GREEN MUNICIPAL FUND

FONDS MUNICIPAL VERT

GMF Funding Application Guide

Safe and Active School Routes

Created: June 2025

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HOW TO USE THIS GUIDE

This guide outlines everything you should know about applying for GMF funding under the *Safe and Active School Routes* offer. It contains application instructions, information about how your project will be evaluated and tips for completing a great application.

Follow the directions below as you complete your pre-application and full application form. Answer each question with enough detail so that someone who has never heard of your project would fully understand your application.

The appendices at the end of this document contain useful information:

- Appendix A: Glossary of key terms
- Appendix B: Funding offer
- Appendix C: Evaluation of application
- Appendix D: Required supporting documents
- Appendix E: Reporting requirements

Please review our webpage prior to reading the application guide. Our webpages provide essential information about the funding offer, project eligibility and required project outcomes. This application guide will navigate you towards submitting a complete application.

GMF respects the principles of OCAP®. Any product, data or information that may include Indigenous knowledge may be submitted at the discretion of the applicant.[1]

If you're having trouble completing the application or uploading files, or if you simply have questions, give us a call at 1-877-417-0550 or email us at gmfinfo@fcm.ca.

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[1] The principles of ownership, control, access and possession—more commonly known as OCAP®—assert that Indigenous communities have control over data collection processes, and that they own and control how this information can be used.

APPLICATION PROCESS

To apply for GMF funding, you must submit:

- a pre-application form
- a full application form
- a project workbook
- all required supporting documents[2]

Below is a high-level overview of the sequence and steps to reaching a funding decision. In Phases 1 and 2 a GMF outreach officer or advisor will support you to prepare a strong pre-application. They will then review your pre-application and provide you with extra feedback if needed to complete a high-quality full application form. Once you submit a full application form in Phase 3, a project officer will be assigned to your file and will be your point of contact throughout the remainder of the application and funding decision process. They will review your file and provide feedback. They may ask you to revisit some steps to help you improve your application and make it stronger before it is sent to our peer reviewers and final review by our Green Municipal Fund Council.

Phase 1: Pre-application[3]

You must submit a pre-application form.

Phase 2: Eligibility determination

A GMF outreach officer or advisor will review your pre-application form. They will determine whether your organization and initiative are eligible to proceed to the next stage of the application process. GMF staff strive to respond within 14 business days of the date we receive your pre-application form.

Phase 3: Full application

If your organization and initiative are determined to be eligible to proceed to the next stage, GMF staff will inform you when the full application form is available. It is

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2   Submit required documents as attachments to your pre-application and full application forms.

3   A reminder: If you are a municipality or municipal corporation from Quebec, all pre-applications must be submitted and approved by Ministère des Affaires municipales et de l'Habitation (MAMH).

important to note that even if a project is deemed eligible to move forward with a full application, it does not guarantee full application eligibility or that the project will be approved for funding.

As you complete the application form, don't hesitate to reach out to your assigned GMF project officer or advisor with any questions you might have.

> **Note:** Review this guide for a preview of the questions and required documentation on the pre-application and full application forms. Use the guidance provided to ensure you answer every question fully and to the best of your ability. Consult Appendix D: Required supporting documents.

Phase 4: GMF project officer review

Once the full application form is submitted, a GMF project officer will review your application for accuracy and completeness. They will work with you to resolve any remaining questions.

Phase 5: Peer review and internal review

An external expert peer review panel evaluates all funding applications. An internal analysis is also completed to provide a funding recommendation to GMF Council and FCM's Board of Directors.

Phase 6: FCM funding decision

For all GMF projects, FCM's Board of Directors oversees funding recommendations made by the GMF Council. The average time for a funding decision on an application from time of submission is three to five months.

STEP 1: VERIFY PROJECT ELIGIBILITY

Before you apply, please review the eligibility requirements on our [webpage](#) and confirm that your project will meet all funding eligibility requirements, outcomes and targets.

If you are unsure whether your project aligns with the funding offer, or if you have questions about how to apply, please contact a GMF representative at gmfinfo@fcm.ca **or 1-877-417-0550.**

STEP 2: SUBMIT A PRE-APPLICATION

All applicants must complete a pre-application form. The instructions in this step will guide you in answering the questions on the pre-application form.

The information you provide in your pre-application will help GMF staff members assess whether your initiative aligns with the requirements of the funding offer and determine its eligibility to proceed to the next phase of the application. Answer each question with enough detail so that someone who has never heard of your project would fully understand your application.

> **Note:** As you prepare your answers to the pre-application questions, be aware that there is a 5,000 character limit (including spaces) for responses to each of the open response fields in the form.

Applicant information

In this section, we will ask you to tell us who you are, where you are from and who your main partners are, if any.

Participating organization

In this section, please provide the name and role of each organization participating in your project. All applications must include the school(s) or school district(s)/board(s) that will be involved in the initiative as a participating organization. Additional partners you could name as a participating organization include school-based parent associations as well as public health agencies, community groups or non-profit organizations with experience in active transportation, youth programming and/or road safety.

Use the guidance in Table 1 to help you complete this section.

Table 1: Details required for each participating organization	
Application category	**Required supporting information**
Organization name [type to select from list]	You must use the full legal name of the organization.
Organization role [select value]	There are four options to choose from: • **Lead applicant:** the municipality, Indigenous organizations, First Nation, or municipal transit authority that signs the agreement with FCM, oversees the initiative (even if a third party completes the work), incurs the costs of the initiative and submits the required reporting to FCM (please provide the contact information for the individual authorized to act on behalf of the lead applicant). • **Lead municipality:** the primary municipal partner to a non-municipal lead applicant (see **lead applicant** category above); usually the municipality where the initiative is taking place or that will benefit from the initiative. • **Lead applicant and municipality:** if the lead applicant is a municipality, this is the appropriate selection. • **Partner:** if the organization is not the lead applicant or the lead municipality, this is the appropriate selection (e.g., projects with multiple municipal partners, any non-municipal funders, consultants, etc.).

Project contacts

In this section, please provide contact details for the lead project contact(s). Be sure to include their primary role in the project and their affiliated organization. You must also identify a contact person at the partnering school(s) or school district(s)/board(s) to serve as a secondary contact', in addition to a point of contact for the lead applicant.

Use the guidance in Table 2 to help you complete this section.

Table 2: Contact details for lead project contact(s)	
Application category	**Required supporting information**
Organization name [select from list]	You will only be permitted to select the name of the organizations you listed under the participating organization in the earlier question.
Contact name [open text]	Please enter first and last name.
Contact role [select value]	One of the contacts you provide must be the **application contact.** This is the primary contact for the application and the person that will be permitted to submit the application. A contact at the partnering school(s), school district(s), or school board(s) must be identified as a secondary or read-only contact. If you wish to provide additional contacts, we recommend you select one from the following list: • **Secondary contact:** the secondary point of contact supporting the submission of the application • **Municipal contact:** contacts representing the municipality if not already identified as an application contact or secondary contact • **Consultant:** the primary contact representing the consulting team, if applicable • **Read-only:** a contact that is permitted to view the application; they will not be permitted to make any changes to the application directly

IMPORTANT: Contacts listed in this section will have access to edit and/or view the application, but the form can only be submitted by the application contact. We strongly recommend that you designate only one application contact who will be responsible for completing the full application process and receiving all related FCM correspondence. Consultants may not sign the declaration or submit applications on behalf of eligible applicants.

