

School Walk Route Improvement Project Grants
Request for Applications: RFA 18-01
Washington Traffic Safety Commission

Due Date for Applications: March 30, 2018

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Project Overview

The Washington Traffic Safety Commission (WTSC) administers funds from the school zone safety account (RCW 46.61.440) that “may be used only...to fund projects in local communities to improve school zone safety, pupil transportation safety, and student safety in school bus loading and unloading areas.”

New funding opportunity:

This new funding opportunity calls for applications to support activities that will increase safety for elementary and middle school students walking or bicycling within the areas designated as School Walk Routes (WAC 392-151-025):

Suggested route plans shall be developed for each elementary school that has students who walk to and from school. It shall recommend school routes based on considerations of traffic patterns, existing traffic controls, and other crossing protection aids such as school patrols. These route plans shall limit the number of school crossings so that students move through the crossings in groups, allowing only one entrance-exit from each block to and from school. The route to school plan shall be distributed to all students with instructions that it be taken home and discussed with the parents.

Ideally, activities supported with this funding will increase safety for walking and bicycling for the entire year, not just during the school year.

The [Washington State School Walk and Bike Routes: Guide for Planning and Improving Walk and Bike to School Options for Students](#) provides guidance about identifying school walk routes. It encourages developing partnerships between schools and school groups, law enforcement, business community, faith community, parents and parent groups, city/county planners and engineers, civic groups, neighborhood associations, students and student groups to focus on making walking and biking to school safer for students.

Applications selected for funding must be coordinated with existing local initiatives and plans for improving safety for walkers and bicyclists in school zones. Some key considerations include controlling vehicle speed within the School Walk Route areas, reducing the number of unsafe street crossings, increasing knowledge of safe walking or riding behaviors, operating school safety patrols, and increasing parent/guardian perceptions of safety for children.

A panel will review project applications. The highest scoring applications will be recommended to the WTSC Director for funding.

Funding available:

\$505,000 to support local projects. Projects can start as soon as the contract is signed but must be concluded by June 15, 2019.

Maximum grant size:

The cap for applications is \$150,000. We hope to fund at least four grants, so it is unlikely that there will be multiple grants funded at the absolute cap.

Minimum grant size:

\$5,000

Deadline for applications:

March 30, 2018, 5 p.m.

Eligibility to receive WTSC grant funds

- Washington State agencies
- Federally-recognized tribal governments
- Cities, counties, and their sub-agencies
- Non-profit organizations with existing IRS 501(c)(3) status
- Public schools (and private schools with non-profit status)

Note: Groups that do not fit one of these categories may still be able to receive these funds if they can get an eligible organization to apply for them. [The Non-Profit Assistance Center](#), (206) 324-5850, info@nacseattle.org, or a United Way agency in your area may be able to provide you with guidance about working with one of the eligible organizations to submit an application.

Populations or geographies to be served by these funds

There will be a bonus of 10 points for applications that can demonstrate that students and families associated with elementary or middle schools with free and reduced lunch rates greater than 50 percent will receive the majority of the impact from grant-related activities. To find the free and reduced lunch percentages for schools in your area, go to the [School Report Card](#) website, type the name of a school in the search box and click the green “Go” button.

Note: Applications will also be accepted to support activities to improve school walk routes associated with schools in Washington State that are below 60 percent free and reduced lunch. Those applications will not be eligible for the bonus.

Pre-proposal Conference (Optional):

There will be two opportunities to discuss this funding opportunity.

February 7, 2018, 10:30 – 11:30 a.m.

In-person participation will be at the Washington Traffic Safety Commission, 621 8th Avenue, SE, Suite 409, Olympia, Washington.

Distance participation will be available through the following options:

WebEx Webinar

School Walk Route Improvement Project

When it is time to join the meeting, click here to [join the meeting](#).

