHEREAS, the City Council is supportive of applying to the Cycle 2019 Illinois Safe Routes to School grant to construct and repair sidewalk near Sheridan Elementary School, which will cost \$200,000; and

WHEREAS, the City of Bloomington is dedicated to responsible project administration, including timely bid letting and oversight of design and construction; and

WHEREAS, it is the finding of the City Council that the decision to approve this Resolution of Financial Commitment is in the best interest of the City of Bloomington and in furtherance of its Strategic Plan and Comprehensive Plan; and

NOW THEREFORE BE IT RESOLVED BY THE CITY COUNCIL OF THE CITY OF BLOOMINGTON, ILLINOIS:

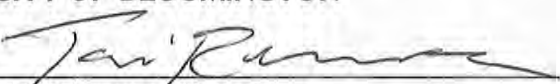
SECTION 1. That the City Council is committed to appropriating \$200,000 in reimbursable funds to construct and repair sidewalk near Sheridan Elementary School, if awarded a Cycle 2019 Illinois Safe Routes to School grant.

SECTION 2. That the City of Bloomington is committed to administering the project, should the aforementioned grant be awarded, including ensuring bid letting is timely and overseeing design and construction.


PASSED this 22nd day of October 2018.

APPROVED this 23rd day of October 2018.

CITY OF BLOOMINGTON


Tari Renner, Mayor

ATTEST


Cherry L. Lawson, C.M.C., City Clerk

November 14, 2018

To Whom It May Concern:

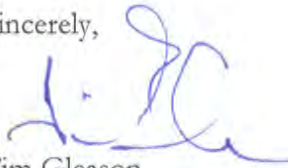
I would like to express strong support for utilizing Safe Routes to School (SRTS) Grant funds to improve sidewalks for students who attend Sheridan Elementary School. The City of Bloomington and Bloomington School District 87 are working together to ensure the planned project will help meet the goals set by SRTS.

Many of the sidewalks that students use to travel to Sheridan Elementary School are in poor condition and are in need of repair. The SRTS program will allow City of Bloomington to repair existing sidewalk and construct new sidewalk to give students access to the school, surrounding parks, and other neighborhood amenities.

The Bloomington City Council adopted a Resolution of Financial Commitment and Administration on August 22, 2018. Should the City receive the grant, the council is obligated to appropriate the necessary funding for the project. The City is also obligated to administer the project, including timely bid letting and oversight of design and construction.

The City of Bloomington is dedicated to ensuring the proposed project is a success.

Sincerely,



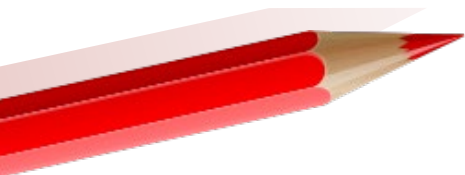
Tim Gleason
City Manager



CITY OF
Bloomington
ILLINOIS



Student Tally and Parent Survey Documents



Safe Routes to School Students Arrival and Departure Tally Sheet

+	CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY	+	
School Name:		Teacher's First Name:	Teacher's Last Name:
Sheridan		Cindy	Moore
Grade: (PK,K,1,2,3...)	Monday's Date (Week count was conducted)	Number of Students Enrolled in Class:	
K	11 05 2018	15	
0 2	M M D D Y Y Y Y	1 5	

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

Step 1. Fill in the weather conditions and number of students in each class	Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.
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Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM									
Tues. PM									
Wed. AM		1 8	0 1		7	1 0			
Wed. PM	S	1 8	0 4		1 0	0 4			
Thurs. AM		2 1	0 3		1 2	0 6			
Thurs. PM	S	2 1	0 4		1 2	0 5			

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

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: SHERIDAN Teacher's First Name: LATRICE Teacher's Last Name: GALLOWAY

Grade: (PK,K,1,2,3...) OK Monday's Date (Week count was conducted) 02 MM DD YY YY Number of Students Enrolled in Class: 20
0 2 M M D D Y Y Y Y 1 5

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

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

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM										
Tues. PM										
Wed. AM		O	19	01		11	05	02		
Wed. PM		O	19	01		10	05	03		
Thurs. AM		O	18	00	00	11	01	05	01	
Thurs. PM			18	01	00	10	02	05		

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

+ _____ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: SHERIDAN Teacher's First Name: KEVIN Teacher's Last Name: HAMERLINCK

Grade: (PK,K,1,2,3...) 01 Monday's Date (Week count was conducted) 01/05/2018 Number of Students Enrolled in Class: 26

0 2 M M D D Y Y Y Y 1 5

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

Step 1.
Fill in the weather conditions and number of students in each class

Step 2.
AM – "How did you arrive at school today?" Record the number of hands for each answer.
PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2 0	2	3	8	3		3	1
Sample PM		R	1 9	3	3	8	1	2	2	
Tues. AM			2 6	6	0	1 7	1	2		
Tues. PM			2 6	8	0	1 6	1	0		
Wed. AM			2 4	8	0	1 5	1	1		
Wed. PM			2 4	8	0	1 5	1	1		
Thurs. AM			2 5	8	0	2 5	1	1		
Thurs. PM			2 5	8	0	1 5	1	0		

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

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: SHERIDAN Teacher's First Name: ALISON Teacher's Last Name: HAYEM

Grade: (PK,K,1,2,3...) 01 Monday's Date (Week count was conducted) 11 07 2018 Number of Students Enrolled in Class: 23
0 2 M M D D Y Y Y Y 1 5

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

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

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM		S	22	3		15	6			
Tues. PM		S	22	3		13	6			
Wed. AM		S	22	3	0	13	6			
Wed. PM										
Thurs. AM										
Thurs. PM										

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

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +									
School Name:				Teacher's First Name:			Teacher's Last Name:		
SHERIDAN				MATTHEW			SHARP		
Grade: (PK,K,1,2,3...)		Monday's Date (Week count was conducted)				Number of Students Enrolled in Class:			
02		11 05 2018				20			
0 2		M M D D Y Y Y Y				1 5			

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

Step 1. Fill in the weather conditions and number of students in each class	Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.
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Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2 0	2	3	8	3		3	1
Sample PM		R	1 9	3	3	8	1	2	2	
Tues. AM		O	1 9	3	0	1 0	4	1	0	1
Tues. PM		O	1 9	5	0	1 3	1	0	0	0
Wed. AM		S	1 9	4 8	0	9	5	1	0	0
Wed. PM		S	1 9	3	0	1 3	3	0	0	0
Thurs. AM		O	1 6	3	0	9	4	0	0	0
Thurs. PM			1 6	4	0	1 0	2	0	0	0

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

LATE BUS THURSDAY

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: SHERIDAN Teacher's First Name: ANGELA Teacher's Last Name: HUMPHREY

Grade: (PK,K,1,2,3...) 02 Monday's Date (Week count was conducted) 11 05 2018 Number of Students Enrolled in Class: 19

0 2 M M D D Y Y Y Y 1 5

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny	R= rainy	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM		O	18	3	0	5	10	0	0	0
Tues. PM		O	18	2	0	11	5	0	0	0
Wed. AM	S		19	4	0	6	7	2	0	0
Wed. PM	S		19	2	0	12	5	0	0	0
Thurs. AM										
Thurs. PM										

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

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Safe Routes to School Students Arrival and Departure Tally Sheet

+	CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY	+
School Name: SHERIDAN		
Teacher's First Name: BRENDA		Teacher's Last Name: GARRETT
Grade: (PK,K,1,2,3...): 02	Monday's Date (Week count was conducted): 11 05 2018	Number of Students Enrolled in Class: 20
0 2	M M D D Y Y Y Y	1 5

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

Step 1. Fill in the weather conditions and number of students in each class	Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.
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Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny	R= rainy	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM	0		19	3	0	9	7	0	0	0
Tues. PM	0		19	4	0	13	2	0	0	0
Wed. AM	S		19	3	0	10	5	1	0	0
Wed. PM		R	19	2	0	16	1	0	0	0
Thurs. AM	0		20	4	0	9	6	1	0	0
Thurs. PM	0		20	4	0	12	2	2	0	0

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

On Wednesday, four of my students ride a bus to attend a mentoring program. Two of them normally walk, one normally

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rides with his family and the other rides a bus.

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: SHERIDAN Teacher's First Name: KRISTA Teacher's Last Name: MROZ

Grade: (PK,K,1,2,3...) 03 Monday's Date (Week count was conducted) 11 08 2018 Number of Students Enrolled in Class: 22
0 2 M M D D Y Y Y Y 1 5

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

Step 1. Fill in the weather conditions and number of students in each class

Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N		2 0	2	3	8	3		3	1
Sample PM	R		1 9	3	3	8	1	2	2	
Tues. AM	O		2 0	4	0	8	7	1	0	0
Tues. PM	S			5	0	10	4	0	0	0
Wed. AM	S		2 1	5	0	8	6	1	0	1
Wed. PM	S		2 1	4	0	11	5	0	0	0
Thurs. AM	O		2 1	3	0	7	6	2	0	1
Thurs. PM			2 4	6	0	8	5	2	0	0

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

+ _____ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+	CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY	+
School Name: S h e r i d a n		
Teacher's First Name: K a r l i		Teacher's Last Name: O t l o e
Grade: (PK,K,1,2,3...)	Monday's Date (Week count was conducted)	Number of Students Enrolled in Class:
0 3	1 1 0 5 2 0 1 8	2 3
0 2	M M D D Y Y Y Y	1 5

- Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)
- Please do not conduct these counts on Mondays or Fridays.
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
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- Follow the same procedure for the question "How do you plan to leave for home after school?"
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in each class	Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.
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Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny	R= rainy	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2 0	2	3	8	3		3	1
Sample PM		R	1 9	3	3	8	1	2	2	
Tues. AM		O	2 0	2	0	9	7	0	0	0
Tues. PM		O	2 0	3	0	9	7	0	0	0
Wed. AM										
Wed. PM										
Thurs. AM			2 1	2	0	8	8	1		
Thurs. PM			2 1	2	0	1 3	3	1		

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

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +									
School Name:				Teacher's First Name:			Teacher's Last Name:		
Sheridan				Melissa			Mizell		
Grade: (PK,K,1,2,3...)		Monday's Date (Week count was conducted)				Number of Students Enrolled in Class:			
04		11 05 2018				19			
0 2		M M D D Y Y Y Y				1 5			

- Please conduct these counts **on two of the following three days Tuesday, Wednesday, or Thursday.** (Three days would provide better data if counted)
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
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- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in each class	Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.
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Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2 0	2	3	8	3		3	1
Sample PM		R	1 9	3	3	8	1	2	2	
Tues. AM		O	1 5			7	8			
Tues. PM		S	1 8	2		1 2	3	1		
Wed. AM		S	1 8			9	7	2		
Wed. PM		S	1 8	2		1 2	3	1		
Thurs. AM										
Thurs. PM										

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

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Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +									
School Name:					Teacher's First Name:			Teacher's Last Name:	
Sheridan					Athena			Cocalias	
Grade: (PK,K,1,2,3...)		Monday's Date (Week count was conducted)				Number of Students Enrolled in Class:			
04		11 05 2018				19			
0 2		M M D D Y Y Y Y				1 5			

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

Step 1. Fill in the weather conditions and number of students in each class	Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.
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Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2 0	2	3	8	3		3	1
Sample PM		R	1 9	3	3	8	1	2	2	
Tues. AM		O	1 9	1		1 2	2	4		
Tues. PM		O	1 9	3		1 2	1	3		
Wed. AM		S	1 8	0		1 1	3	4		
Wed. PM		O	1 8	1		1 1	5	1		
Thurs. AM		O	1 6			1 0	3	3		
Thurs. PM		O	1 6	2		1 1	2	2		

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

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Safe Routes to School Students Arrival and Departure Tally Sheet

+	CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY	+
School Name: S h e r i d a n		
Teacher's First Name: A m a n d a		Teacher's Last Name: J u a r e z
Grade: (PK,K,1,2,3...)	Monday's Date (Week count was conducted)	Number of Students Enrolled in Class:
04	01 05 2018	119
0 2	M M D D Y Y Y Y	1 5

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

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

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	S	18	04	00	07	04	00	03	
Tues. PM	S	18	02	00	07	03	01	03	
Wed. AM	S	18	02	00	05	06	00	03	
Wed. PM	S	18	01	00	09	02	00	01	
Thurs. AM									
Thurs. PM									

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

+		+
---	--	---

Safe Routes to School Students Arrival and Departure Tally Sheet

+	CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY	+
School Name: S h e r i d a n		
Teacher's First Name: D a v i d		Teacher's Last Name: G o d f r e y
Grade: (PK,K,1,2,3...)	Monday's Date (Week count was conducted)	Number of Students Enrolled in Class:
0 5	1 1 0 5 2 0 1 8	1 7
0 2	M M D D Y Y Y Y	1 5

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

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

Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S N	2 0	2	3	8	3		3	1
Sample PM	R	1 9	3	3	8	1	2	2	
Tues. AM	O	1 7	4	0	6	6	1	0	0
Tues. PM	S	1 7	7	0	9	0	1	0	0
Wed. AM	S	1 5	4	0	4	7	0	0	0
Wed. PM	S	1 5	5	0	8	2	0	0	0
Thurs. AM	O	1 5	2	0	3	9	1	6	0
Thurs. PM	S	1 5	4	0	7	4	0	0	0