Supporting document(s)

There is a supporting documents box for each section of the pre-application form where you can attach the documents related to the questions in that section.

Required attachments for applicant information:

- You must demonstrate proof of an existing partnership or an intent to partner with the school(s) or school district(s)/board(s) that will be affected by your project. Acceptable documentation includes (but is not limited to) a letter of support from the school(s) or school district(s)/board(s) that outlines their role and responsibilities in the project, a signed memorandum of understanding, or a signed charter. (See Appendix D for more details.)

- If you do not have jurisdiction over the road(s) or land(s) on which the project will be implemented, you must provide proof that the entity that does have jurisdiction is supportive of your project. Acceptable documentation includes (but is not limited to) a council resolution or letter of support.

- If you are a municipal transit authority, in addition to providing proof of your partnership with the school(s) or school board(s)/district(s), you will need to attach documentation demonstrating your affiliation with the lead municipality. Acceptable documentation includes (but is not limited to) your organization's articles of incorporation, your shareholder agreement with the lead municipality or a bylaw that recognizes the municipality as the sole shareholder.

- If you are an Indigenous community, in addition to providing proof of your partnership with the school(s) or school board(s)/district(s), you will need to provide one of the following:
  - a municipal council resolution stating the municipality's partnership in your project
  - a shared service agreement with a municipality related to municipal infrastructure, climate change, or adaptation.

Project information

In this section, please provide:

- an overview and description of the project
- information pertaining to the objectives and rationale of the project
- a high-level budget for the project

> **Note:** When possible, in your application please refer to specific page numbers or sections in your supporting documents. This will ensure staff and peer reviewers evaluate your application accurately.

Project overview

In this section**,** please provide the title of your project as well as the funding offer and project type for which you are applying.

Use the guidance in Table 3 to help you complete this section.

Table 3: Guidance to complete the project overview section	
Application category	**Required supporting information**
Project working title [open text]	The title should include, at a minimum: • the name of the municipality or, in the case of multiple municipalities, the region description of what the project is attempting to achieve **Example:** Helping St. Claire Elementary School students in Bonville get safely to and from school through a new trail connector
Offer type [select value]	Select 'Net Zero Transformation' from the list of options.
Project type [select value]	Select 'Pilot project' from the list of options.

> **IMPORTANT:** Be sure to select the Offer type and Project type specified in the previous table as there are unique application forms for each funding offer and project type.

Project description

In this section, provide a description of your project that covers the information requested below. The information you provide in this section will help GMF assess eligibility and compliance with the required outcomes of the funding offer.

Required information to complete your project description:

- Describe the neighbourhood or community in which your project will take place, as well as the specific geographic location (e.g., intersection) or school route that will be improved by your project so more children can walk, bike or roll to school.

- Describe the proposed solution that will enable more children to travel safety to school using active modes of transportation (it is recognized that if projects are funded, recipients may choose to design and implement alternative solutions identified during the peer-learning process).

- Describe the anticipated benefits of your project and how it will improve the community. Use quantitative information where possible.

- Describe the scope of your project, including the key activities anticipated. Examples of key activities could include engaging with the school community, or designing/costing and building infrastructure.

IMPORTANT: Since the peer-learning component of the *Safe and Active School Routes* offer includes exploring new approaches to active transportation infrastructure on school routes, GMF recognizes that you may decide to modify the engagement plan or choose to design and implement alternative solutions after the project begins.

Objectives and rationale

For this section, please tell us why you want to complete this project and what you hope it will achieve.

Reminder: As with other sections in the pre-application and application form, your responses to all of the questions under the objectives and rationale section must have a combined length equal to or less than 5,000 characters (including spaces).

Required for all applications:

- Describe the purpose of your initiative and the problem(s) or need(s) it addresses.

- Explain why your project is important and timely.

- Describe if and how your project is linked to the actions outlined in an active school travel plan, an active transportation plan, vision zero plan, road safety plan, public safety plan, climate plan or is otherwise linked to the strategic priorities of your community.
  - If your project is not directly linked to an approved strategy document, explain whether it is supported by political leaders, senior municipal staff, the local community and/or key implementation partners (e.g., schools, school districts/boards, parent committees, public health units, non-profit stakeholders). You should also indicate if there is already a council resolution stating support for the project or, if not, when that support is expected to be obtained.

- Describe if and how your project will connect to existing active transportation networks/pathways and/or public transit.

- Explain if and how your project will consider accessibility for people with mobility challenges.

- If you are planning to apply a quick-build approach to your project, explain why you are using this approach instead of a conventional design and infrastructure approach.

- Describe how the outcomes from this project could be scaled up in your community and applied in other communities in Canada.

- Explain how the infrastructure created or enhanced through your project will be maintained throughout the year, in particular during the winter months.

- Explain how you hope to benefit from participating in the peer-learning program that will be offered to successful applicants.

- Describe how your project will be used to assess the viability, effectiveness and scalability of a solution or approach.

Budget

In this section, please provide the following high-level budgetary information about your project costs and funding request. This includes the costs associated with infrastructure planning, design and construction/installation, as well as the costs associated with educational initiatives and events to promote the use of sustainable modes of transportation.

As the purpose of this funding program is to support the implementation of active transportation infrastructure for safe and active school routes, the majority of your budget should be allocated to the design, purchase and/or installation of the physical assets needed to facilitate the project.

Use the guidance in Table 4 to help you complete this section.

Table 4: Guidance to complete your pre-application project budget	
Application category	**Required supporting information**
Project start and end date (YYYY-MM-DD) [date field]	Since all grant recipients will be participating in the peer-learning program, all projects are expected to have the same start and end date. Please enter "2026-02-16" for your start date and "2028-01-31" for your end date. Alternative dates may be considered during the contracting stage if the dates above are not appropriate for your project (e.g., if planning and design work is already complete and the infrastructure is ready for installation).
Funding request ($) [open text]	Indicate the amount of funding you are requesting for your proposed initiative.
Anticipated total project costs ($) [open text]	Provide the total costs of your proposed initiative.

Supporting document(s)

Required attachments for project information:

• Attach any documentation proving your partnership with the school(s) or school district(s)/board(s) participating in your project. As an example, this could include a memorandum of understanding (MOU) with or a letter from the school administration or school district/board that outlines their commitment to participating in the project.

• If your project is identified in an active school travel plan, vision zero plan or similar municipal strategy document that is already in place, please attach that document to your application.

• If your project is identified in an organization's strategic plan or corporate plan, please attach that document to your application.

• If your project is not identified in any existing municipal plans or strategies, you must attach a council resolution to your full application to verify your municipality's commitment to the project.

• If available, attach any cost estimates for the planned infrastructure.

Project eligibility

In this section, we will ask you to provide key details about your project that will enable us to confirm its eligibility.

Innovation

In this section, please answer the following question by reflecting on how your project is innovative in the context of your community, region, or beyond. Identify the new solutions, approaches or technologies you plan to develop and implement through your project. For example, the following might be considered new in your community: quick-build approaches to infrastructure; partnering with local schools to improve road safety, promote active transportation or reduce greenhouse gas emissions; or a specific intervention that has not yet been tested in Canada.