Meeting number (access code): 803 202 284,

Meeting password: Welcome1

OR, Join from a video system or application

Dial [803202284@watech.webex.com](tel:803202284). You can also dial 173.243.2.68 and enter your meeting number.

Telephone

Join by phone, (240) 454-0887 US Toll, or, Toll Free (855) 929-3239

March 6, 2018, 10:30 – 11:30 a.m.

Distance participation only will be available through the following options:

WebEx Webinar

School Walk Route Improvement Project

When it is time for the meeting, click here to [join the meeting](#).

Meeting number (access code): 806 497 912

Meeting password: Welcome1

Join from a video system or application

Dial [806497912@watech.webex.com](tel:806497912@watech.webex.com)

You can also dial 173.243.2.68 and enter your meeting number.

Telephone

Join by phone, (240) 454-0887 US Toll, or, Toll Free (855) 929-3239

Options if you cannot participate in one of the meetings

If you cannot join one of the meetings, please contact the RFA Coordinator to receive a link to the recorded webinar.

Questions and Updates

Questions received about this Request for Application will be posted to the WTSC webpage, <http://wtsc.wa.gov/programs-priorities/school-zones> and updated weekly following the February 7 overview meeting.

Types of activities eligible for these funds (descriptions of each are provided in Appendix D):

- Automated (Photo) Speed Enforcement
- Crossing Guard Program Improvement
- Flashing Yellow Lights and Signage Improvement
- Passenger Pick-up/Drop-off Improvement
- Pedestrian and/or Bicycle Safety Audit
- Preliminary Engineering Studies and Designs
- Temporary Traffic Diversion Materials and Equipment
- Walk/Bike to School Encouragement Activities
- Other, please describe

Eligible activity-related expenses:

- Salaries and benefits for coordinating or implementing the activities;
- Law enforcement for patrol if indicated by data and if there is a letter of support from the law enforcement agency administrator;
- Travel – the budget justification should describe project-related travel. Only travel authorized through the final negotiated budget will be eligible for reimbursement;
- Contractual Services associated with coordinating/implementing the activities;
- Goods and Services – e.g., office supplies, printing, postage, registrations, food and snacks as specifically related to project delivery, necessary subscriptions;
- Equipment – like travel, only equipment included in the final negotiated budget will be eligible for reimbursement;
- Indirect - The maximum indirect for proposers without an approved federal indirect rate shall be 10 percent of the total costs for items a-e in the budget. The maximum indirect for proposers with an approved federal indirect rate will be that rate as a percentage of the total direct costs in the budget. Preference shall be given to proposals that have 20 percent indirect or less.

Pre-Award Negotiation

The actual budget and scope of work will be negotiated with the highest ranking applicants. One result of these conversations could be changes to requested budgets or scopes of work.

Liability insurance may be required to receive a contract to implement projects. Determinations about liability insurance will be made as part of the Pre-Award Negotiation. If required, the liability insurance will need to be in place before a contract is offered.

Reimbursement-based contracts

These projects will be reimbursement-based meaning the organizations awarded the funds will need to first pay for authorized costs and then bill WTSC for reimbursement of those expenses.

Coordination with the Washington State Department of Transportation (WSDOT) Safe Routes to School (SRTS) Program:

This funding opportunity will be coordinated with - and expand on - the work of the WSDOT SRTS Program as defined in RCW 47.04.300, the purpose of which is to increase the number of children walking and biking to school safely. Visit the [WSDOT SRTS Call for Projects](#) web page for more information. Application requests for SRTS consistently over exceed available funds. The Safe Walk Route Improvement Project differs from the SRTS Program in how the funds can be used and the types of activities that can be included. WTSC and WSDOT will ensure that the two projects will add value and not be duplicative in any locations where there is overlap.