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

+		+
---	--	---

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: SHERIDAN Teacher's First Name: JENNIFER Teacher's Last Name: MANGRUEM

Grade: (PK,K,1,2,3...) 05 Monday's Date (Week count was conducted) 11 05 2018 Number of Students Enrolled in Class: 18
0 2 M M D D Y Y Y Y 1 5

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

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

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S= sunny R= rainy O=overcast SN=snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	20	2	3	8	3		3	1
Sample PM		R	19	3	3	8	1	2	2	
Tues. AM		O	18	04	00	08	04	02		
Tues. PM		O	18	06	00	07	05			
Wed. AM		S	17	03	00	07	06	01	00	00
Wed. PM		S	17	05	00	06	06	00	00	00
Thurs. AM										
Thurs. PM										

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

+ _____ +

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY										+	
School Name:				Teacher's First Name:			Teacher's Last Name:				
S H E R I D A N				S A R A H			R E C A R				
Grade: (PK,K,1,2,3...)		Monday's Date (Week count was conducted)				Number of Students Enrolled in Class:					
0 5		0 1		0 5		2 0 1 8		1 5			
0 2		M M		D D		Y Y Y Y		1 5			

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

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

Key	Weather		Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
	S = sunny R = rainy O = overcast SN = snow		Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.
Sample AM	S	N	2 0	2	3	8	3		3	1
Sample PM		R	1 9	3	3	8	1	2	2	
Tues. AM		O	1 7	0 1		1 3	0 3			
Tues. PM		O	1 7	0 2		1 4	0 1			
Wed. AM	S		1 7	0 1		1 2	0 4			
Wed. PM	R		1 7	0 3		1 4	0 0			
Thurs. AM		O	1 7	0 1		1 3	0 3			
Thurs. PM		O	1 7	0 3		1 3	0 1			

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

+		+
----------	--	----------

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

9. At what grade would you allow your child to walk or bike to/from school without an adult?
 (Select a grade between PK,K,1,2,3...) grade (or) I would not feel comfortable at any grade

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

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

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

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

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

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

- Strongly Encourages Encourages Neither Discourages Strongly Discourages

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

- Very Fun Fun Neutral Boring Very Boring

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

- Very Healthy Healthy Neutral Unhealthy Very Unhealthy

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

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

- | | |
|---|---|
| <input type="checkbox"/> Grades 1 through 8 (Elementary) | <input checked="" type="checkbox"/> College 1 to 3 years (Some college or technical school) |
| <input type="checkbox"/> Grades 9 through 11 (Some high school) | <input type="checkbox"/> College 4 years or more (College graduate) |
| <input type="checkbox"/> Grade 12 or GED (High school graduate) | <input type="checkbox"/> Prefer not to answer |

16. Please provide any additional comments below.

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

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

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

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

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

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

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

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

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

- Strongly Encourages Encourages Neither Discourages Strongly Discourages

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

- Very Fun Fun Neutral Boring Very Boring

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

- Very Healthy Healthy Neutral Unhealthy Very Unhealthy

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

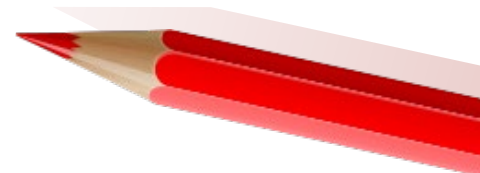
15. What is the highest grade or year of school you completed?

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

16. Please provide any additional comments below.



Supplemental Supporting Materials





MCLEAN COUNTY REGIONAL PLANNING COMMISSION

115 E. Washington St., M103 • Bloomington, IL 61701-4089
Phone: 309-828-4331 • Fax: 309-827-4773 • www.mcplan.org

November 16, 2018

Subject: Letter of Project Concurrence for Safe Routes to School Grant

To the attention of John Paris, Bureau of Programming:

On behalf of the McLean County Regional Planning Commission, which serves as the Metropolitan Planning Organization for the Bloomington-Normal urbanized area, I whole-heartedly concur with the Safe Routes to School (SRTS) project proposed by the City of Bloomington and Bloomington Public Schools District 87.

The proposed sidewalk improvements will help students at Sheridan Elementary School, which is located in an area with a high percentage of low-income families. Children who attend Sheridan Elementary School rely on walking and bicycling as their primary mode of transportation to travel to and from school. We also support the additional benefits the project provides, such as access to surrounding parks and other neighborhood amenities.

The project also fits into several of the goals outlined by the City of Bloomington in their Comprehensive Plan, which we prepared using an extensive public outreach process. These goals include: ensuring the compact development of the City through denser, mixed-use developments and reinvestment in the established older neighborhoods; increasing coordination between the City and the school districts to maintain high quality educational opportunities equitably for all students within the City; and having a safe and efficient network of streets, bicycle- pedestrian facilities and other infrastructure to serve users in any surface transportation mode.

Should the City of Bloomington receive the SRTS grant, McLean County Regional Planning Commission will provide assistance, as needed, in order to make the project a success.

Sincerely,

Vasudha P. Gadhiraaju, AICP
Executive Director
vgadhiraaju@mcplan.org

MCRPC is the leader for planning tomorrow's McLean County

Mary Jefferson, Chairman • John Burrill • Jim Fruin • Michael Gorman
Mary Kramp • Carl Olson • Linda Olson • Carl Teichman • Mark Wylie



**Bloomington Public Schools
District 87**

300 E. Monroe Street | Bloomington, Illinois 61701
Telephone 309.827.6031 | Fax 309.827.5717
www.district87.org

Dr. Barry M. Reilly
Superintendent of Schools

Dr. Herschel A. Hannah, Jr.
Assistant Superintendent of Human Resources

Dr. Diane Wolf
Assistant Superintendent of Curriculum & Instruction

Dr. Colin Manahan
Chief Financial & Facilities Officer

November 14, 2018

To Whom It May Concern:

As Superintendent of Bloomington Public Schools District 87, I would like to express my support for the proposed Safe Routes to School grant that will make sidewalk improvements near Sheridan Elementary School. This project will be a benefit to a school that is in a low-income area, where students may have to walk or bike to school more often than at other schools. Many of the sidewalks in the area are in need of repair, and the district fully supports the efforts of the City of Bloomington in applying to this grant.

The City of Bloomington approached us with the project, and we have been working with them for several months in order to finalize the proposal. We welcome any opportunity to partner with the City of Bloomington, especially when the partnership directly benefits our students. Should the City receive the Safe Routes to School grant, the District will continue to support the City in its efforts to successfully execute the grant and its requirements.

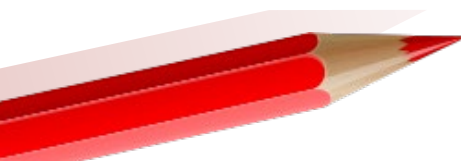
Please contact me if you have any additional questions regarding the District's contributions to the grant application.

Sincerely,

A handwritten signature in black ink, appearing to read 'Barry M. Reilly', written over a light blue horizontal line.

Dr. Barry M. Reilly
Superintendent of Schools
Bloomington Public Schools District 87

Photos of the Affected Areas





Photos of the Affected Areas



School Wellness Policy



Wellness Policy

District 87 has a districtwide school wellness policy that promotes coordinated school health, nutrition education, physical activity, nutrition guidelines, and community input. The Safe Routes to School grant would help Sheridan Elementary School in accomplishing the goals of the wellness policy. Excerpts from the policy are provided below. Please see the Appendix for the full text.

The policy states that school wellness, including good nutrition and physical activity, shall be promoted in the District’s educational program, school activities and meal programs. This Policy shall be interpreted consistently with Section 204 of the “Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent or designee will ensure each school building complies with this Policy.

Coordinated School Health

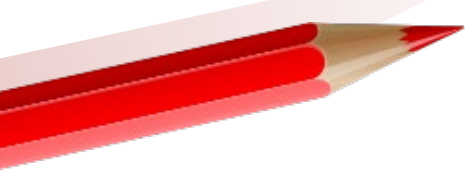

The district will maintain a Coordinated School Health Model to support all areas of wellness. Coordinated School Health is an established approach to support student academic achievement by addressing health needs in a coordinated and systematic way. Areas to be fostered and assessed:

- | | |
|---|---|
| <ul style="list-style-type: none">• Health Education• Physical Education and Physical Activity• Health Services• Nutrition Environment and Services• Counseling, Psychological, and Social Services | <ul style="list-style-type: none">• Social and Emotional School Climate• Healthy Safe School Environment• Employee Wellness• Family Engagement• Community Involvement |
|---|---|

Goals for Nutrition Education

- Schools will support and promote good nutrition;
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of all to develop and learn; and
- Nutrition education will be part of the District’s comprehensive health education curriculum. (See Board Policy 6.060, Curriculum Content Mandates).

Goals for Physical Activity

- Schools will support and promote an active lifestyle for all;
 - Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students’ knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle Unless otherwise exempted, all students will be required to engage daily during the school day in a physical activity; and
 - The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.
- 
- 

School Wellness Policy

Nutrition Guidelines for Foods Available in Schools During the School Day

Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and food Guidance System published jointly by the U.S. Department of Agriculture. In addition, in order to promote health and healthy weights in children, the Superintendent or designee shall restrict the sale of competitive foods as defined by the U.S. Department of Agriculture in the food service areas during the meal periods and comply with all Smart Snack rules of the Illinois State Board of Education.



Fundraising Days

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and School Breakfast Program.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, school administrators, and the public. The community is encouraged to develop support for the District wellness goals in school and in the community as well as participate on the committee.

Legal References

Child Nutrition and WIC Reauthorization Act. Of 2004
Child Nutrition Act of 1966
National School Lunch Act
Healthy, Hunger-Free Kids Act of 2010
23 Illinois Administrative Code Part 305, Food Program

Chapter 6: INSTRUCTION

Curriculum

Effective Date

September 14, 2016

School Wellness

Page 1 of 3

Supersedes Policy Issued

May 12, 2010

School wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities and meal programs. This Policy shall be interpreted consistently with Section 204 of the "Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent or designee will ensure each school building complies with this Policy.

District Wellness Committee

The District will convene a Wellness Committee meeting multiple times during the year.

Building Wellness Champions

Each building will have a designated Wellness Champion who will attend district level wellness meetings as well as lead wellness initiatives in his or her building.

Coordinated School Health

The district will maintain a Coordinated School Health Model to support all areas of wellness. Coordinated School Health is an established approach to support student academic achievement by addressing health needs in a coordinated and systematic way. Areas to be fostered and assessed:

- Health Education
- Physical Education and Physical Activity
- Health Services
- Nutrition Environment and Service
- Counseling, Psychological, and Social Services
- Social and Emotional School Climate
- Healthy Safe School Environment
- Employee Wellness
- Family Engagement
- Community Involvement

Goals for Nutrition Education

- Schools will support and promote good nutrition;
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of all to develop and learn; and
- Nutrition education will be part of the District's comprehensive health education curriculum. (See Board Policy 6.060, Curriculum Content Mandates).

Chapter 6: INSTRUCTION

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Page 2 of 3

Goals for Physical Activity

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- Unless otherwise exempted, all students will be required to engage daily during the school day in a physical activity; and
- The curriculum will be consistent with and incorporate relevant Illinois Learning Standards for Physical Development and Health as established by the Illinois State Board of Education.

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Fundraising Days

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the "general nutrition standards for competitive foods" specified in federal law.

Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and School Breakfast Program.

Monitoring

The Superintendent or designee shall provide periodic implementation data as an annual report to the Board concerning this Policy's implementation sufficient to allow the Board to monitor and adjust the Policy. This report must include without limitation each of the following: an assessment of the District's implementation of the policy; the extent to which schools in the District are in compliance with the policy; the extent to which the policy compares to model local school wellness policies; a description of the progress made in attaining the goals of the policy.

Chapter 6: INSTRUCTION

Curriculum

Effective Date

September 14, 2016

School Wellness

Supersedes Policy Issued

May 12, 2010

Page 3 of 3

Wellness Professional Development

Wellness-related professional development opportunities will be provided each year for staff.