Describe how your project demonstrates a high level of innovation by explaining how:

- The project improves (or could improve) performance over other options, or best practices or your community's/region's current practices.

- The project applies new knowledge, policy, practice, business model or technology; or applies existing practices in new ways.

> **Question:** Please describe the innovative aspects of your initiative.
> [open text]

A project is considered "innovative" if it delivers performance improvements over best practices or standard practices used in a community in at least one of the following ways:

- The project involves the development or application of new knowledge, policy, practice, business models or technologies (i.e., level 7 or above on the Government of Canada's technology readiness scale).
- The project involves a new or emerging application of an existing practice or technology (e.g., in a new context) that represents a substantive change to current practices.

Climate resilience

> **IMPORTANT:** This section of the application form **does not apply** to *Safe and Active School Routes* project applications. However, you will still need to respond to the questions to successfully submit your application. Please use the responses provided under each question below.

Please respond to the standard questions as follows:

> **Question:** According to the most recent floodplain map available, is your project site outside the current 100-year floodplain?
>
> [Select *not applicable*]

> **Question:** Does your project involve new infrastructure assets valued over $2 million?
>
> [Select *no*]

Greenhouse gas (GHG) reduction benefits

In this section, please complete the table below so we can assess the potential of your project to achieve GHG emission reductions in comparison to similar projects.

Specifically, we want to understand and review the types of data you have available to help set a target for the GHG emission reductions associated with your project. Between the pre-application and application stages, GMF staff can assist you with using data you have available to set a target.

In the first row of the table ("Baseline GHG emissions prior to project implementation"), list the titles of the relevant data files in the "Name of supporting document(s)" column and then briefly describe those files in the "Comments and reference pages" column.

Relevant data could include, for example, the modes of travel used by students and staff at the school(s) participating in your project. If you do not know which modes of travel are currently being used, you may substitute another type of data relevant to your project such as travel mode shares for the neighbourhood or community more broadly (typically available through Statistics Canada), or data on traffic incidents/speeds/volumes on the street(s) where your project will take place.

At a minimum, you should provide the population of the school(s) you are partnering with along with an estimate of the number or proportion of students likely to benefit from your proposed project. If there are no data files associated with these numbers, please specify this and include the numbers in the "Comments and reference pages" column.

> **Question:** Please complete the table below to confirm whether you have the appropriate documentation and information required to assess environmental eligibility.
>
> [fillable table]

Project data on GHG emissions	Information available?	Name of supporting document(s)	Comments and reference pages
Baseline GHG emissions prior to project implementation	[select a value] • Yes • No	[open text]	[open text]
Anticipated GHG emissions after project completion	[select a value] • Yes • No	[open text]	[open text]

Support for applicants with limited data

GMF recognizes that not all applicants will have access to complete or precise data. To support your application process:

• We can provide default values based on our own research and benchmarks where specific data is missing.

• We can offer guidance on data sources and approaches you can use to estimate baseline vehicle kilometres travelled, mode shift and expected GHG emission reductions.

For approved projects, the peer-learning component of the program will include assistance to refine estimates, targets and methodologies. Recipients will also receive guidance on monitoring and reporting project outcomes.

If needed, you can request support from GMF staff on data sources during the application process.

About vehicle kilometres traveled

Vehicle kilometres travelled (VKT) refers to the total distance travelled by motor vehicles within a specific area over a given period. Shifting trips to sustainable transportation modes (e.g., walking, cycling, public transit) or optimizing travel efficiency (e.g., by reducing idling or unnecessary trips) can reduce VKT in a municipality as well as GHG emissions from vehicles.

Calculating the change in VKT will be a key method for determining the potential GHG emission reductions from your project.

To assess the potential impact of improved or safer active transportation infrastructure on VKT, your application should consider the following factors:

- **Usage data:** [baseline](#) information on how people currently travel in the project area (e.g., school travel surveys, census data, traffic counts)

- **Mode shift estimates:** expected changes in transportation choices due to the proposed project (e.g., survey data, peer benchmarks, results from similar projects)

- **Trip characteristics:** factors influencing trip patterns, such as trip length, frequency of trips, idling reduction, and speed-related data

Additional GHG emission reduction opportunities

In addition to promoting mode shift and decreasing VKT, your project might generate GHG emission reductions through other sustainable design measures, such as:

- **net-zero or low-carbon materials** (e.g., recycled asphalt)

- **infrastructure powered by renewable energy sources**, such as solar-powered crosswalk signals or LED streetlights

- **vehicle idling reduction strategies**, such as designated drop-off zones

If available, **estimates for these additional GHG emission reductions** should be provided in your application. If specific data is unavailable, include as much relevant information as possible to help us assess the potential environmental impact of your project.

Supporting document(s)

- **Required attachments for project eligibility:** data files or other documentation illustrating the types of data available to support a GHG emission reduction estimate for your project.

- **Optional attachments for project eligibility:** documentation demonstrating the innovative aspects of your initiative (if available).

Declaration and signature

In the declaration and signature section, simply type the information of the person with signing authority from the lead applicant organization.

> **Note:** Only the Application Contact can submit the pre-application form. The Application Contact must ensure they have permission to submit the application on behalf of their organization. Consultants working with a lead applicant to prepare this application cannot sign this declaration or submit this form.

STEP 3: SUBMIT A FULL APPLICATION

If your project is deemed to be eligible based on the information you provided in the pre-application form, your GMF outreach officer or advisor will inform you that the full application form is available.

As you complete the application form, contact your outreach officer or advisor if you have any questions.

> **Note:** Answers you provided during the pre-application stage will be pre-populated in the full application form. You will be able to edit and update some of the information pre-populated from your pre-application form.

> **Note:** As with the pre-application questions, the full application questions have a 5,000 character limit (including spaces) for responses to each of the open response fields in the form.

Applicant information

Please review the pre-populated information and add any additional details that would help us better understand your initiative. Guidance on how to answer these questions is provided in the pre-application guidance Applicant information section on page 5.

Project information

Please review the pre-populated information and add any additional details that would help us better understand your initiative. Guidance on how to answer these questions is provided in the pre-application guidance under the Project information section on page 9.

Innovation

Please review the pre-populated information and add any additional details that would help us to better understand your initiative. Guidance on how to answer these

questions is provided in the pre-application guidance under the [Innovation](#) section on page 13.

Project management and delivery

In this section, we want to understand your project management approach, including appropriate planning, risk management, stakeholder engagement and resourcing.

Project team

In this section, please answer the following question describing your project team. In the table, please identify members of your project team (including your project partners, if applicable) and their roles in the project.

Question: Please describe in the table below the roles and responsibilities of your project team.
[fillable table]

Name	Title	Organization	Scope of responsibilities
[open text]	[open text]	[open text]	[open text]

The table should identify at least one member of your project team who will serve as the main point of contact and participate in the peer-learning program. It should also include a representative of the partnering school(s) or school district(s)/board(s). If your project is sponsored or championed by a municipal elected official, include them as well. Anticipated consultants and their roles should also be identified.