1. GENERAL INFORMATION FOR APPLICANTS

1.1 Request for Applications (RFA) Coordinator

The RFA Coordinator is the sole point of contact in the agency for this procurement. All communication between the applicant and the agency upon release of this RFA shall be with the RFA Coordinator, as follows:

Name: Scott Waller
 E-Mail Address: swaller@wtsc.wa.gov
 Mailing Address: PO Box 40944, Olympia, WA 98504-0944
 Physical Address: 621 8th Avenue SE, Suite 409, Olympia, WA 98501
 Phone Number: (360) 725- 9885

Any other communication will be considered unofficial and non-binding on the agency. Applicants are to rely on written statements issued by the RFA Coordinator. Communication directed to parties other than the RFA Coordinator may result in disqualification of the applicant.

1.2 Schedule of Application Activities

ID	Task Name	End date
a)	RFA release date	February 1, 2018
b)	Pre-proposal Conferences (<i>Optional</i>) In-person or distance participation	February 7, 2018
	Distance participation only	March 6, 2018
c)	Applications due	March 30, 2018
d)	Reviewers evaluate applications	April 11, 2018
e)	Send recommendations for funding to WTSC director	April 13, 2018
f)	Make funding offers to successful applicants	April 16, 2018
g)	Negotiate and develop contracts with successful applicants	April 18, 2018
h)	Estimated contract start date (subject to change if any of the preceding event timelines changes)	May 1, 2018

1.3 Pre-proposal Conferences (*Optional*)

Please refer to the Project Overview, Pages 4 -5 of this application packet, for details.

1.4 Questions and Updates

Questions received about this Request for Application will be posted to the Washington Traffic Safety Commission webpage, <http://wtsc.wa.gov/programs-priorities/school-zones> and updated weekly beginning on February 9, 2018.

1.5 Definitions

This RFA will use the following terms and meanings:

Agency – The Washington Traffic Safety Commission is the agency of the state of Washington that is issuing this RFA.

Apparent Successful Applicant – The Applicants selected as the entities to perform the anticipated services, subject to completion of contract negotiations and execution of a written contract.

Applicant - Individual or company that submits a proposal in order to attain a contract with the Agency.

Application – A formal offer submitted in response to this solicitation.

Authorizing Official - Someone in the organization who is authorized to bind the organization in contract.

Contractor – The individual or company whose application has been accepted by the Agency and is awarded a fully executed, written contract.

Request for Applications – Formal procurement process for which the purpose is to invite suppliers to submit applications for funding products or services.

1.6 Americans With Disabilities Act Compliance

The Agency complies with the Americans with Disabilities Act (ADA). Applicants may contact the RFA Coordinator to receive this RFA in Braille or on tape.

2. PROPOSAL CONTENTS

A complete application shall consist of a completed application form submitted through SurveyMonkey, submission of three required documents, and submission of other supporting documents, as appropriate.

Application Form:

Applications shall be submitted through a SurveyMonkey link, <https://www.surveymonkey.com/r/7FXZL9Y>. Applications are due by 5 p.m. March 30, 2018, and the time stamp from SurveyMonkey will determine whether the application was submitted on time. Applications submitted after 5 p.m. March 15, 2018, may not be considered for funding.

Please note that you will need to answer all of the questions, attach the documents, and submit your response in one session. Your application cannot be saved until it is submitted through the online application. If you leave the application part way through, the system will time out and you will need to start over again.

The best way to ensure that you can complete the application in one setting is to answer all the questions presented to you in this package – including responding to a set of Proposal Detail questions for each activity. Then simply copy the information from your prepared document into the SurveyMonkey application.

In the application, you will be asked to provide contact information for the program manager for the activities funded by the application as well as the authorizing official. The authorizing official must be someone authorized to bind your organization in contract.

You will be asked to complete and upload four required documents - Certification and Assurances (Appendix A in this application packet), Cost proposal (Appendix B in this application packet), and Budget Justification (Appendix C in this application packet) and an Indirect Rate Justification statement. An authorizing official must sign the Certifications and Assurances form.