Community Input

The Superintendent or designee will invite suggestions and comments concerning the development, implementation, and improvement of the school wellness policy from community members, including parents, students, and representatives of the school food authority, school administrators, and the public. The community is encouraged to develop support for the District wellness goals in school and in the community as well as participate on the committee.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act. Of 2004
Child Nutrition Act of 1966
National School Lunch Act,
Healthy, Hunger-Free Kids Act of 2010
23 Ill.Admin.Code Part 305, Food Program

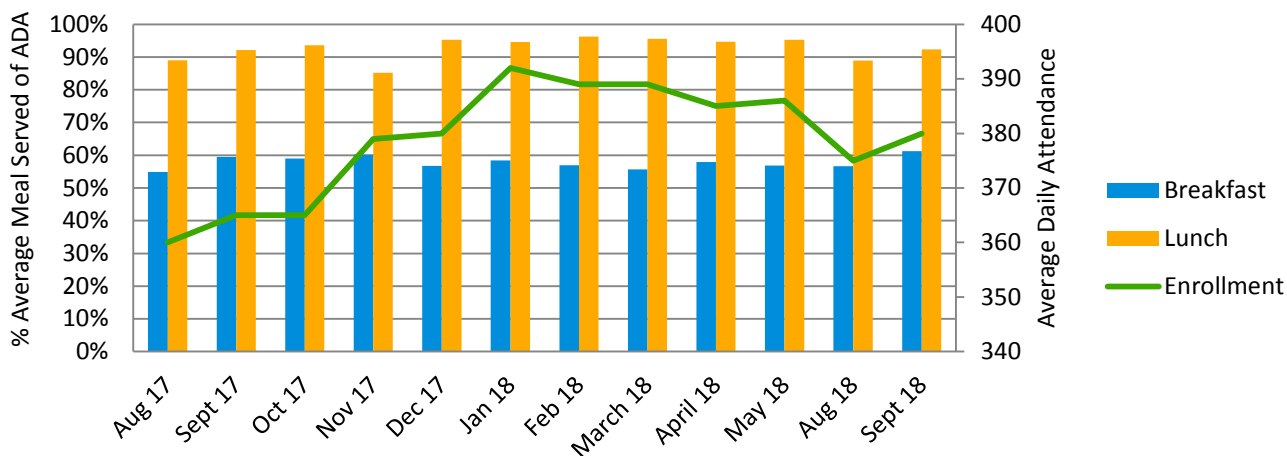
School Wellness Data

City staff interviewed the school district's Wellness Coordinator, Julie McCoy, who provided additional information on wellness and nutrition programs offered to Sheridan Elementary students. The full stakeholder interview is included in the appendix.

Food Programs

More than 40 percent of students out of the Average Daily Attendance (ADA) at Sheridan Elementary School qualify for the free or reduced breakfast program and free or reduced lunch program, which qualifies the school for the Community Eligibility Provision (CEP). The CEP is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

Percent Average Meal Served of Average Daily Attendance (ADA), by Month, from August 2017 to May 2018 and from August 2017 to September 2018



The school district also provides lunch at Sheridan Elementary School during the summer, which further demonstrates the benefit of repairing sidewalks near the school. Once the sidewalks are repaired, children will have easier access to the summer lunch program.

Wellness Resources

In fall and spring, the district releases a newsletter featuring topics that address the goals within the wellness policy. These newsletters are posted on their wellness webpage, which offers additional resources for students, parents, teachers, administrators, and community members. The district also works with schools to promote wellness throughout the year.

Survey Results

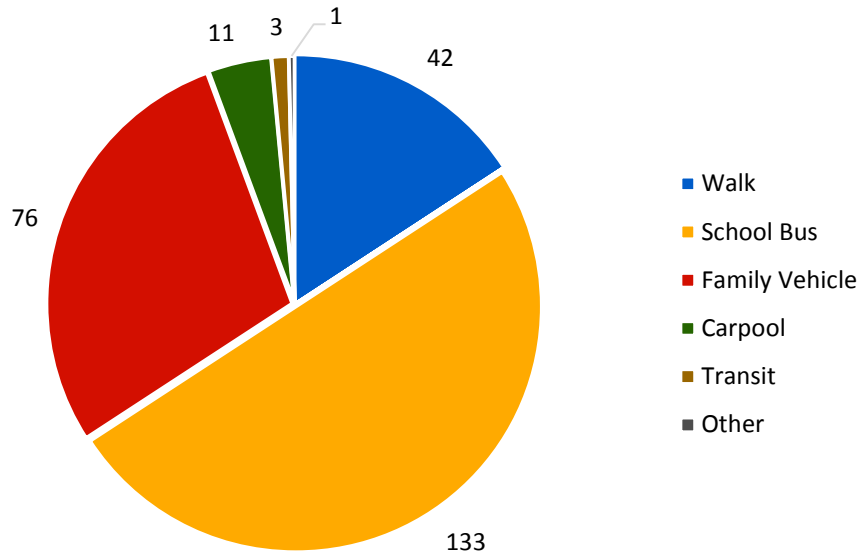
Teachers at Sheridan Elementary School polled their students the week of November 5, 2018 using the Safe Routes to School Students Arrival and Departure Tally Sheet. The following data reflects the results of those surveys. The surveys are also included in the appendix.

Tuesday Morning (November 6, 2018)									
Grade	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
K									
K									
K	O	19	3		9	7			
1	O	26	6		17	1	2		
1	S	22	3		13	6			
2	O	19	3		10	4	1		1
2	O	18	3		5	10			
2	O	19	3		9	7			
3	O	20	4		8	7	1		
3	O	20	3		9	7			
4	O	15			7	8			
4	O	19	1		12	2	4		
4	S	18	4		7	4		3	
5	O	17	4		6	6	1		
5	O	18	4		8	4	2		
5	O	17	1		13	3			

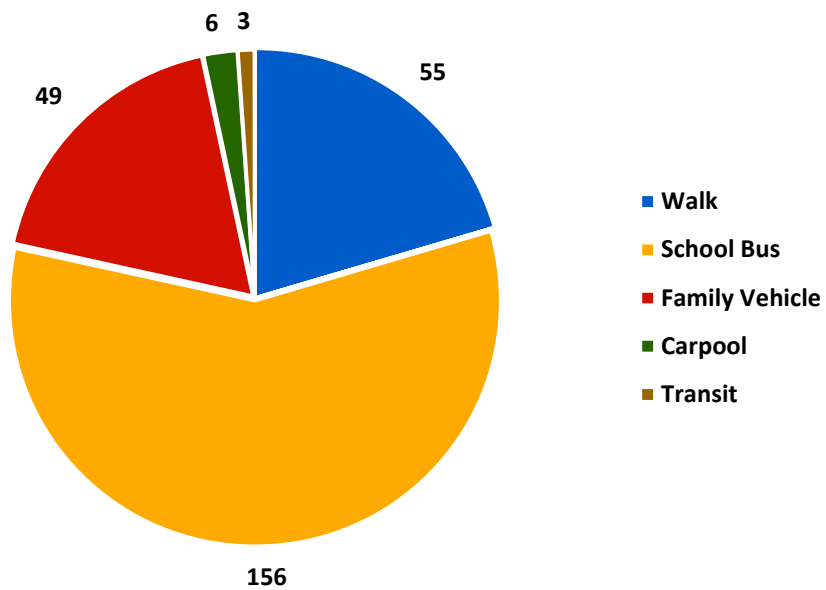
Tuesday Afternoon (November 6, 2018)									
Grade	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
K									
K									
K	O	19	4		8	7			
1	O	26	8		16	1			
1	S	22	3		13	6			
2	O	19	5		13	1			
2	O	18	2		11	5			
2	O	19	4		13	2			
3	S		5		10	4			
3	O	20	3		9	7			
4	S	18	2		12	3	1		
4	O	19	3		12	1	3		
4	S	19	2		11	3	1	3	
5	S	17	7		9		1		
5	O	18	6		7	5			
5	O	17	1		12	4			

Survey Results

Student Arrival Modes (Tuesday)



Student Departure Modes (Tuesday)



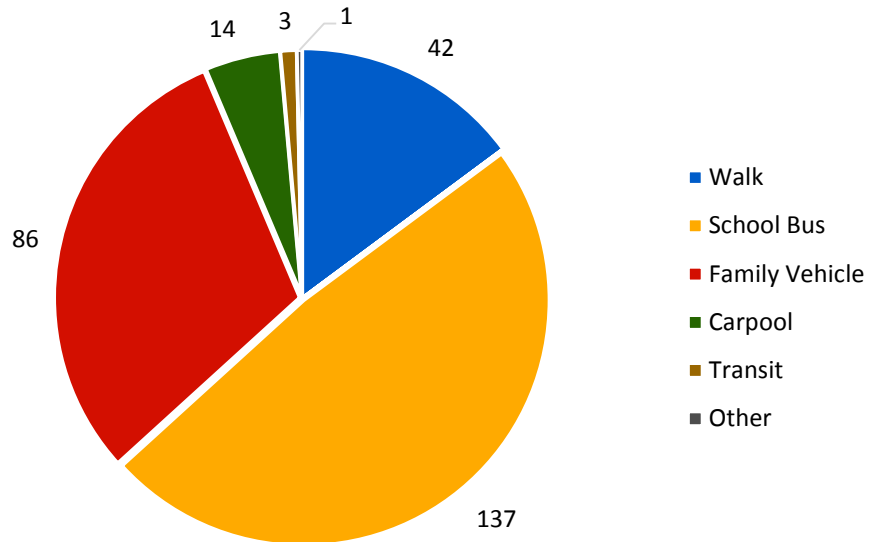
Survey Results

Wednesday Morning (November 7, 2018)									
Grade	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
K	O	18	1		7	10			
K	O	19	1		11	5	2		
K	S	20	3		9	8			
1	O	24	8		16	1			
1	S	22	3		13	6			
2	S	19	4		9	5	1		
2	S	19	4		6	7	2		
2	S	19	3		10	5	1		
3	S	21	5		8	6	1		1
3									
4	S	18			9	7	2		
4	S	18			11	3	4		
4	S	18	2		5	6		3	
5	S	15	4		4	7			
5	S	17	3		7	6	1		
5	S	17	1		12	4			

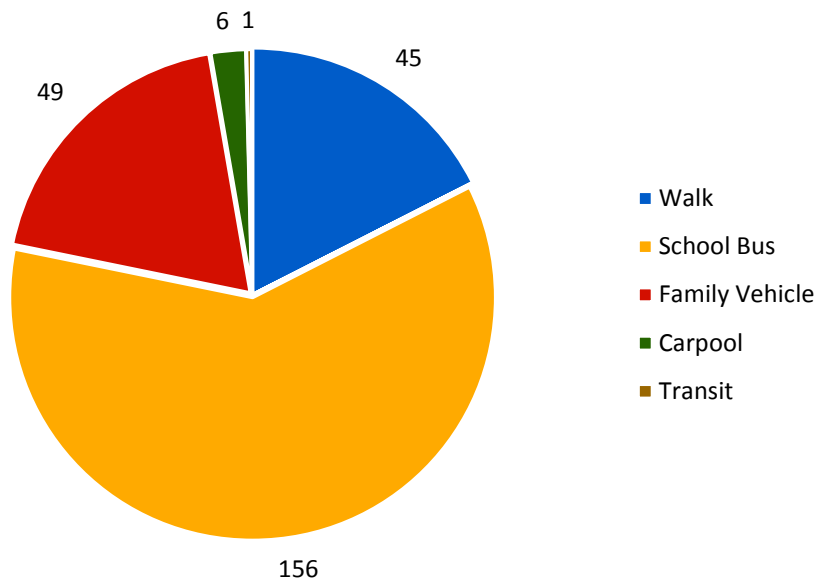
Wednesday Afternoon (November 7, 2018)									
Grade	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
K	S	18	4		10	4			
K	O	19	1		10	5	3		
K	S	20	4		9	7			
1	O	24	8		15	1	1		
1									
2	S	19	3		13	3			
2	S	19	2		12	5			
2	S	19	2		16	1			
3	S	21	4		11	5			
3									
4	S	18	2		12	3	1		
4	O	18	1		11	5	1		
4	S	18	1		9	2		1	
5	S	15	5		8	2			
5	S	17	5		6	6			
5	O	17	3		14				

Survey Results

Student Arrival Modes (Wednesday)



Student Departure Modes (Wednesday)



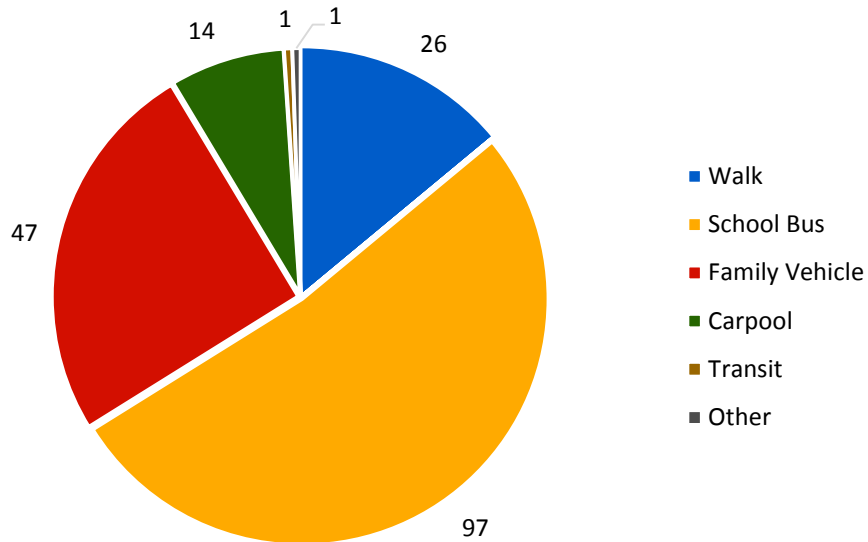
Survey Results

Thursday Morning (November 8, 2018)									
Grade	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
K	O	21	3		12	6			
K	O	18			11	1	5	1	
K									
1	O	25	8		15	1	1		
1									
2	O	16	3		9	4			
2									
2	O	20	4		9	6	1		
3	O	21	3		7	6	2		1
3	O	21	2		8	8	1		
4									
4	O	16			10	3	3		
4									
5	O	15	2		3	9	1		
5									
5	O	17	1		13	3			