To set your project up for success, consider also including on your project team representatives from key internal departments/roles who will be involved in implementing the project, such as planning, public works, recreation, and communications or community engagement. Bringing in external agencies or non-profit organizations with expertise in public health, transit, youth/family services and active transportation will also contribute to a stronger application, community support and project success.

If you have not yet hired a key team member, please identify them in the table anyway (e.g., "consultant TBD") and detail their *anticipated* roles and responsibilities along with their *required* level of experience and expertise (e.g., as defined in your request for proposal).

Applications will be assessed based on the project team and its ability to lead the project to completion and deliver the expected benefits. The assessment will also consider whether there is strong municipal staff participation and capacity building throughout the project that will enable municipal staff and, where applicable, rights holders and stakeholders, to build and retain the skills and knowledge needed to undertake and replicate the project. See Appendix A for applicable definitions and descriptions.

Supporting document(s)

Required attachments for project management and delivery — you will need to provide the following additional information in the full application:

- organizational chart (i.e., an organigramme) that shows the reporting structure of the project team, including the reporting relationship between municipal staff and any consultants

- project team members' resumés or documents listing their professional qualifications and experience as they relate to this project. Provide detailed resumés or descriptions of experience for lead members of the project team; short descriptions of experience are sufficient for other team members.

Optional attachments for project management and delivery — If available, please provide a project risk management plan in the full application.

Budget and workplan

The information you provided at the pre-application stage has been carried over to this part of the full application form. Please review and update it if necessary.

Budget

Before completing this section, please complete the project workbook provided to you by your outreach officer or advisor. GMF staff may have already completed the "Environmental benefits" tab on your behalf, based on the information provided in your pre-application.

Please see the Supporting document(s) section on page 21 for guidance on completing your project workbook. We also encourage you to consult Appendix E: Reporting requirements to ensure that your project's budget includes sufficient resources to meet our reporting requirements.

GMF recognizes that the peer-learning process may lead grant recipients to have new ideas about infrastructure treatments or engagement approaches. Grant recipients

will have flexibility to modify their budgets by redistributing expenses between the items identified in their project budget (e.g., to spend 50% more on bollards and reduce the budget for community events commensurately). The addition of new types of expenses that were not included in the original budget may require pre-approval from GMF.

Please review the information in the application form that was carried over from the pre-application form. Ensure that the values for the funding request and the anticipated total project costs are the same as those in your project workbook. Then use the guidance in Table 5 to complete this section.

Table 5: Guidance to complete your project application budget	
Application category	**Required supporting information**
Project start and end date (YYYY-MM-DD) [date field]	Since all grant recipients will be participating in the peer-learning program, all projects are expected to have the same start and end date. Please enter "2026-02-16" for your start date and "2028-01-31" for your end date. Alternative dates may be considered during the contracting stage if the dates above are not appropriate for your project (e.g., if planning and design work is already complete and the infrastructure is ready for installation).
Funding request ($) [open text]	Please review this amount and update it if necessary. You can find this information in your completed project workbook. Once you have reviewed and confirmed the amounts in _Tab 5 – Sources of funding,_ please enter it here.
Anticipated total project costs ($) [open text]	Please review and update these if necessary. This value should align with the total project costs identified in your project workbook.

Applications will be assessed on the merits of the project budget and workplan. Budgets should be realistic and reflect the proposed workplan. Workplans should have concrete deliverables in accordance with established project milestones—it is recognized that work plans may be modified based on the content and pacing of the peer learning program. They should have realistic timelines and consider elements such as school or community engagement, data collection, design, installation or construction, and follow up monitoring.

Budgets and workplans will be evaluated relative to industry standards for size, scope and location of projects.

> **Note:** Project costs incurred prior to the date GMF receives your full application form are ineligible unless they are related to writing your GMF application up to 90 days before submitting it (up to $5,000).

Supporting document(s)

Required attachments for budget and workplan: As part of your GMF application, your GMF outreach officer or advisor will provide you with a customized project workbook to fill out. Your project workbook is a critical supporting document for all GMF funding applications. It will be used for approved projects to create the funding agreement and for project monitoring. Please be sure to carefully read and follow the instructions provided in the project workbook.

The project workbook contains the following tabs:

Tab 1 – Instructions

This tab explains how to complete the project workbook. Read the tab carefully and make note of the important tips to consider when filling out the remaining tabs.

Tab 2 – Environmental benefits

GMF staff will complete this tab based on the information provided in your pre-application form. It should represent the current state of knowledge for transportation mode shares, traffic volumes on the streets affected by the project or GHG emission reductions associated with the project, as well as targets to be achieved through the project. All funding recipients will have an opportunity to set baseline data and finalize a monitoring plan for their projects after they begin, through the peer-learning program. Review the table and reach out to your GMF outreach officer or advisor if you have any questions.

Tab 3 – Eligible and ineligible costs

This tab provides a breakdown of cost categories, describing elements that are considered ineligible and eligible costs. Review it carefully as it will inform the tasks you enter in Tab 4.

You can also review the full list of eligible costs for projects [here](#).

Tab 4 – Project budget and milestones

This tab is where you will enter your project costs based on milestones and tasks. Please, follow the detailed instructions provided in the project workbook.

Note that milestones are set at the full application stage, confirmed at the agreement stage for approved projects, and monitored throughout the implementation stage to inform the timing of reporting and disbursement.

For guidance on GMF reporting requirements to better inform your budget, please review Appendix E: Reporting requirements.

Tab 5 – Sources of funding

This tab is where you will enter all funding sources for this initiative. Follow the detailed instructions provided in the project workbook. If possible, please include confirmation letters for all confirmed funding sources. It is not a requirement to have all funding sources confirmed prior to submitting your application, but all sources of funding must be confirmed before the first disbursement if your application is approved for funding.

Measurement and monitoring

In this section, please answer the following questions about your plan to measure and monitor the impacts and benefits of your project.

Be sure to clearly explain how you will assess the GHG emission reductions achieved by your project. (Note that grant recipients will be supported in measuring and monitoring the actual environmental benefits of their projects through the peer-learning program.) Your response to this question should reference an intention to measure changes in VKT before and after project completion as a way to estimate GHG emission reductions. If you have an alternative approach in mind, you are encouraged to describe it here. In either case, indicate that your approach to measurement and monitoring will be finalized through your participation in the peer-learning program.

> **Question:** Please describe your plan(s) to measure and monitor the impact and benefits arising from this initiative.
> [open text]

We're also asking you to articulate the decision-making process you will use to determine whether to move forward with full-scale implementation. In your response,

reflect on how you will determine if the infrastructure-related approaches used for your *Safe and Active School Routes* project will be applied in other areas of your community (i.e., scaled up).

> **Question:** Please describe the decision-making process you will use to determine whether to move forward with full-scale implementation.
>
> [open text]

Applications will be evaluated on whether you have done the following:

- defined clear objectives, success criteria and key performance indicators (KPIs) for the pilot project

- established the necessary mechanisms for data collection and analysis

- determined how you will decide whether the project approach will be scaled up and applied elsewhere in your community

- laid out steps for internal and external knowledge sharing

Supporting document(s)

Optional attachments for measurement and monitoring—If available, please provide a measurement and monitoring plan for your initiative.