You will select the activities you are applying to support. The list of activities is on pages 5-6 of this application packet. A detailed explanation of each is contained in Appendix D of this application packet and will complete a series of questions regarding each activity. There will be an opportunity to upload letters of support and other documents.

You will have the opportunity to select another activity to apply for. If you do that, you will respond to the series of questions again – for that activity. You can apply for support of as many of the activities as you want if the cost proposal does not exceed the application maximum of \$150,000.

Applicants must respond to each mandatory question in the application even if the response is “Does not apply to this application.” All applications submitted in response to this Request for Application must be written in English.

Required Documents:

Several documents need to be submitted as attachments to the SurveyMonkey application, including:

Appendix A – Certifications and Assurances – this form needs to be completed and signed by a person authorized to bind the agency in contract.

Appendix B – Cost Proposal (see description in Appendix B)

Appendix C – Budget Justification (see description in Appendix C)

Indirect Rate Justification statement

Letters of Support and Additional Required Documents:

Depending on the activities you choose, you will need to provide letters of support from schools receiving services. Each school served will need a separate letter of support. Letters of support from law enforcement agencies will be necessary where law enforcement involvement in the activity is required. Letters of support will be necessary from local jurisdictions if the project includes traffic control signs/devices such as school speed zone flashing beacons or temporary traffic diversions.

Document Format:

Please convert all of your documents to PDF format prior to uploading them. This will make it more likely that they “survive” the upload process intact. You will be able to upload multiple documents into the SurveyMonkey application so it is not necessary to merge all of your documents into one combined document. Please name the files clearly, e.g., Project X Cost Proposal.

Application Questions (from SurveyMonkey Application)

Summary	
Project Title:	
Project Period:	How many months will the project be operating between May 1, 2018 and June 30, 2019?
Uploaded Required Documents:	<p>Certifications and Assurances (Appendix A in application packet).</p> <p>Cost Proposal (Appendix B in application packet).</p> <p>Budget Justification (Appendix C in application packet).</p> <p>Indirect rate justification (Please write a statement about the indirect rate you are requesting for the project. For applications requesting no indirect - or if the default 10 percent is requested - just upload a statement to that effect. Documentation from an appropriate federal agency demonstrating you have been authorized for a higher indirect rate will be needed for indirect rate requests for more than 10 percent). Preference will be given to projects with less than 20 percent indirect.</p>

Project Manager	
First Name:	Last Name:
Title:	Organization:
Address:	City:
Zip Code:	Telephone:
Email:	

Authorizing Official (Person with contracting authority)	
First Name:	Last Name:
Title:	Organization:
Address:	City:
Zip Code:	Telephone:
Email:	

Priority Activities	
<p>Please select at least one of the items from the list (a description of each is provided in Appendix D):</p>	<ul style="list-style-type: none"> <input type="radio"/> Automated (Photo) Speed Enforcement <input type="radio"/> Crossing Guard Program Improvement <input type="radio"/> Flashing Yellow Lights and Signage Improvement <input type="radio"/> Passenger Pick-up/Drop-off Improvement <input type="radio"/> Pedestrian and/or Bicycle Safety Audit <input type="radio"/> Preliminary Engineering Studies and Designs <input type="radio"/> Temporary Traffic Diversions Resources and Materials <input type="radio"/> Walk/Bike to School Encouragement Activities <input type="radio"/> Other, please describe <input type="radio"/> Combination applications

Proposal Details – Each question must be responded to for each activity selected.