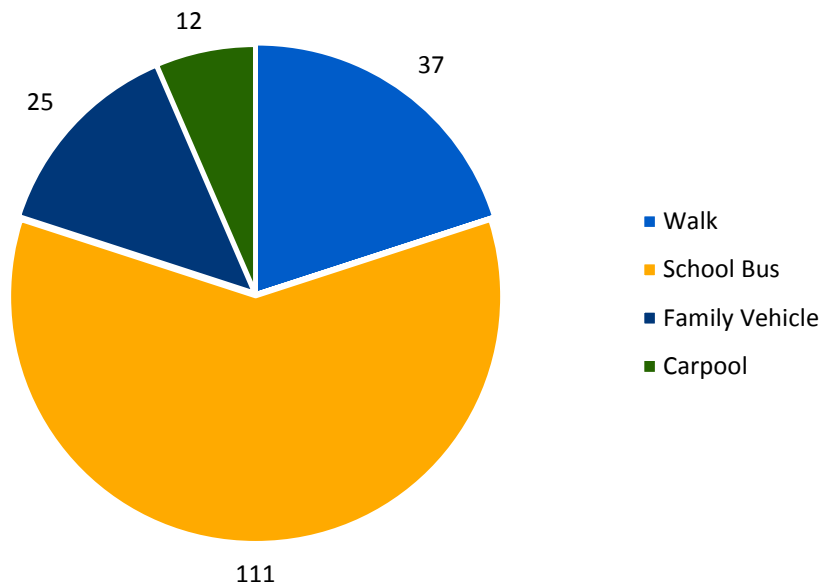
Thursday Afternoon (November 8, 2018)									
Grade	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other
K	S	21	4		12	5			
K		18	1		10	2	5		
K									
1	S	25	8		15	1			
1									
2		16	4		10	2			
2									
2	O	20	4		12	2	2		
3		21	5		8	4	2		
3	O	21	2		13	3	1		
4									
4	O	16	2		11	1	2		
4									
5	S	15	4		7	4			
5									
5	O	17	3		13	1			

Survey Results

Student Arrival Modes (Thursday)

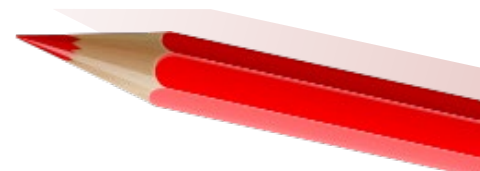


Student Departure Modes (Thursday)





Walking Audit and Biking Audit Findings



Walking, Bicycling, and Driving

How bikeable is your community?

Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!

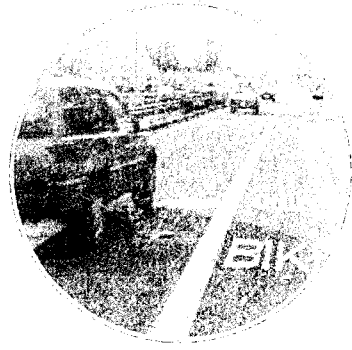


Can you get to where you want to go by bike?

Some communities are more bikeable than others: how does yours rate? Read over the questions in this checklist and then take a ride in your community, perhaps to the local shops, to visit a friend, or even to work. See if you can get where you want to go by bicycle, even if you are just riding around the neighborhood to get some exercise.



At the end of your ride, answer each question and, based on your opinion, circle an overall rating for each question. You can also note any problems you encountered by checking the appropriate box(es). Be sure to make a careful note of any specific locations that need improvement.



Add up the numbers to see how you rated your ride. Then, turn to the pages that show you how to begin to improve those areas where you gave your community a low score.

Before you ride, make sure your bike is in good working order, put on a helmet, and be sure you can manage the ride or route you've chosen. Enjoy the ride!



How bikeable is your community?

Location of bike ride (be specific):
Stewart

Rating Scale: 1 2 3 4 5 6
awful many problems some problems good very good excellent

1. Did you have a place to bicycle safely?

a) On the road, sharing the road with motor vehicles?

- Yes Some problems (please note locations):
- No space for bicyclists to ride
 - Bicycle lane or paved shoulder disappeared
 - Heavy and/or fast-moving traffic
 - Too many trucks or buses
 - No space for bicyclists on bridges or in tunnels
 - Poorly lighted roadways
- Other problems: _____

b) On an off-road path or trail, where motor vehicles were not allowed?

- Yes Some problems:
- Path ended abruptly
 - Path didn't go where I wanted to go
 - Path intersected with roads that were difficult to cross
 - Path was crowded
 - Path was unsafe because of sharp turns or dangerous downhill
 - Path was uncomfortable because of too many hills
 - Path was poorly lighted
- Other problems: _____

Overall "Safe Place To Ride" Rating: (circle one)

1 2 3 4 5 6

2. How was the surface that you rode on?

- Good Some problems, the road or path had:
- Potholes
 - Cracked or broken pavement
 - Debris (e.g. broken glass, sand, gravel, etc.)
 - Dangerous drain grates, utility covers, or metal plates
 - Uneven surface or gaps
 - Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
 - Bumpy or angled railroad tracks
 - Rumble strips
- Other problems: _____

Overall Surface Rating: (circle one)

1 2 3 4 5 6

3. How were the intersections you rode through?

- Good Some problems:
- Had to wait too long to cross intersection
 - Couldn't see crossing traffic
 - Signal didn't give me enough time to cross the road
 - Signal didn't change for a bicycle
 - Unsure where or how to ride through intersection
- Other problems: _____

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

Continue the checklist on the next page...

4. Did drivers behave well?

- Yes Some problems, drivers:
- Drove too fast
 - Passed me too close
 - Did not signal
 - Harassed me
 - Cut me off
 - Ran red lights or stop sign
- Other problems: _____

Overall Driver Rating: (circle one)

1 2 3 4 5 6

5. Was it easy for you to use your bike?

- Yes Some problems:
- No maps, signs, or road markings to help me find my way
 - No safe or secure place to leave my bicycle at my destination
 - No way to take my bicycle with me on the bus or train
 - Scary dogs
 - Hard to find a direct route I liked
 - Route was too hilly
- Other problems: _____

Overall Ease of Use Rating: (circle one)

1 2 3 4 5 6

6. What did you do to make your ride safer?

Your behavior contributes to the bikeability of your community. Check all that apply:

- Wore a bicycle helmet
- Obeyed traffic signal and signs
- Rode in a straight line (didn't weave)
- Signaled my turns
- Rode with (not against) traffic
- Used lights, if riding at night
- Wore reflective and/or retroreflective materials and bright clothing
- Was courteous to other travelers (motorist, skaters, pedestrians, etc.)

7. Tell us a little about yourself.

In good weather months, about how many days a month do you ride your bike?

- Never
- Occasionally (one or two)
- Frequently (5-10)
- Most (more than 15)
- Every day

Which of these phrases best describes you?

- An advanced, confident rider who is comfortable riding in most traffic situations
- An intermediate rider who is not really comfortable riding in most traffic situations
- A beginner rider who prefers to stick to the bike path or trail

How does your community rate?

Add up your ratings and decide.

(Questions 6 and 7 do not contribute to your community's score)

- | | | |
|--------------------|-------|--|
| 1. _____ | 26-30 | Celebrate! You live in a bicycle-friendly community. |
| 2. _____ | 21-25 | Your community is pretty good, but there's always room for improvement. |
| 3. _____ | 16-20 | Conditions for riding are okay, but not ideal. Plenty of opportunity for improvements. |
| 4. _____ | 11-15 | Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away. |
| 5. _____ | 5-10 | Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again. |
| Total _____ | | |

Did you find something that needs to be changed?

On the next page, you'll find suggestions for improving the bikeability of your community based on the problems you identified. Take a look at both the short- and long-term solutions and commit to seeing at least one of each through to the end. If you don't, then who will?

During your bike ride, how did you feel physically? Could you go as far or as fast as you wanted to? Were you short of breath, tired, or were your muscles sore? The next page also has some suggestions to improve the enjoyment of your ride.

Bicycling, whether for transportation or recreation, is a great way to get 30 minutes of physical activity into your day. Riding, just like any other activity, should be something you enjoy doing. The more you enjoy it, the more likely you'll stick with it. Choose routes that match your skill level and physical activities. If a route is too long or hilly, find a new one. Start slowly and work up to your potential.

How often do you use the roadways?
 your own and the roadway

How often do you use the roadways?

community's

score



1. Did you have a place to bicycle safely?

a) On the road?

No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)
 Bicycle lane or paved shoulder disappeared
 Heavy and/or fast-moving traffic
 Too many trucks or buses
 No space for bicyclists on bridges or in tunnels
 Poorly lighted roadways

b) On an off-road path or trail?

Path ended abruptly
 Path didn't go where I wanted to go
 Path intersected with roads that were difficult to cross
 Path was crowded
 Path was unsafe because of sharp turns or dangerous downhill
 Path was uncomfortable because of too many hills
 Path was poorly lighted

What you can do immediately

- pick another route for now
- tell local transportation engineers or public works department about specific problems; provide a copy of your checklist
- find a class to boost your confidence about riding in traffic

- slow down and take care when using the path
- find an on-street route
- use the path at less crowded times
- tell the trail manager or agency about specific problems

What you and your community can do with more time

- participate in local planning meetings
- encourage your community to adopt a plan to improve conditions, including a network of bike lanes on major roads
- ask your public works department to consider "Share the Road" signs at specific locations
- ask your state department of transportation to include paved shoulders on all their rural highways
- establish or join a local bicycle advocacy group

- ask the trail manager or agency to improve directional and warning signs
- petition your local transportation agency to improve path/roadway crossings
- ask for more trails in your community
- establish or join a "Friends of the Trail" advocacy group

2. How was the surface you rode on?

Potholes
 Cracked or broken pavement
 Debris (e.g. broken glass, sand, gravel, etc.)
 Dangerous drain grates, utility covers, or metal plates
 Uneven surface or gaps
 Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
 Bumpy or angled railroad tracks
 Rumble strips

- report problems immediately to public works department or appropriate agency
- keep your eye on the road/path
- pick another route until the problem is fixed (and check to see that the problems are fixed)
- organize a community effort to clean up the path

- work with your public works and parks department to develop a pothole or hazard report card or online link to warn the agency of potential hazards
- ask your public works department to gradually replace all dangerous drainage grates with more bicycle-friendly designs, and improve railroad crossings so cyclists can cross them at 90 degrees
- petition your state DOT to adopt a bicycle-friendly rumble-strip policy

3. How were the intersections you rode through?

Had to wait too long to cross intersection
 Couldn't see crossing traffic
 Signal didn't give me enough time to cross the road
 The signal didn't change for a bicycle
 Unsure where or how to ride through intersection

- pick another route for now
- tell local transportation engineers or public works department about specific problems
- take a class to improve your riding confidence and skills

- ask the public works department to look at the timing of the specific traffic signals
- ask the public works department to install loop-detectors that detect bicyclists
- suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view
- organize community-wide, on-bike training on how to safely ride through intersections

Safe to ride and are the quality
of the road good or bad?

How safe is it to ride on
this road?



ROAD SAFETY

Location of bike ride (be specific):

Rating Scale:

1 2 3 4 5 6
awful many some good very good excellent
problems problems

1. Did you have a place to bicycle safely?

a) On the road, sharing the road with motor vehicles?

- Yes Some problems (please note locations):
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- Other problems: _____

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 - Path was crowded
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 - Path was uncomfortable because of too many hills
 - Path was poorly lighted
- Other problems: _____

Overall "Safe Place To Ride" Rating: (circle one)

1 2 3 4 5 6

2. How was the surface that you rode on?

- Good Some problems, the road or path had:
- Potholes
 - Cracked or broken pavement
 - Debris (e.g. broken glass, sand, gravel, etc.)
 - Dangerous drain grates, utility covers, or metal plates
 - Uneven surface or gaps
 - Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
 - Bumpy or angled railroad tracks
 - Rumble strips
- Other problems: _____

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1 2 3 4 5 6

3. How were the intersections you rode through?

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 - Signal didn't change for a bicycle
 - Unsure where or how to ride through intersection
- Other problems: _____

Overall Intersection Rating: (circle one)

1 2 3 4 5 6

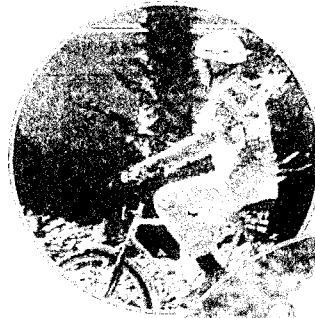
Continue the checklist on the next page...

Bike Accessibility Checklist

How bikeable is your community?