Engagement strategy

In this section, describe the engagement plan for your project. If an engagement strategy has already been created for the project, please include it as an attachment.

Please describe the extent to which you have identified and engaged with (or plan to engage with) the stakeholders and rights holders needed for successful project planning, design, execution and operations. This could include students, staff and/or boards/committees of the participating school(s); bus drivers and/or bus companies contracted with the participating school(s); or accessibility-focused groups or organizations. It could also include operational staff, staff from other relevant departments, council, regulators, agencies, Indigenous groups, citizens' groups and not-for-profit organizations. Where appropriate, GMF strongly emphasizes actively building broad public support with the community, as well as inclusive, accessible and authentic engagement and representation of equity-deserving groups. GMF also strongly encourages engagement processes that empower youth in the design and implementation of active transportation projects for schools. (See Appendix A for definitions and descriptions of the key terms linked above.)

Stakeholder or rights holder, including equity-deserving groups	Level of engagement	Description
Group A	[select a value]* • inform • consult • involve • collaborate • empower	[open text]
Group B	[select a value]* • inform • consult • involve • collaborate • empower	[open text]
Group C	[select a value]* • inform • consult • involve • collaborate • empower	[open text]

*In cases where one activity serves several purposes, select the *highest* degree of engagement the activity serves (e.g., consult rather than inform).

For each group identified, select the level of engagement among these five categories from IAP2's Spectrum of Public Participation:

- **Inform:** The group will be/has been provided with balanced and objective information to assist them in understanding the problem, alternatives and/or solutions.

- **Consult:** The group will provide/has provided feedback on analysis, alternatives and/or decisions.

- **Involve:** You will work/have worked directly with the group throughout the process to ensure that their concerns and aspirations are consistently understood and considered.

- **Collaborate:** You will partner/have partnered with the group in each aspect of the decision, including the development of alternatives and the identification of the preferred solution.

- **Empower:** This group will have/has had final decision-making power.

Next, please describe any inclusive engagement practices that were or will be implemented for your project. Inclusive community engagement entails identifying and engaging with equity-deserving groups or vulnerable populations that have an interest in the project, reducing barriers to participation, empowering diverse groups with decision-making, and building relationships and connections through meaningful engagement.

> **Question:** Please describe inclusive engagement practices that were or will be implemented for your project.
>
> [open text]

Examples of inclusive community engagement practices include, but are not limited to the following:

- identifying and addressing potential barriers to participation by equity-deserving groups (personal resources, motivation and attitude, cultural factors, etc.)

- making changes to the project based on feedback received from community engagement activities

- using multiple methods of communication to help reach diverse groups in the community

- reviewing communication materials for improved accessibility (e.g., written clearly in a style like plain language, translated into the languages spoken in the community, formatted with high-contrast colours, accessible fonts, alt text for visuals, etc.)

Supporting document(s)

Optional attachments for engagement strategy:

- if available, please provide an engagement strategy/plan that describes your engagement approach in greater detail.

Climate resilience

IMPORTANT: This section of the application form **does not apply** to *Safe and Active School Routes* project applications. However, you will still need to respond to the questions to successfully submit the application form, as specified below under each question.

Please respond to the standard questions as follows:

Question: According to the most recent floodplain map available, is your project site outside the current 100-year floodplain?

[Select *not applicable*]

Question: Does your project involve new infrastructure assets valued over $2 million?

[Select *no*]

Environmental benefits

GMF seeks to fund the very best examples of municipal innovation that achieve a multitude of benefits for the environment, communities and local economies. Higher application evaluation scores are given to projects that demonstrate excellence in the multi-solving areas described below.

Not all questions in this section will be relevant to your application. Those that are optional are identified below. If you indicate that a question is not applicable to your project, your application will be evaluated based on the questions you do answer. In other words, you will not lose points for not answering questions. Your responses to the questions you do answer will instead be weighted higher.

GHG reduction benefits

This section will be pre-populated with the information you provided in your pre-application form. Revising this section or including additional information if required will still be possible. Guidance on how to answer these questions was provided in the GHG reduction benefits section on page 14.

Water conservation

In this section, please answer the following question describing your project's potential to minimize the use of potable water by using water-efficient components, landscaping, and water harvesting and recycling systems.

Question: Please tell us about the measures that will be studied or implemented as part of this project that will help to reduce potable water consumption. If possible, provide the forecasted water conservation benefits that would result directly from your project, should it be successful.

[open text]

A project will be assessed based on whether it is likely to achieve at least one of the following:

- It reduces the use of potable water at an existing building/facility/site through structural (non-behavioural) changes (e.g., zero-irrigation landscaping, rainwater or greywater systems that offset potable water demand).

- It results in a new building/facility that will have a lower demand for potable water than standard new buildings/facilities of that type.

Sustainable materials management

In this section, please answer the following question describing your integration of best practices to improve the circularity of materials through planning and design, optimal use, and/or value recovery and regeneration. Examples may include using materials with a lower carbon footprint, re-purposing of previously used materials, or selecting materials with a longer life cycle.

Question: Please tell us about the measures that will be studied or implemented as part of this project that will improve circularity of materials and reduce embodied carbon.

[open text]

Your project will also be assessed on its potential to reduce the embodied emissions of materials (i.e., the carbon emissions released during materials' life cycles, including extraction, manufacturing, transport, construction and disposal).

Biodiversity and ecological functions

IMPORTANT: This question is **optional** for *Safe and Active School Routes* project applications. If you are unable to answer this question, you may enter "**N/A**".

In this section, please answer the following question explaining how your project will impact (if at all) the following types of environmentally-sensitive land:

- farmland
- floodplains
- forests
- habitat for threatened or endangered species
- wetlands
- grasslands
- peatlands

Question: Please tell us about the measures that will be studied or implemented as part of this project that will maintain or enhance site biodiversity and ecological functions.

[open text]

Please describe how your project will maintain and enhance, or reduce adverse effects on, the site's and the surrounding area's biodiversity and ecological functions. See Appendix A for applicable definitions and descriptions of key terms linked above.

Examples of measures to minimize harm include but are not limited to the following:

- use of permeable pavement or limiting hardscaping
- protecting existing ecological features from damage during site preparation, construction and operations (e.g., establishing significant buffer zones, maintaining existing tree canopy)
- eliminating the use of wood from threatened tree species
- maintaining wildlife corridors
- controlling for invasive species
- eliminating the use of pesticides and fertilizers

Examples of enhancement measures include but are not limited to the following:

- installing rain gardens or bioswales to support stormwater management

- restoring or enhancing the ecological value of the site (e.g., habitat creation, stream daylighting)
- integrating ecosystem services into project design (e.g., using green infrastructure for stormwater management, shading)
- taking measures to foster biodiversity (e.g., creating wildlife corridors, planting diverse native vegetation, creating pollinator gardens)

Other environmental benefits

In this section, **describe how your project will generate any additional environmental benefits beyond those described in the previous sections.** Examples could include the following:

- improving air, soil and water quality
- managing stormwater
- exceeding regulatory requirements
- reducing environmental nuisances such as artificial light and noise

Projects will be assessed based on the significance of the other environmental benefits they will generate.

Question: Please tell us about other environmental benefits that would result directly from your project, should it be successful.