1. **Project Summary** - Project Summary - Please summarize your project in 1,000 words or less. Please identify the activity you want support for, who will be involved in the implementation of the activity, when you expect the activity will be implemented and how you hope the implementation of the activity will go.
2. **Problems the Project will Address** - What problem(s) does your project aim to address? (Please be specific. What do you want to change? In addition, please provide data about how the problem(s) affects each school served by the project. Where possible, provide data about fatality or serious injury crashes that have occurred in the areas. (Your local police department or city/county/tribal traffic planners or engineers will likely have data for you to use.) If there is not much hard data available, please provide some anecdotes/stories that illustrate that there is a problem. (For example, can the school principal or school nurse tell you stories about students who have experienced “near misses” or “close calls” for crashes?)
3. **Geographic Impact of the Project** - What is the planned geographic impact of the project? (Please be specific. Include the names and addresses of schools to be served by the project. Each identified school will need to have a letter of support/commitment from a school district official or building administrator. The letters will be included in the application as attachments.)
4. **Goals** - What are the specific goals of the project? (Clearly and briefly, describe the specific intended changes you want to make happen by implementing this project.)
5. **Free and Reduced Lunch Rates** - What are the free and reduced lunch rates for each of the schools in the proposed service area? (Please enter the name(s) of the school(s), town(s) and free and reduced lunch rates).
6. **Majority of Impact from Project** - How will you ensure that the majority of benefit from the activities benefits the students and families associated with the schools with free and reduced lunch rates greater than 50 percent? (If this question does not apply to your application, type “Does not apply to this application”).
7. **Addressing Diversity of Population** - What will you do to ensure that your activities can address the diversity of the populations in the community(ies) you are wanting to serve?

To address this question, please respond to the following:

Are there multiple literacy levels in the service area? (This means differences in abilities for people who speak English to understand information written in English.)

What will you do to ensure that language used in meetings and in materials is appropriate to the literacy levels in the community(ies)?

Are there multiple languages spoken in the service area?

What will you do to ensure that educational materials for this activity and information about the activity presented at public meetings are understandable to people who speak languages other than English?

- 8. Timeline and Process-** Describe the timeline and process for evaluating your automated speed enforcement project.

In responding to this question, please describe how you will:

- i) Determine how well the process to determine what needs to be done worked?
- ii) Determine how the implementation of the activity actually went in comparison with the implementation plan?
- iii) Determine how well the project goals were met?

- 9. Target Zero Strategies** - What Target Zero strategies will you use to accomplish your project goals? (Please refer to either Appendix D of your application packet or www.targetzeroplan.com to identify specific Target Zero strategies that apply to the project.)

- 10. Match** - Will there be any support from local partners in the form of cash match or in-kind support?

- 11. New or Continuing Project** - Which of the following best describes the application for this activity? (New activity with no previous funding from WTSC or continuation of existing activity with at least some funding from WTSC).

- 12. Upload Supporting Documents** – Depending on the activities you choose, you will need to provide letters of support from schools receiving services. Each school served will need a separate letter of support. Letters of support from law enforcement agencies will be necessary where law enforcement involvement in the activity is required. Letters of support will be necessary from local jurisdictions if the project includes traffic control signs/devices such as school speed zone flashing beacons or temporary traffic diversions.

Please convert all of your documents to PDF format prior to uploading them. This will make it more likely that they “survive” the upload process intact. You will be able to upload multiple documents into the SurveyMonkey application so it is not necessary to merge all of your documents into one combined document. Please name the files clearly, e.g., Project X Cost Proposal.

Appendix A: Certifications and Assurances (Required Document, but not scored) – to be completed and submitted as part of the application

This Certifications and Assurances form must be completed, signed, dated, and attached to the SurveyMonkey application. The person signing this form must be a person who is authorized to legally bind the Applicant to a contractual relationship, e.g., the President or Executive Director if a corporation, the managing partner if a partnership, or the proprietor if a sole proprietorship.