Riding a bike is fun!

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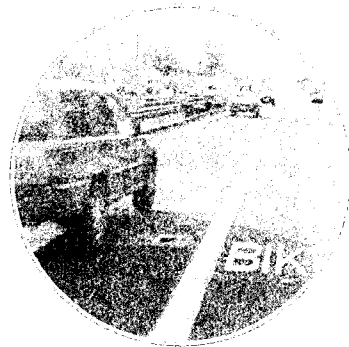


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4. Did drivers behave well?

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1 2 3 4 5 6

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 - Route was too hilly
- Other problems: _____

Overall Ease of Use Rating: (circle one)

1 2 3 4 5 6

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Your behavior contributes to the bikeability of your community. Check all that apply:

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4. _____	11-15	Conditions are poor and you deserve better than this! Call the mayor and the newspaper right away.
5. _____	5-10	Oh dear. Consider wearing body armor and Christmas tree lights before venturing out again.
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How do you know the problems, that can lead to serious injuries or even death?

How do you know the problems, that can lead to serious injuries or even death?

COMMUNITY'S

PROBLEMS



1. Did you have a place to bicycle safely?

a) On the road?

No space for bicyclists to ride (e.g. no bike lane or shoulder; narrow lanes)
 Bicycle lane or paved shoulder disappeared
 Heavy and/or fast-moving traffic
 Too many trucks or buses
 No space for bicyclists on bridges or in tunnels
 Poorly lighted roadways

What you can do immediately

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- tell local transportation engineers or public works department about specific problems; provide a copy of your checklist
- find a class to boost your confidence about riding in traffic

What you and your community can do with more time

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- ask your state department of transportation to include paved shoulders on all their rural highways
- establish or join a local bicycle advocacy group

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 Path was uncomfortable because of too many hills
 Path was poorly lighted

- slow down and take care when using the path
- find an on-street route
- use the path at less crowded times
- tell the trail manager or agency about specific problems

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 Uneven surface or gaps
 Slippery surfaces when wet (e.g. bridge decks, construction plates, road markings)
 Bumpy or angled railroad tracks
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- pick another route until the problem is fixed (and check to see that the problems are fixed)
- organize a community effort to clean up the path

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3. How were the intersections you rode through?

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 The signal didn't change for a bicycle
 Unsure where or how to ride through intersection

- pick another route for now
- tell local transportation engineers or public works department about specific problems
- take a class to improve your riding confidence and skills

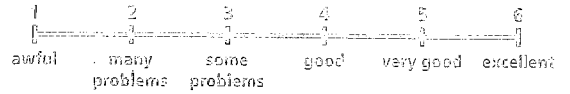
- ask the public works department to look at the timing of the specific traffic signals
- ask the public works department to install loop-detectors that detect bicyclists
- suggest improvements to sightlines that include cutting back vegetation; building out the path crossing; and moving parked cars that obstruct your view
- organize community-wide, on-bike training on how to safely ride through intersections

Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk: _____

Rating Scale:



1. Did you have room to walk?

- Yes Some problems:
- Sidewalks or paths started and stopped
 - Sidewalks were broken or cracked
 - Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
 - No sidewalks, paths, or shoulders
 - Too much traffic
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

4. Was it easy to follow safety rules?

Could you and your child...

- Yes No Cross at crosswalks or where you could see and be seen by drivers?
- Yes No Stop and look left, right and then left again before crossing streets?
- Yes No Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
- Yes No Cross with the light?
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

2. Was it easy to cross streets?

- Yes Some problems:
- Road was too wide
 - Traffic signals made us wait too long or did not give us enough time to cross
 - Needed striped crosswalks or traffic signals
 - Parked cars blocked our view of traffic
 - Trees or plants blocked our view of traffic
 - Needed curb ramps or ramps needed repair
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

5. Was your walk pleasant?

- Yes Some unpleasant things:
- Needed more grass, flowers, or trees
 - Scary dogs
 - Scary people
 - Not well lighted
 - Dirty, lots of litter or trash
 - Dirty air due to automobile exhaust
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

3. Did drivers behave well?

- Yes Some problems: Drivers...
- Backed out of driveways without looking
 - Did not yield to people crossing the street
 - Turned into people crossing the street
 - Drove too fast
 - Sped up to make it through traffic lights or drove through traffic lights?
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

How does your neighborhood stack up?

Add up your ratings and decide.

1. _____ 26-30 Celebrate! You have a great neighborhood for walking.
2. _____ 21-25 Celebrate a little. Your neighborhood is pretty good.
3. _____ 16-20 Okay, but it needs work.
4. _____ 11-15 It needs lots of work. You deserve better than that.
5. _____ 5-10 It's a disaster for walking!

Total _____

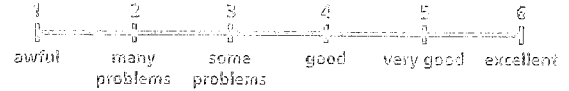
Now that you've identified the problems, go to the next page to find out how to fix them.

Take a walk and use this checklist to rate your neighborhood's walkability.

How walkable is your community?

Location of walk: St. Michaels

Rating Scale:



1. Did you have room to walk?

- Yes Some problems:
- Sidewalks or paths started and stopped
 - Sidewalks were broken or cracked
 - Sidewalks were blocked with poles, signs, shrubbery, dumpsters, etc.
 - No sidewalks, paths, or shoulders
 - Too much traffic
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

4. Was it easy to follow safety rules?

Could you and your child...

- Yes No Cross at crosswalks or where you could see and be seen by drivers?
- Yes No Stop and look left, right and then left again before crossing streets?
- Yes No Walk on sidewalks or shoulders facing traffic where there were no sidewalks?
- Yes No Cross with the light?
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

2. Was it easy to cross streets?

- Yes Some problems:
- Road was too wide
 - Traffic signals made us wait too long or did not give us enough time to cross
 - Needed striped crosswalks or traffic signals
 - Parked cars blocked our view of traffic
 - Trees or plants blocked our view of traffic
 - Needed curb ramps or ramps needed repair
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

5. Was your walk pleasant?

- Yes Some unpleasant things:
- Needed more grass, flowers, or trees
 - Scary dogs
 - Scary people
 - Not well lit
 - Dirty, lots of litter or trash
 - Dirty air due to automobile exhaust
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

3. Did drivers behave well?

- Yes Some problems: Drivers...
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 - Did not yield to people crossing the street
 - Turned into people crossing the street
 - Drove too fast
 - Sped up to make it through traffic lights or drove through traffic lights?
 - Something else _____
- Locations of problems: _____

Rating: (circle one) _____
1 2 3 4 5 6

How does your neighborhood stack up?

Add up your ratings and decide.

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3. _____ 16-20 Okay, but it needs work.
4. _____ 11-15 It needs lots of work. You deserve better than that.
5. _____ 5-10 It's a disaster for walking!

Total 16

Now that you've identified the problems,
go to the next page to find out how to fix them.

General Project Focus



Sheridan Elementary School is one of several focal points for the area. In addition to the school, the neighborhood is served by three city parks within walking distance. The area is home to working-class families as well as the working poor, unemployed, working-class families, and families in economic hardship. According to the US Census, 79 percent of the households have an annual income at or below 80 percent of the Area Median Income. This data is representative of Sheridan Elementary School's student population, which is 75 percent low income per the Illinois State Board of Education, and 80 percent low income per Bloomington Public Schools District 87. Two public housing units, Evergreen Place and Holton Homes, will be served by the Sheridan Sidewalk Project.



SHERIDAN
Elementary School

HOME OF THE SHARKS!

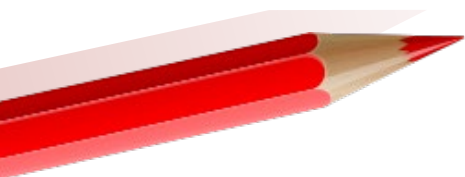
For the City of Bloomington, Sheridan Elementary School, and Bloomington Public Schools District 87, the goal for the school is to use resources to elevate, through expectations and opportunities, the minds and bodies of all young people they serve. Sheridan Elementary School administration stresses respectful behavior. The acronym for the SHARKS mascot is **Sheridan Has Achieving Responsible Kind Students**. Together, Bloomington municipal government and Bloomington Public Schools District 87/Sheridan Elementary School request \$200,000 in SRTS grant funding in furtherance of our goals of enriching the lives of students and their families through development of healthy minds and healthy bodies.

Funding Need

The area near Sheridan Elementary School needs a concerted effort in sidewalk improvements that an SRTS grant can provide. While some of the sidewalk in the neighborhood has been replaced over the years, much has not, complicating any effort to make significant improvements over a short time period. The City's FY19 Sidewalk Replacement and Handicap Ramp Program totals \$960,000, which is record funding for Bloomington. However, the city's sidewalk improvement needs are vast. Most of the FY19 General Fund allocation will pay for resurfacing-related ramp replacement, midblock sidewalk replacement along resurfacing routes ("complete streets"), and a 50-50 sidewalk cost-sharing program. Without grant funding, the City will have to improve sidewalks in the area near Sheridan Elementary School gradually, using a piecemeal approach that would take years to complete.

Needs of the Students

Government must recognize economic circumstances and provide reasonable accommodation to families in which walking is a primary means of transportation. Of the 355 Sheridan Elementary School students, 75 percent were categorized as low-income by the Illinois State Board of Education's 2017 Report Card. More recent data gathered by Bloomington Public Schools District 87 shows that percentage has jumped to 80 percent. In a day and age when parents must work at least one, if not two, jobs, in order to make ends meet, children are often required to get themselves to school. For those living in close proximity to the school, riding a school bus is not an option. For many of families



General Project Focus

who have children that attend Sheridan Elementary school, access to a reliable vehicle is also not the norm. Therefore, many Sheridan Elementary School students have no choice but to walk or bike to school.

Health of Students and Families

The City wants to entice all students in the school's walking zone to walk or bike to school. Quality sidewalks provide incentive, which can promote the health of students and families. In 2018, the Bloomington Parks, Recreation and Cultural Arts Department (BPRCA) celebrates its 50th year of providing healthy outlets for all ages. The proposed project offers an opportunity for this tradition to continue by improving safe access to O'Neil Park, White Oak Park, and Evergreen Park. It also will provide safer pedestrian access to businesses, including a small grocery store, and faith-based institutions. Access to the non-profit Western Avenue Community Center, which provides both youth and senior programming, will also improve. Area residents will also have better pedestrian access to the vast network of social services, employment opportunities, and businesses through Connect Transit, which is the local public transportation provider.



Demonstration of Need



Sidewalk Condition

With the announcement of the SRTS funding opportunity, the City's engineering staff reviewed sidewalk conditions in the Sheridan Project area – using both GIS and field work. For the identified Sheridan Project area, staff found a need to replace approximately 1.7 miles of sidewalk – 1.3 miles in the SRTS grant section (Phase I) and another 0.4 miles in Phase II. Engineering staff measured project quantities and unit prices used in the City's FY19 Sidewalk Replacement and Handicap contract. The demonstrated need, using this method of estimation, totals \$226,260 for Phase I. The non-SRTS Phase II of the Sheridan Project, along Illinois Route 9, totals an estimated \$126,237.

Demonstration of Need

Student Living in Poverty

Another compelling factor when analyzing need for the Sheridan Project is the need of the students and their families – that is, their reliance on walking as a mode of transportation as a result of their low household income.



South: Holton Homes

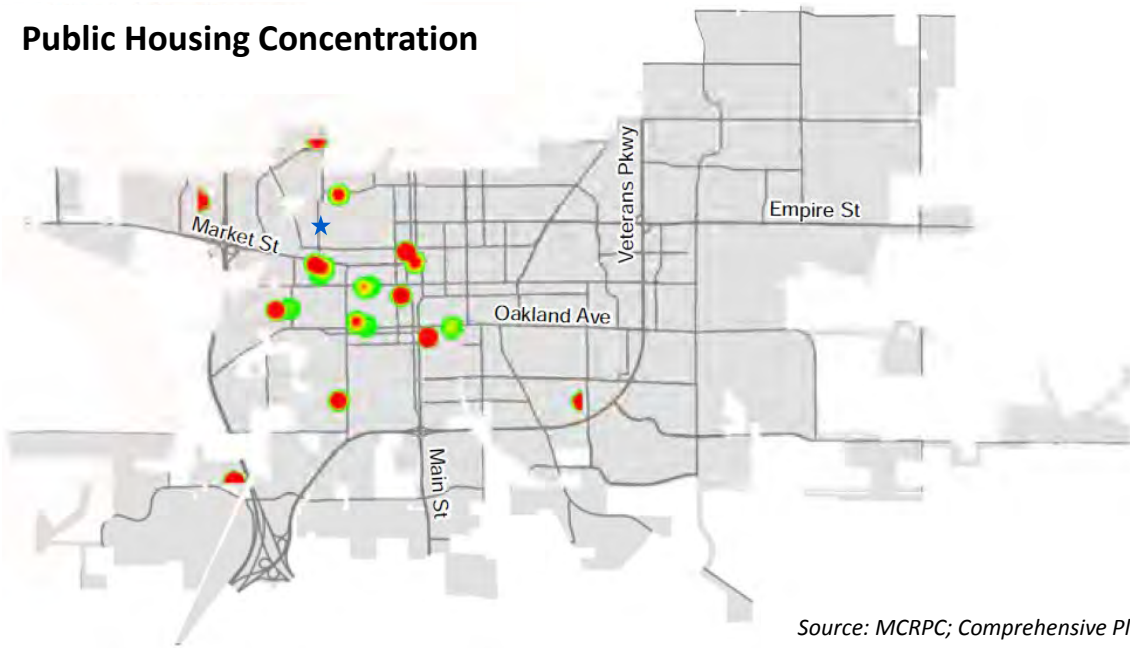
At the southwest corner of the Sheridan Project is the Holton Homes public housing family area. Holton Homes consists of 4 one-bedroom, 38 two-bedroom, and 22 three-bedroom apartments.