[open text]

Supporting document(s)

Required attachments for environmental benefits:

You will need to provide or update any documents you referenced in your pre-application form to demonstrate the GHG reduction benefits of your initiative. Refer to page 14 for details.

Optional attachments for environmental benefits:

If available, provide the following documents as part of your full application form:

- any documentation demonstrating other environmental benefits
- an embodied carbon analysis

Socio-economic benefits

In this section, your project will be assessed on its socio-economic outcomes. These will be assessed through two main indicators:

- implementation of social procurement
- integration of principles of anti-racism, equity, inclusion and/or reconciliation.

Your project will also be assessed on its potential to generate and fairly distribute the following:

- social benefits (e.g., improved accessibility, improved outdoor spaces for school children or the community, reduction in cost of living, public health, safety and/or security; more equitable access to services, opportunities and public spaces; reduced noise or smell)

- economic benefits (e.g., creation of quality jobs; application of social procurement criteria; fair community wealth-building where economic opportunities are prioritized for members of equity-deserving communities)

You can find more detailed definitions and examples of socio-economic benefits in Appendix A: Glossary of key terms.

Social procurement

In this section, please answer the following questions about social procurement, which is a framework or set of guidelines established by an organization to direct its procurement practices in a way that goes beyond traditional cost and quality considerations.

Question: Does your organization have a social procurement policy?
[select a value]
- Yes
- We have a social procurement framework or guidelines
- We are currently developing a social procurement policy
- We are interested in developing a social procurement policy
- Unsure what social procurement is
- No

Question: Please describe how your project will include social value and/or sustainability considerations in its procurement practices (e.g., specific criteria in competitive procurement bids, reporting on social or sustainable value outcomes).

[open text]

Socio-economic benefits

In this section, please describe your project's potential to create improved socio-economic outcomes and a more equitable distribution of benefits and burdens in your community for present and future generations. In addition to the options provided in the drop-down menu of the application, common benefits associated with *Safe and Active School Routes* projects could include more equitable municipal services, increased community vibrancy, and improved safety and health for children.

Question: In the table below, please select and describe other socio-economic benefits your project will generate. Only select outcomes that you will implement or measure.
[fillable table]

Suggested benefits include:
[select value]

- accessibility (physical elements or accessibility measures)
- improved outdoor spaces
- inclusive employment and apprenticeship
- other socio-economic benefits

Suggested socio-economic benefits	Description
[select value]	[open text]

Anti-racism, equity, inclusion, and Reconciliation

In this section, please answer the following question describing the inclusive, fair and equitable principles that have guided the development of your project, you can refer to the list of benefits above.

Consider which equity-deserving groups might benefit the most and/or be burdened, either directly or indirectly, by your project. How are these groups positively or

negatively affected? Are there opportunities to address or mitigate the negative impacts?

> **Question:** Please describe how this project integrates principles of anti-racism, equity, inclusion and/or Reconciliation.
>
> [open text]

GMF is particularly interested in the application of an equity lens to projects. Applying an equity lens on an infrastructure project involves systematically analyzing and addressing potential disparities and inequities that may arise throughout the project's life cycle. It requires considering the diverse needs, experiences and voices of all stakeholders and rights holders, particularly those who have historically been marginalized or underserved. An equity lens approach would also aim to identify and rectify any existing or potential biases, discrimination or exclusionary practices in project planning, design, funding, construction and operation.

Supporting document(s)

Optional attachments for socio-economic benefits:

- If available, please provide your organization's social procurement policy, framework or guidelines

- If available, please provide your organization's equity lens policy, framework or guidelines

Declaration and signature

In the declaration and signature section, simply type out the information for the person with signing authority from the lead applicant organization (i.e., the person who will sign the application if it is successful).

> **Reminder:** Only the application contact can submit the full-application form. The application contact must ensure they have permission to submit the application on behalf of their organization. Consultants working with a lead applicant to prepare this application cannot sign this declaration or submit this form.

Once the application is complete, please verify that you have gathered and attached all supporting documents to your form, which are listed in Appendix D: Required supporting documents. Follow the instructions in the next part of this guide to submit your application and required documents.

HOW TO SUBMIT YOUR APPLICATION

Organize your supporting documents

Before submitting your application, please check the list of required supporting documents for your project type in Appendix D: Required supporting documents.

Ready to submit?

Once you have verified the information on your application form and in your project workbook and required supporting documents, follow these steps to submit your applications.

After submission, a GMF project officer will review your application for accuracy and completeness. They will work with you to resolve any remaining questions.

Need help, or have suggestions to improve this guide?

If you are having trouble completing the application or uploading files, or if have any questions or suggestions for us, we want to hear from you. Please give us a call at 1-877-417-0550 or email us at gmfinfo@fcm.ca.

APPENDIX A: GLOSSARY OF KEY TERMS

Accessibility: In the context of GMF-funded projects accessibility is centred on both tangible and intangible improvements. Tangible improvements to accessibility could look like retrofitting existing infrastructure or implementing physical elements in new infrastructure to aid people living with disabilities or mobility issues. Intangible improvements could look like implementing measures for greater access to services for people living with disabilities, such as sensory-friendly quiet hours or flexible scheduling and service delivery.

> Example: The City of Victoriaville's new pool has an "obstacle-free path." This is an accessible pathway free of obstructions and barriers, making it easily navigable for individuals with disabilities or limited mobility. The pool's main entrance is at ground level and there are automatic sliding doors. The reception desk has a lowered section, the sink counters are at an inclusive height for everyone, and there are three fully accessible changing rooms—men's, women's and family—each with a bathroom with an adapted shower. Finally, visually and audibly tactile location (VATL) stickers are accepted, ensuring free entry for an accompanying person.

Baseline year: This is a year with the most recent 12 months of consecutive and reliable data that represents a typical year of facility operations without any significant changes. The first month of the baseline year must be no more than five years prior to your full application submission date.

Biodiversity: Short for biological diversity, biodiversity refers to the variability among living organisms, including diversity within species, between species and of ecosystems. Biodiversity is crucial for maintaining ecological balance, sustaining ecosystems and providing numerous benefits to humans through ecosystem services (e.g. pollination, purification of water and air).

Circularity: A circular system is one in which materials never become waste and nature is regenerated. In a circular system, waste is designed out of products and services, and materials are kept in circulation through processes like maintenance, reuse, refurbishment, remanufacture, recycling and composting.

Ecological functions: Ecological functions are contributions made by various organisms and components of an ecosystem to the overall health, structure and functioning of that ecosystem. They can include a range of processes, such as erosion control, water purification, climate regulation or habitat provision.

Embodied carbon: Embodied carbon refers to the greenhouse gas emissions released during the extraction, manufacturing and transportation of materials, as well as the

construction and end-of-life phases of buildings and other infrastructure. It does not include operational emissions. Embodied carbon is frequently measured in kilograms or tonnes of equivalent carbon dioxide (kgCO2e or tCO2e).

Equity-deserving groups: This phrase refers to Indigenous persons, newcomers to Canada, non-binary persons, persons living with disabilities, racialized persons, and women.

- Indigenous persons – First Nations, Métis, Inuit people and communities, including urban Indigenous communities

- Newcomers to Canada – Self-identified; including but not limited to people who have obtained a landed immigrant status, refugee status or permanent resident status up to five years prior to a given census year

- Non-binary persons – Persons whose gender identity does not align with a binary understanding of gender such as "man" or "woman"

- Persons living with disabilities – A person with a long-term or recurring physical, mental, psychiatric, intellectual or sensory impairment that, in interaction with various attitudinal and environmental barriers, hinders their full and effective participation in society on an equal basis with others. This is a self-identified characteristic and does not require an external or formal recognition of disability

- Racialized persons – A person or group of people categorized according to ethnic or racial characteristics and subjected to discrimination on that basis

- Women – All people who identify as women, whether they are cisgender or transgender

Equity lens: Applying an equity lens on a project involves systematically analyzing and addressing potential disparities and inequities that may arise throughout the project's life cycle. It requires considering the diverse needs, experiences and voices of all stakeholders and rights holders, particularly those who have been historically marginalized or underserved. An equity lens approach would also aim to identify and rectify any existing or potential biases, discrimination or exclusionary practices in project planning, design, funding, construction and/or operation.

Fugitive emissions: These result from intentional or unintentional releases of emissions. They could include equipment leaks from joints, seals, packing and gaskets; methane emissions from venting or distribution of fossil fuels; or emissions from the use of refrigerants.

Greenhouse gas (GHG) emissions: The release of gases that trap heat into the atmosphere like carbon dioxide (CO_2), methane (CH_4) and nitrous oxide (N_2O). Because these gases trap heat in the atmosphere, they are called "greenhouse gases." Common sources of emissions include combustion, anaerobic digestion and fugitive

emissions (e.g., leaks). GHG emissions are usually expressed in terms of equivalent tonnes of carbon dioxide (tCO2e). Using less energy can cut down on GHG emissions.

Improved outdoor spaces: Improvements to outdoor spaces can be a powerful way to improve community benefits and positively contribute to quality of life for residents. Better outdoor environments; improved public health; safer streets and safer mobility experiences; and enhanced access to water, hygiene and sanitation facilities all serve important social outcomes such as gender equality, good health and well-being, and sustainable communities. Improvements to outdoor spaces could include the following:

- physical elements, either new or renovated (e.g., parks, playgrounds, benches, fruit or nut trees, native plants, art installations, changing and feeding rooms, new public restrooms, renovations to historic buildings, etc.)

- intangible elements (e.g., programs, activities, or cultural, educational and/or recreational opportunities)

- improved safety and security (e.g., new or improved lighting fixtures, pedestrian safety barriers, bollards, smart technologies, safety-related data analytics, etc.)

Inclusive employment and apprenticeship: Employment as a community benefit helps to ensure that infrastructure projects improve the lives of people in the community through inclusive hiring and training. This typically consists of decent-paying job and apprenticeship opportunities for residents and equity-deserving groups. Inclusive employment and training develop the local workforce while improving economic security and inclusion for diverse community groups. Note that this indicator requires monitoring the number of employees hired who belong to one or more equity-deserving group(s) or monitoring the number of hours worked by employees who belong to one or more equity-deserving group(s) throughout the construction phase of the pilot or capital project.

Example: "Comox Valley Regional District (population: 66,500) obtained funding from a federal grant that included Infrastructure Canada's Community Employment Benefits Program. The project was completed on time and on budget. The final community employment benefit hours far exceeded the original committed totals. Employment hours for Indigenous peoples and apprenticeships more than doubled, and employment hours for under-represented populations ended up being more than four times the original commitment. There were no additional cost implications associated with the social procurement concepts that were included in the RFP." (Source: Buy Social Canada).

Meaningful engagement: This is an intentional process with the purpose of working in inclusive and respectful ways with all stakeholders and rights holders to shape decisions, actions, impacts or change.

Net-zero: This means eliminating operational and embodied GHG emissions, bringing them as close to zero as possible, and reabsorbing the equivalent of any remaining emissions.

Principles of anti-racism, equity, inclusion and/or Reconciliation: Inclusive, fair and equitable principles that guide the development of a project.

> Example: In June 2021 the Urban Sustainability Directors' Network published in June 2021 *Equity and Buildings: A Practical Framework for Local Government Decision Makers*. Here are a few of the 12 principles of practice presented in that framework:
>
> - make impacted communities, which are continuing to lead equity and building work nationwide, central to planning and projects
> - understand the people ("the who) of buildings, how communities interact with the built environment, and what their priorities are
> - collaborate across departments and disciplines to produce policies and programs that better address equity issues
> - shift funding and financing structures to directly support increased capacity in impacted communities
> - share data and information transparently

Rights holders: In Canada, Indigenous peoples have constitutionally protected rights. This means there is a duty to consult Indigenous peoples or rights holders in Canada (e.g., in resource development projects).

Social procurement: Social and sustainable procurement is a strategic approach that organizations use to purchase goods and services while considering their broader social and community impact. The primary goal of social procurement is to leverage procurement practices to generate more positive social, economic and environmental outcomes in a community or region. Social procurement can be an important element of fair and equitable local economic development.

A social procurement policy is a framework or set of guidelines established by an organization to direct its procurement practices in a way that goes beyond traditional cost and quality considerations. For example, a policy might define the organization's commitment to specific socio-economic objectives, such as promoting purchasing from small or local businesses, social-purpose businesses and diverse businesses (i.e., businesses that are majority-owned by members of an equity-deserving group).

> Example: The Town of Gibsons, B.C. (population: 4,758) has a purchasing policy that clearly states that "the Town is committed to developing and maintaining a procurement culture that leverages procurement activities to deliver best value to the community and support social value objectives." Criteria are specific to the nature of the procurement and, where applicable, are clearly stated in the

procurement documents to include environmental and socially responsible options or criteria to be considered along with price and performance.

Some of the town's procurement principles are to value and support:

- supply chain partners who provide a living wage

- the diversification and social impact of the supply chain by including social enterprises, First Nations suppliers and local small enterprises

- suppliers providing work experience and employment opportunities to local youth

- enhanced relationships and engagement with Skwxwú7mesh (Squamish) and shíshálh (Sechelt) Nations

Stakeholders: A stakeholder can be an individual or group concerned about a particular issue and/or who holds legal or de facto rights to manage or make decisions.

APPENDIX B: FUNDING OFFER

Safe and Active School Routes projects are eligible for a grant of up to 50%* of eligible costs, up to a maximum of $125,000. Further details on eligible costs should be reviewed.

> **Note: ***Projects can be funded at 80 percent of total eligible project costs for:
>
> - communities with a population under 10,000
> - northern communities
> - eligible Indigenous communities
>
> First-time northern or Indigenous communities may receive grants for up to 100 percent of total eligible costs for plans, studies or pilots. Contact us to learn about conditions.

APPENDIX C: EVALUATION OF APPLICATIONS

An external expert peer review panel will evaluate applications using the criteria identified in Table 6.

If no responses are provided for the two optional criteria ("water conservation" and "biodiversity and ecological benefits"), the associated points will be attributed to responses provided for the "sustainable materials management" and "other environmental benefits" criteria.