North: Evergreen Place

This family unit property located on West Seminary Street, North Morris Avenue and North Western Avenue in Bloomington consists of 5 one-bedroom, 19 two-bedroom, 11 three-bedroom, and 1 four-bedroom units.



Public Housing Concentration



Source: MCRPC; Comprehensive Plan 2035

Demonstration of Need

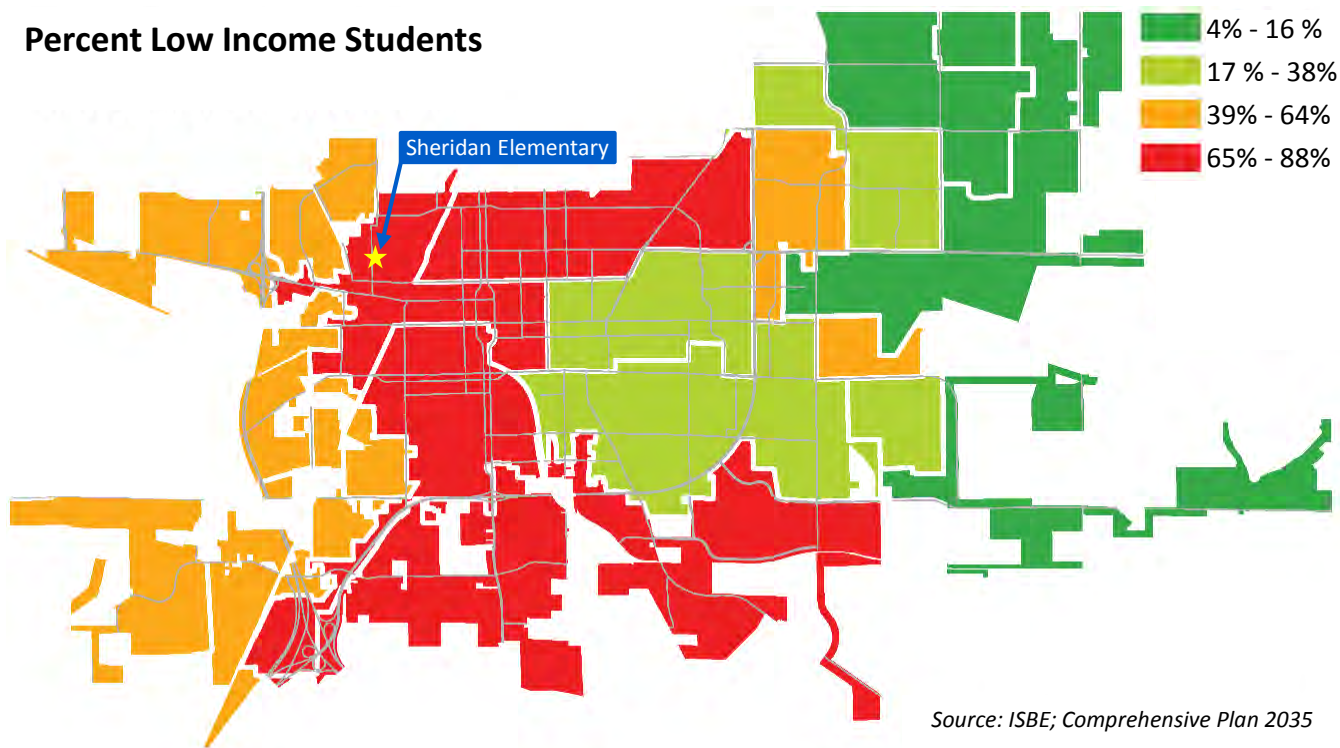
Throughout the Area

As shown in the Illinois State Board of Education (ISBE) Enrollment Data section of this document, more than three-quarters of the students enrolled at Sheridan Elementary School come from low income families. In Illinois schools, low-income students are those who are eligible to receive free or reduced-price lunches, live in substitute care, or whose families receive public aid.

According to Census data, the school is within an area of Bloomington where 79 percent of residents are considered low-income or moderate-income, defined as 80 percent or less of the Area Median Income. The school is also within the Low/Moderate Income Boundary for Community Development Block Grant (CDBG) funding, which is based on US Department of Housing and Development (HUD) measurements.

The map below, shown in the Existing Conditions Report prepared for the City's Comprehensive Plan 2035, shows the percentage of Low Income students, by location, within the City of Bloomington. The yellow star indicates the location of Sheridan Elementary school.

Percent Low Income Students



Project Detail and Cost Estimates

Project Location Description

The Sheridan Sidewalk Project is located within a half-mile area centered at Sheridan Elementary School, a K-5 public school in the northwest section of Bloomington, McLean County, Illinois.

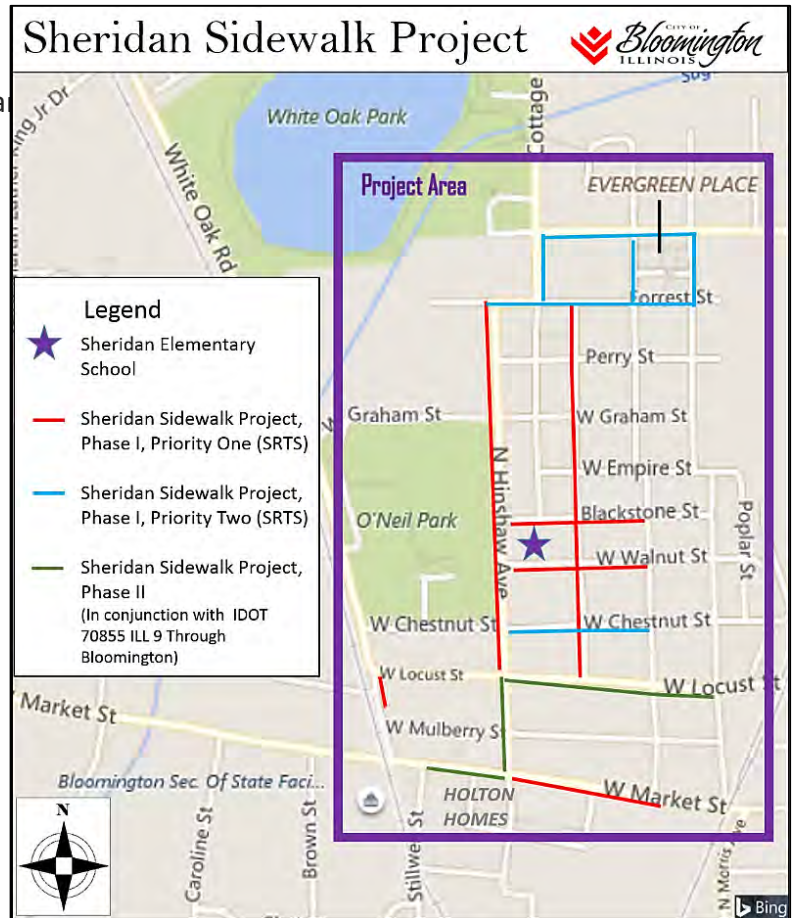
Sidewalks involved in the SRTS grant portion of the project (Phase I) are City of Bloomington sidewalks, and the City owns all required right-of-way.

As shown by the green on the adjacent map, Phase II of the project runs along state right-of-way (Illinois Route 9). The City anticipates executing Phase II in conjunction with Illinois Department of Transportation resurfacing project 70855. No SRTS 2019 funding is intended for this phase.

Impacted Schools

Sheridan Elementary School
1403 W Walnut Street
Bloomington, IL 61701
Phone: 309-828-2359
Fax: 309-829-3209

Website: www.district87.org/sheridan



Sheridan Elementary School is a K-5 public school owned and operated by Bloomington Public Schools District 87. It is located at the intersection of North Hinshaw Avenue and West Walnut Street, across from the City of Bloomington's O'Neil Park.

Project Detail and Cost Estimates



Description of Project

The City of Bloomington and Bloomington Public Schools District 87/Sheridan Elementary School request \$200,000 for the Sheridan Sidewalk Project through the Safe Routes to School (SRTS) grant program. The grant funding will be used exclusively on construction of public sidewalk at and near the school. The City of Bloomington will administer the SRTS grant in-house and pay for salaries for engineering services and grant management through the City's General Fund.

The project will improve access, safety and accessibility to not only the school but also to three city parks. They are O'Neil Park and White Oak Park, which provide scheduled, supervised activities for Bloomington youth and families, and Evergreen Park, a neighborhood park adjacent to the Evergreen Place public housing complex.

The Sheridan Sidewalk Project has the following elements:

Phase I Sidewalks

City sidewalk to be replaced in city right-of-way using SRTS funds. This entails construction and replacement of approximately 35,000 square feet of sidewalk, stretching approximately 1.3 linear miles. This phase also includes closing a 150-foot-long sidewalk gap with sidewalk and four curb ramps. *Preliminary Estimate: \$226,260*

Phase I Ramps

City ramps on City sidewalk from Phase I. Ramp replacement within the SRTS project will occur gradually in conjunction with street resurfacing using City of Bloomington funds beginning in 2019.

Phase II







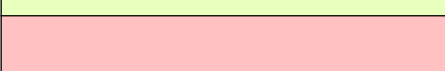



Public sidewalk and ramps to be replaced along state right-of-way – Illinois Route 9 along portions of Market, Hinshaw and Locust streets. This portion of the Sheridan Sidewalk Project will be executed in conjunction with and in cooperation with the Illinois Department of Transportation through its planned "70855 ILL 9 Through Bloomington." No SRTS 2019 funds will be used on Phase II. Phase II entails replacement of about 12,100 square feet of midblock public sidewalk, stretching approximately a half mile. Based on preliminary IDOT budgeting, the City anticipates that IDOT will pay most ramp costs, and the City will assume responsibility for an estimated \$126,237 of midblock replacement using City of Bloomington funds and/or other grant funds.



Project Detail and Cost Estimates

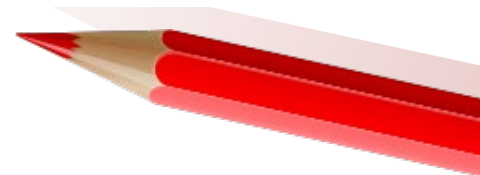
Use of PROWAG and Sidewalk Master Plan

For all sidewalk construction, the City will use the Public Rights-of-Way Accessibility Guidelines (PROWAG) as its guiding resource for engineering. Bloomington also has A Master Plan for Sidewalks, which will serve as a resource when addressing issues such as tree-sidewalk conflict. The City will find ways to preserve trees by rerouting sidewalks and fortifying new sidewalk with rebar to prevent root heaving of replacement panels. This technique is represented in the grant budget by the item “sidewalk reinforcement.”

Color Shown on GIS	PASER Sidewalk Rating	Description
	10	New
	9	Excellent
	8	Very Good
	7	Good (+)
	6	Good (-)
	5	Fair (+)
	4	Fair (-)
	3	Poor
	2	Very Poor
	1	Failed

Performance Measurement

Performance for the Sheridan Sidewalk Project will be measured by the decreasing of linear feet of sidewalks that are rated as subpar (rated 1 through 4 on a scale of 10). The rating system, which requires inspection and rating of sidewalk by each abutting land parcel, was developed by the City in 2011 and, with its companion *A Master Plan for Sidewalks*, was recognized for excellence by the Illinois Public Works Association in 2015. The rating system is shown in the above table.



Project Detail and Cost Estimates



To produce cost estimates, the City of Bloomington's Engineering Division inspected all sidewalk in the project area and measured quantities that the City uses in its FY19 Sidewalk Replacement and Handicap Ramp Program. While Bloomington follows most IDOT standard specifications, it also uses its own special provisions. These special provisions are given verbatim as notes to BDE 213.



Illinois Department of Transportation

Project SRTS
 Route Sheridan School
 Section _____
 County McLean

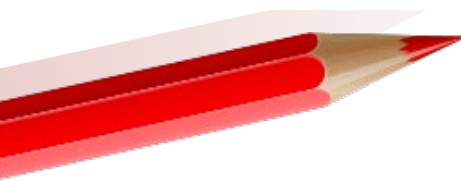
Estimate of Cost

Location of Improvement: SRTS Sheridan School, Bloomington, IL

For a total distance of approx. 4,600 linear feet Net improvement of 23,052 square feet of sidewalk
 Type PCC sidewalk Width Average 5' in most places Thickness 4" 6" and 8"
 Shoulders _____ Haul _____ Maximum Grade 8.33%

Code Number	Item	Unit of Measure	Quantity	Unit Price	Total Cost
44000600	SIDEWALK REMOVAL	SQ FT	22225	\$2.70	\$60,007.50
42400100	PC CONC SIDEWALK 4	SQ FT	19382	\$6.80	\$131,797.60
42400300	PC CONC SIDEWALK 6	SQ FT	3254	\$8.10	\$26,357.40
42400410	PC CONC SIDEWALK 8	SQ FT	416	\$9.25	\$3,848.00
42400800	DETECTABLE WARNING	SQ FT	40	\$23.00	\$920.00
*	SIDEWALK REINFORCE, SPECIAL	SQ FT	1930	\$0.50	\$965.00
**	TOPSOIL PLACEMENT, SPECIAL	SQ FT	675	\$1.65	\$1,113.75
***	EARTH EXCAVATION, SPECIAL	SQ FT	1137	\$1.10	\$1,250.70
TOTAL ESTIMATED COST OF WORK INCLUDING ALL LABOR, MATERIALS AND PROFITS.					\$226,259.95

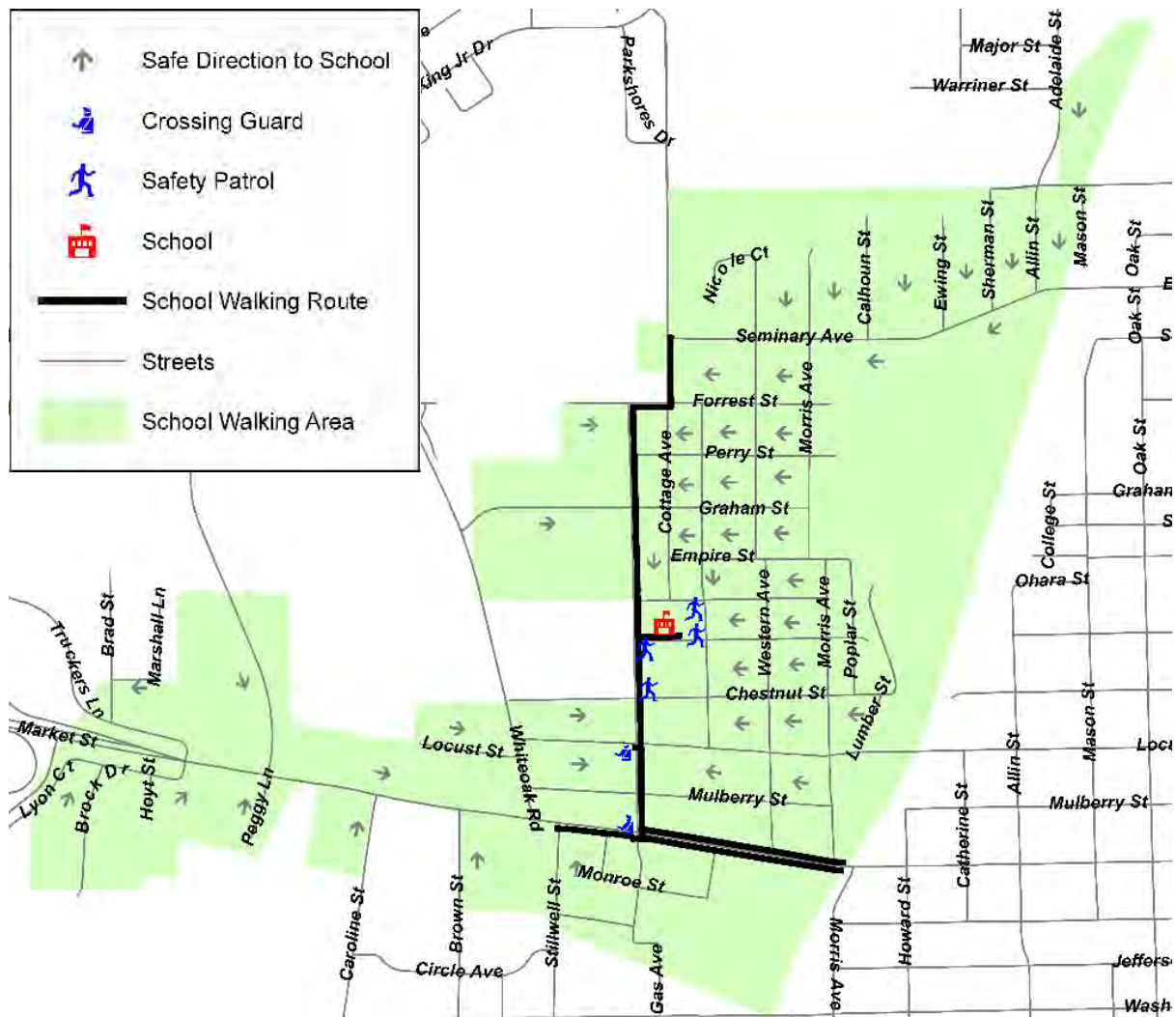
Made by Stephen Arney Date 11/13/2018 Examined _____, _____
 Checked by Kevin Kothe, PE Date 11/13/2018 _____
 Regional Engineer



Hazards and Barriers

Hazards in Existing Sidewalk

Documented substandard sidewalks in the SRTS grant area (Sheridan Phase I) contain displacements, severe spalling, some holes, unacceptably high cross-slopes, and unraveling of concrete at various points. Sidewalk replacement in the SRTS grant area (Sheridan Phase I) includes removal of numerous potential and future hazards to walking and bicycling. Many of the sidewalks in Phase I are located on the walking route designated by the city and Sheridan Elementary school. The walking route map, which also shows the designated locations for safety patrols and crossing guards, is shown below.



Hazards and Barriers

No Sidewalk on White Oak

The half-block gap project on White Oak Road, which is among Sheridan SRTS Priority 1 elements, will improve safety along White Oak, which is a road used by commuters to Bloomington as well as area residents. According to the Illinois Department of Transportation, the Average Daily Traffic on White Oak Road near Sheridan Elementary School is 3,850 vehicles.

Railroad Barrier

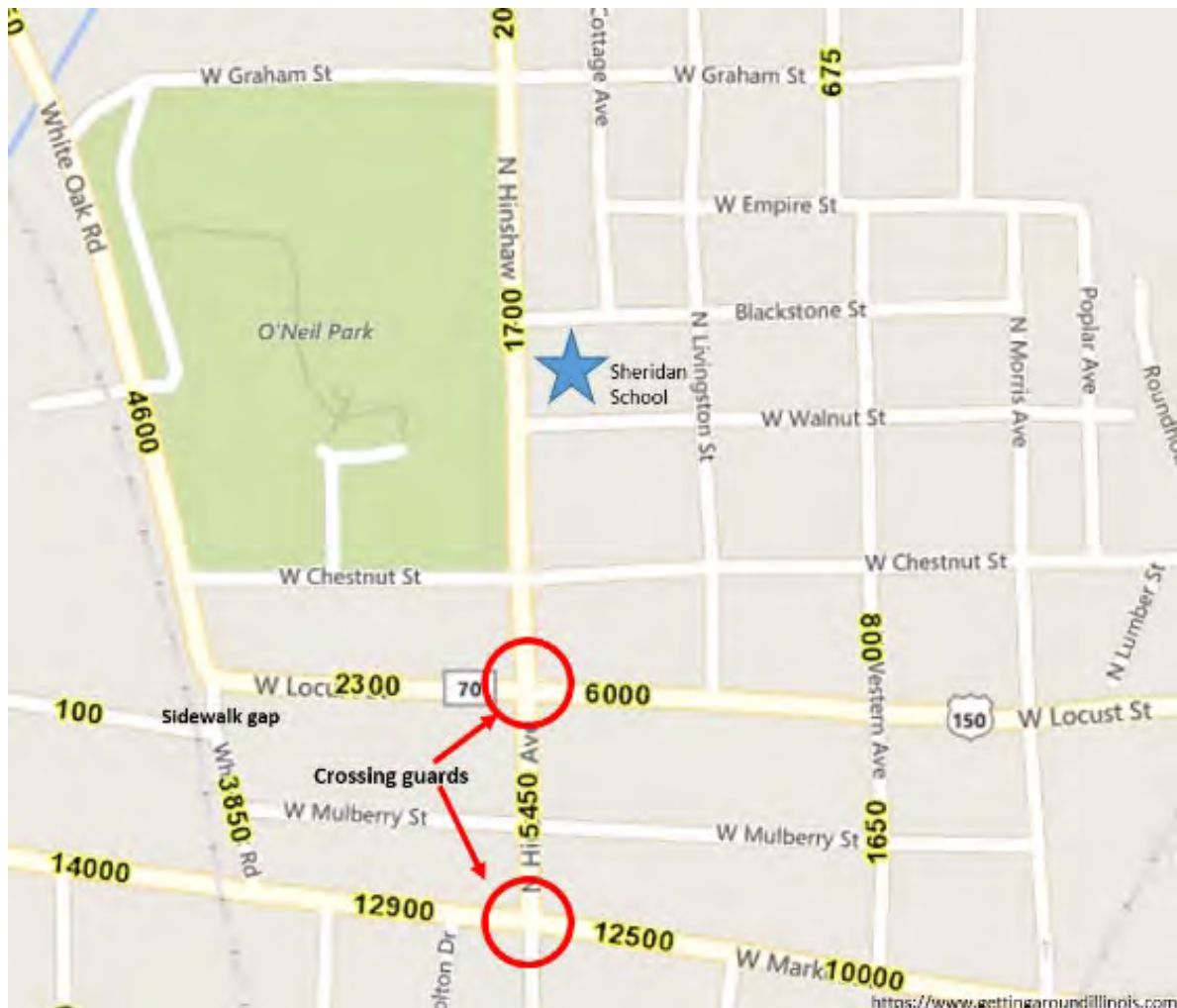
The White Oak gap project also will set the stage for elimination of a sidewalk dead end in the 1600 block of West Locust Street. The gap project primarily will provide new sidewalk on the east side of White Oak Road at Locust. On the west side, new sidewalk will stub at the Norfolk Southern Railway line. The 1600 block will then have sidewalk stubs on both sides of the railroad. This will put the City in a better position to request/urge that Norfolk Southern build a sidewalk across its tracks to connect the two stubs. Currently, pedestrians in the 1600 block must walk in the street to cross White Oak Road on a paved surface.



Hazards and Barriers

Busy Intersections

City staff interviewed District 87's Director of Safety and Security, Brian Evans, in order to discuss issues and concerns regarding students walking or bicycling to and from the school. Mr. Evans formerly served as a Bloomington Police resource officer for Bloomington elementary schools. With his input, the City and School use student safety patrols, and the City employs adult crossing guards to ensure safety at two busy intersections – Market and Hinshaw and Market and Locust. The intersections are on the primary student walking route and also are part of Illinois Route 9. The crossing guards begin earlier than they would at other schools in the District in order to assist students who come to Sheridan for breakfast before school.



Potential for Improving Walking and Bicycling



Potential to Reduce Child Injuries and Fatalities

Safer sidewalks reduce potential for injuries and fatalities. The City is unaware of any resulting fatalities or serious injuries in the project area.

Potential for Improving Walking & Bicycling

A \$200,000 SRTS grant will facilitate replacement of approximately 1.3 miles of substandard sidewalk, thus improving walking and bicycling.

Travel Information - Current

(average number per day compiled from Student Tally)

	Walk	Bike	School Bus	Car-rider	Public Transit	Other
#	41	0	132	66	2	1

Travel Information - Proposed

(number per day anticipated after project completion)

	Walk	Bike	School Bus	Car-rider	Public Transit	Other
#	58	12	125	47	0	0

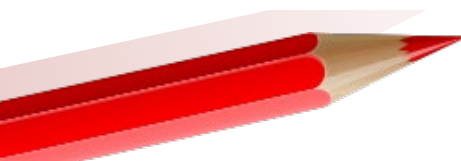
Evaluations

Applicant will conduct and provide new student counts & tallies within 6 months of close of project

Agree Disagree

Applicant will conduct and provide parent surveys within 6 months of close of project

Agree Disagree



Consultation and Support

Collaboration with District 87

The City of Bloomington Public Works Department, Engineering Division, collaborated with Bloomington Public Schools District 87 to prepare this application for a \$200,000 SRTS grant from the Illinois Department of Transportation (IDOT).

The City and School District collaborated to collect data, such as number of walkers, the general routes that students take, and the availability of automobiles in students' homes. The organizations each provided the following documents:



- Application/Narrative
- GATA Documents
- Resolution and Letter of Support
- MPO Letter of Support



- Student Tally Sheets
- Parent Surveys
- Letter of Support
- Walkability/Bikability Audits



- Completed Application with All Necessary Materials

Letters of Support and Resolution of Financial Commitment and Administration

Letters of support from District 87 and the McLean County Regional Planning Commission are included in the attached Supplemental Supporting Materials. The Bloomington City Council adopted a Resolution of Financial Commitment and Administration. The resolution and a Letter of Support from the City Manager are included in Section 6: Documents Assuring Financial Commitment.