Table 6: Evaluation criteria and weighting	
Criteria	**Weighting / Evaluation approach**
Transformative potential scoring (Part I)	
Innovation	20%
Replication potential[4]	15%
Transformative potential total	35%
Impact scoring (Part II)	
GHG reduction total	30%
Multi-solving: Environmental benefits	
Water conservation[5]	5%
Sustainable materials management	5%
Biodiversity and ecological benefits[6]	5%
Other environmental benefits	5%
Environmental benefits total	20%

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4 A project is considered replicable when it demonstrates the following characteristics:

- It has clear performance benefits, which can be demonstrated through commonly understood metrics and measures.

- It addresses a key challenge for many municipalities (i.e., it is need-to-have, not nice-to-have).

- There are strong drivers for the adoption of the solution (e.g., cost savings over other options, financial returns, etc.)

5 This is an optional criterion for *Safe and Active School Routes* projects

6 This is an optional criterion for *Safe and Active School Routes* projects

Multi-solving: Other benefits	
Socio-economic benefits	7.5%
Engagement strategy	7.5%
Financial analysis	N/A
Other benefits total	15%
Implementation scoring (Part III)	
Teams and partners	pass/fail
Workplan	pass/fail
Budget	pass/fail
Risk management	N/A
Measuring and monitoring	pass/fail

Elements of strong applications

Before a funding recommendation is made to GMF Council and FCM's Board of Directors, there will also be an internal analysis to prioritize projects that:

- represent a diversity of communities from across Canada

- will improve the safety of active transportation users, with a focus on child and youth safety

- are linked to an established active school travel plan

- will connect to, or extend, existing active transportation networks/pathways and/or will connect to public transit

- consider accessibility in the project design and implementation

- are led by a multidisciplinary team, representing key municipal departments (e.g., transportation, planning, recreation, climate, public health, parks, public transit)

- are conducted in collaboration with supportive implementation partners (e.g., parent-teacher associations, non-profit and public health organizations doing active work on safe routes to school)

- are led by or created in collaboration with equity-deserving groups or with an Indigenous community

- contribute to the testing or demonstration of innovative treatments, approaches or practices

- have youth and/or children contributing to or leading aspects of the project's development and implementation (e.g. engagement, design, installation, monitoring, evaluation)
- demonstrate a strong integration of multi-solving approaches such as:
  - maximizing environmental and socio-economic benefits (e.g., improved accessibility; use of recycled, natural or low-carbon materials; promoting green buffers or pollinator-friendly landscaping, promoting child-friendly neighbourhoods)
  - advancing reconciliation, equity, diversity and inclusion by addressing transportation challenges for low-income or equity-deserving groups/communities

APPENDIX D: REQUIRED SUPPORTING DOCUMENTS

Throughout the application process, we'll be asking you to include supporting documents with important information about your organization and the details of the proposed project. Required documents will differ depending on the type of project and whether your organization is a municipal government or a partner of a municipal government.

Table 7 lists the mandatory documents along with the requirements and conditions your organization must fulfil before you can apply to GMF. Additional supporting documentation may be requested. You are also welcome to provide further evidence as it becomes available.

Note: When possible, in your application please refer to specific page numbers or sections in your supporting documents. This will ensure staff and peer reviewers evaluate your application accurately.

Table 7: Required supporting documents	
Applicant category	**Supporting documents**
All applicants	☐ Completed application form
	☐ Project budget and workbook on the Excel template provided
	☐ Letters from confirmed sources of funding o You are not required to have all sources of funding confirmed before submitting your application. However, any funding that is confirmed must be supported with a letter using the template linked above.
	☐ Memorandum of Understanding (MOU) or letter from the school's administration and/or school district/board that outlines their commitment to participating in the project and ensures the engagement of the school community in project planning, facilitating, monitoring of project outcomes, and other activities required to successfully complete the project.

	☐ Data files or other documentation that supports the GHG reduction estimate/target for the project
	☐ Project team organizational chart and resumés
	☐ If you do not have jurisdiction over the road(s) or land(s) on which the project is being implemented, you must provide proof that the entity that does have jurisdiction is supportive of the project (e.g., a council resolution or letter of support).
	☐ Optional attachments, which could include: o cost estimates of the planned infrastructure o documentation demonstrating the innovative aspects of your project and/or support from relevant community organizations o a risk management plan o a measurement and monitoring plan o an engagement strategy/plan o documentation demonstrating the "other environmental benefits" described in your application o an embodied carbon analysis o your organization's social procurement policy, framework or guidelines o your organization's equity lens policy, framework or guidelines o letters of support or confirming partnership from not-for-profit and/or public health agencies involved in the project
Additional requirements for municipal applicants	☐ Evidence that the project is identified as a municipal priority in a strategic policy document or municipal plan (e.g., active transportation, transportation, active school travel, vision zero, climate, operational or strategic plan). ☐ If the project is not identified in an approved plan, policy or strategy document, a council resolution describing your organizational commitment to, and financial support for, the project and its related funding application to GMF.

Additional requirements for transit authority applicants	☐ Documentation demonstrating your affiliation with the lead municipality (e.g., your organization's articles of incorporation, your shareholder agreement with the lead municipality, a bylaw that recognizes the municipality as the sole shareholder).
Additional requirements for eligible Indigenous communities	If eligible through partnership with a municipality: ☐ municipal council resolution stating municipal partnership If eligible through shared service agreement: ☐ shared service agreement with a Canadian municipality related to municipal infrastructure, climate change or adaptation

APPENDIX E: REPORTING REQUIREMENTS

If you are approved for funding and request multiple disbursements (rather than a single disbursement of funds), you will be required to submit project progress reports to GMF. The purpose of these reports is to confirm that your project is progressing as planned or to inform GMF of any unforeseen changes. The progress reports are also meant to share your community's experience in undertaking the initiative with others seeking to address similar issues in their communities.

Recipients will also be required to submit a project completion report at the conclusion of the project. This report includes a series of questions relating to the key stakeholders involved in the project, the methodology and approach used, your findings and recommendations, and lessons learned from the project. Project reports are typically in the range of five to ten pages but may be longer depending on the complexity of the project.

Before submitting your application, it is important to consider all required reporting documents for project completion and disbursement. Please ensure that your project workbook includes sufficient budgetary accommodations for all final reporting needs. This includes but is not limited to sufficient staff time and consulting services.

GMF reserves the right to reduce, amend or eliminate funding amounts if projects deviate from the approved scope of work. Therefore, please review and confirm that your application meets all required outcomes as indicated on our webpage.

Below is a list of the reporting documents your organization must complete after project approval and when requesting a disbursement:

- a project progress report[7]
- a project completion report[8]
- an updated project workbook that includes:
  - o an expense claim
  - o all confirmed sources of funding
- a request for disbursement

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7 Only applicable for multiple disbursements or upon request from GMF staff.

8 Only applicable at final grant disbursement

- a final report based on one year of operation after project completion that includes:
    - a summary of the project's environmental benefits and a description of the lessons learned from the project's operation
    - reporting on the actual results of the anticipated environmental benefits listed in your project workbook (there will be no penalty if the project does not achieve the anticipated benefits, provided that the project was implemented as described in your application, or as amended through the peer-learning program)
- reporting on the socio-economic benefits described in your application

Note: The list above only highlights GMF reporting requirements. There may be additional provincial requirements to borrow funds.