Consultation and Support

Public Meeting

City staff held a public meeting at Sheridan Elementary School during the school's PTA meeting on November 13, 2018. School officials advertised the meeting to parents and teachers via mail, e-mail, and printed flyers.

Safe Routes to School Grant Public Meeting



We need your input!

Sheridan Elementary School, District 87, and the City of Bloomington are applying for a **\$200,000** grant to pay for sidewalks along walking and biking routes to school.

Join us for a brief overview and an open house!



SHERIDAN

Elementary School

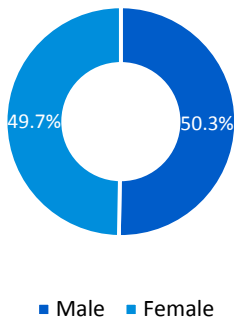
HOME OF THE SHARKS!

Tuesday, November 13, 2018
During the PTA Meeting at 6:30 p.m.
Sheridan Elementary School Learning Center

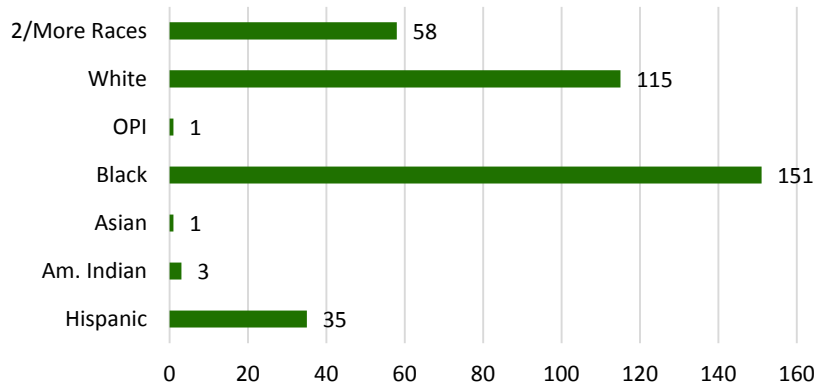
Enrollment Data from ISBE

CAT	Reg/Cty/Dist/Type	School	School Name	K-12	Principal	Address	City	Zip
4	17064087025	2011	Sheridan Elem School	364	Jen McGowan	1403 W Walnut St	Bloomington	61701

Percent of Total Population of Sheridan Elementary Students by Gender (2017-2018)

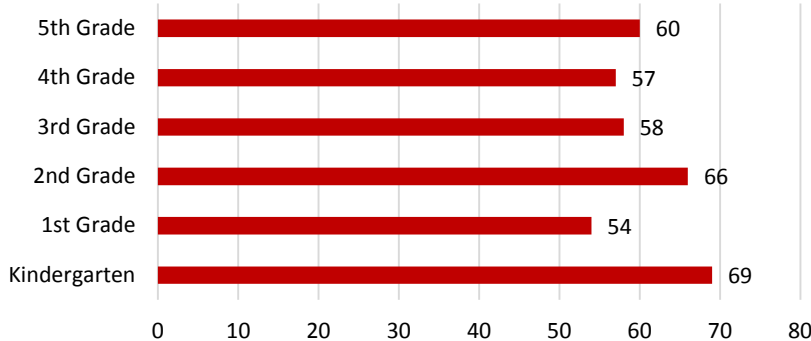


Sheridan Elementary Number of Students by Race/Ethnicity (2017-2018)

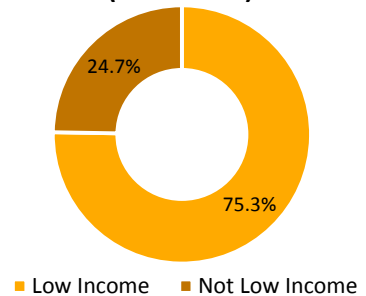


	Housed [PK -12]	Low Income	Not Low Income	Male	Female
Number	364	274	90	183	181
Percent of Total	100.0%	75.3%	24.7%	50.3%	49.7%

Sheridan Elementary Number of Students by Grade Level (2017-2018)



Percent of Total Population of Sheridan Elementary Students by Low Income Status (2017-2018)



	Hispanic	Am. Indian	Asian	Black	OPI	White	2/More Races	K	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Number	35	3	1	151	1	115	58	69	54	66	58	57	60
Percent of Total	9.6%	0.8%	0.3%	41.5%	0.3%	31.6%	15.9%	19.0%	14.8%	18.1%	15.9%	15.7%	16.5%

Confirmation of PE and ROW Status

Preliminary Engineering

Preliminary Engineering can be found in Section 4: Detailed Cost Estimate

Right-of-Way

The proposed project takes place in the City's right-of-way, which means that the City will not need to purchase right-of-way to complete this project.



Previous SRTS Award Performance

The City of Bloomington, in collaboration with McLean County Unit 5, submitted a Safe Routes to School grant application in January 2014. The grant requested \$160,000 toward the Benjamin School Trail. IDOT awarded a grant to the City of Bloomington, and the City paid the remainder of the estimated \$217,000 project cost. The City completed the project in 2017.

The Benjamin School Trail provides an off-route bicycle and pedestrian pathway for elementary school children, many of whom have no safe way to get to and from their school and home. The trail serves as a vital link between the school and the community it serves. The new trail links neighborhoods together, traveling through the recently-established Little Kickapoo Creek Restoration Area. It also provides recreational opportunities for residents. The trail design utilizes the natural terrain of the creek restoration area to lead users through the scenic park and enhance the usability of the natural area for all citizens.

Description

Going east to west, the Benjamin Trail begins at an underpass under Black Oak Boulevard next to Benjamin Elementary School. The trail arcs in a northwesterly direction within the park. It links to a dedicated sidewalk along the 49-home Grove 4th Addition. The trail provides an inviting, safer, off-road alternative for school children and their parents.

Award-Winning Project

The Benjamin School Trail project won the American Public Works Association (APWA) Illinois Chapter Public Works Project of the Year 2018 Award for Transportation, Trails Less Than \$5 Million. Project participants received plaques at the 2018 APWA Conference and recognitions from the Bloomington Mayor and City Council in June 2018.



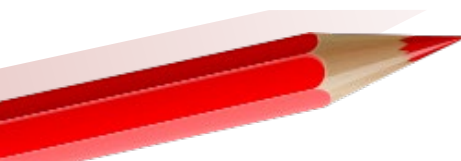
Project Schedule Feasibility



Project Readiness

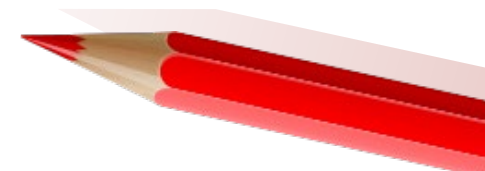
Upon announcement of a SRTS grant, the City will prepare documents, and a letting can occur upon document approval by IDOT. Construction conceivably could occur in summer or fall 2019. However, time required for document preparation and review likely will push construction to spring 2020 at the earliest. Therefore, construction might best be pushed to early June 2020 after school has recessed for the summer.

Nov-2018	Dec-2018	Jan-2019	Feb-2019	Mar-2019	Apr-2019	May-2019	Jun-2019	Jul-2019	Aug-2019	Sep-2019	Oct-2019	Nov-2019	Dec-2019	Jan-2020	Feb-2020	Mar-2020	Apr-2020	May-2020	Jun-2020	Jul-2020	Aug-2020	Sep-2020		
					Grant Applications Submitted November 2018																			
					Grant Awarded March 2019																			
							Contract Documents Complete May 2019																	
										3 Month IDOT Review														
										Contract Approved by IDOT August 2019														
IDOT Letting March 6, 2020																								
Project Award to Contractor in March 2020																								
Construction while school is out of session in 2020																								





Stakeholder Interviews



Safe Routes to School Stakeholder Interview Sheet

These interview questions are designed for a variety of stakeholders and groups involved with safe school transportation. Examples include school districts, school administration, teachers, parents and parent organizations, police, transportation planners and engineers, public works departments, neighbors, crossing guards, etc. All questions will not be applicable to all stakeholders.

Name of School: Sheridan
Address: 1403 West Walnut
Date: November 13, 2018

Name of Stakeholder Interviewed: Jenifer McGowan
Position: Principal
Contact info (phone number, email): 309-828-2359, mcgowanj@district87.org

INTERVIEW QUESTIONS

- How do students travel for the trip to school (indicate the number of students for each mode)?:

20% walk to school
2% ride their bike to school
35% ride a school bus
40% are driven to school by an adult
2% use public transportation to get to school
1% carpool with other families
0% other _____

- Does your school have any school transportation policies, including drop-off and pick-up procedures? yes no If yes, please explain.

We have a direction sheet that we send home w/parents regarding dropping-off and picking up students. It is important that all cars go the same direction, have patience when picking up, and exhibit safe behavior. We also issue name signs that our parents put in their windows. We have adults outside calling names of students to be escorted to their cars safely.

- Are students permitted to ride their bikes to school? yes no
If not, please explain.

- Does your school use crossing guards , police , student patrols or parent patrols to manage school traffic? If so, at what locations?

Market Street crossing and the street right before. Yes, we use crossing guards at the intersections and police if the crossing guards are not there. We have student patrols posted all around the building. Our main goal is safety and to have adequate supervision.

- Are any school personnel directly involved in managing student arrival and dismissal? yes no If so, please explain.

In the morning, we have a monitor (adult from cafeteria) who monitors our front door w/students who are walking or dropped off. I personally greet each bus and unload the students. We then dismiss by bus to either the cafeteria or the gym.

- **What problems have you encountered during student arrival and dismissal related to school transportation?**

We have parents who are not patient and attempt to go the other direction right out in front of our school. Also, many do not like to wait so they get impatient with others.

- **Have you experienced complaints from parents, caregivers or community members regarding student drop-off and pick-up? Please explain.**

Yes. Some parents block the lip of the pavement where parents drop off their children, causing traffic to back up. Also, some parents drive too quickly around the corner and they do not see children who are there to cross.

- **Are you aware of any problem locations in the school vicinity that serve as barriers to walking or bicycling? Please explain.**

No, not really.

Safe Routes to School Stakeholder Interview Sheet

These interview questions are designed for a variety of stakeholders and groups involved with safe school transportation. Examples include school districts, school administration, teachers, parents and parent organizations, police, transportation planners and engineers, public works departments, neighbors, crossing guards, etc. All questions will not be applicable to all stakeholders.

Name of School: Sheridan
Address: 1403 West Walnut
Interviewer: Michael Hill
Date: November 7, 2018

Name of Stakeholder Interviewed: Brian Evans
Position: Director of Safety & Security, Bloomington Public Schools District 87
Contact info (phone number, email): 309-827-6031 x1010, evansb@district87.org

INTERVIEW QUESTIONS

- Does your school use crossing guards , police , student patrols or parent patrols to manage school traffic? If so, at what locations?

Crossing guards are located at the intersection of Hinshaw and Market and at the intersection of Locust and Hinshaw.

- Have you experienced complaints from parents, caregivers or community members regarding student drop-off and pick-up? Please explain.

Every year, the public complains about traffic, illegal parking, students not waiting for traffic before crossing, people parking in front of driveways, and people parking too close to signs.

- Are you aware of any problem locations in the school vicinity that serve as barriers to walking or bicycling? Please explain

The intersection of Livingston and Walnut is an issue as far as vehicular traffic is concerned. He described it as a "mad house" at night and requested additional feedback from the City of Bloomington regarding several traffic control measures

Safe Routes to School Stakeholder Interview Sheet

These interview questions are designed for a variety of stakeholders and groups involved with student wellness. Examples include school districts, school administration, teachers, parents and parent organizations, food service providers, wellness coordinators, planners, etc. All questions will not be applicable to all stakeholders.

Name of School: Sheridan
Address: 1403 West Walnut
Interviewer: Michael Hill
Date: November 7, 2018

Name of Stakeholder Interviewed: Julie McCoy
Position: School Nutrition Director and Wellness Coordinator
Contact info (phone number, email): 309-827-6031 x1023, McCoyJ@district87.org

INTERVIEW QUESTIONS

- **Does your school or school district have a wellness policy?**
 yes no **If yes, please briefly explain.** (see wellness policy attached to main document)

- **What does your school do to promote wellness, nutrition, and/or physical activity?**

The District works with Sheridan Elementary to coordinate student health and wellness based on the established wellness policy. These include wellness, nutrition, and physical activity. The District also puts out a fall and spring newsletter covering these topics.

- **About how many students participate in free or reduced-price breakfast and/or lunch at your school?**

More than 90 percent of students at Sheridan Elementary School qualify for the free or reduced lunch program, which qualifies the school for the Community Eligibility Provision (CEP). The CEP is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

- **Have you received any complaints from parents, caregivers or community members regarding wellness, nutrition, and/or physical activity? Please explain.**

No complaints have been received at this time.

- **Do you have any additional data that you could provide related to your students and their wellness, nutrition, and/or physical activity?**

Additional data provided by Julie is included in the main document.