Project Title (As entered in SurveyMonkey application): _____

Program Manager Name (As entered in SurveyMonkey application): _____

- A. Name, address, principal place of business, telephone number, and fax number/e-mail address of legal entity or individual that will contract for this award.
- B. Name, telephone number, and email address for each principal officer (President, Vice President, Treasurer, Chairperson of the Board of Directors, etc.).
- C. Legal status of the Applicant (sole proprietorship, partnership, corporation, etc.) and the year the entity was organized to do business as the entity now substantially exists.
- D. Federal Employer Tax Identification number or Social Security number and the Washington Uniform Business Identification (UBI) number issued by the state of Washington Department of Revenue. If the Applicant does not have a UBI number, the Applicant must state that it will become licensed in Washington within thirty (30) calendar days of being selected as the Apparently Successful Contractor.
- E. State of Washington Vendor number for applicant organization.
- F. Federal DUNS number for applicant organization.
- G. Location of the facility from which the Applicant would operate including the 9-digit zip code.
- H. Identify any state employees or former state employees employed or on the firm's governing board as of the date of the proposal. Include their position and responsibilities within the Applicant's organization. If following a review of this information it is determined by the Agency that a conflict of interest exists, the Applicant may be disqualified from further consideration for the award of a contract.

Signature of Authorizing Official

Date

Appendix B: Cost Proposal (Required Document and scored) (Value – 40 points) – to be completed and submitted as part of the application

The maximum compensation for this contract shall not exceed ONE HUNDRED FIFTY THOUSAND Dollars (\$150,000).

Identify all costs in U.S. dollars including expenses to be charged for performing the services necessary to accomplish the goals and milestones associated with the application. The Applicant is to submit a fully detailed budget including staff costs and any expenses necessary to accomplish the tasks and to produce the deliverables.

Applicants are required to collect and pay Washington state sales and use taxes. Please note – as part of the identification of contractors in the Cost Proposal (below) - if the primary contractor or any subcontractors are certified by the Office of Minority and Women's Business Enterprises.

Describe the following and provide justifications for the identified items:

Project Costs

Notes:

- 1) *If you are applying for funding to support more than one activity you will need to provide a description of costs for each activity in the "Description" column. Enter the total of all of the sub-totals in the "Total Amount" column for that line item.*
- 2) **Travel** – *for each activity, please separately detail in-state and out-of-state travel for each activity in the "Description" column.*
- 3) **Contract Services** – *In the "Description" column, identify each contractor you will be working with (if you know the names of providers right now), how much funding is allocated to them and how that amount was calculated, e.g., 50 hours consulting @ \$100/Hr. = \$5,000. If you do not know the names of the contractors, identify the types of contractors and identify how much funding will be allocated to each.*
- 4) **Equipment** - *Equipment under \$100 should be included in the "Goods or other expenses" line item. Describe each piece of requested equipment costing \$100 or more in the "Description" column.*
- 5) **Indirect** - *The maximum indirect for proposers without an approved federal indirect rate shall be 10 percent of the total costs for items a-e in the budget. The maximum indirect for proposers with an approved federal indirect rate will be that rate as a percentage of the total direct costs in the budget. Preference shall be given to proposals that have 20 percent indirect or less).*

Project Title (As entered in SurveyMonkey application): _____

Program Manager Name (As entered in SurveyMonkey application): _____

Summary of Costs	Description	Total Amount
Employee salaries and benefits		
Travel		
Contract Services		
Goods or other expenses (Examples: office/printing supplies, postage, software, conference registration fees)		
Equipment		
Indirect Costs *		
TOTAL FUNDING REQUEST		
Match Amount (Optional)		
Total Project Cost (Funding Request + Match)		

*** Indirect rate justification Indirect rate justification** (Please write a statement about the indirect rate you are requesting for the project. For applications requesting no indirect - or if the default 10 percent is requested - just upload a statement to that effect. Documentation from an appropriate federal agency demonstrating you have been authorized for a higher indirect rate will be needed for indirect rate requests for more than 10 percent). Preference will be given to projects with less than 20 percent indirect.

Appendix C: Budget Justification - (Required Document and scored as part of Cost Proposal) – to be completed and submitted as part of the application

Project Title (As entered in SurveyMonkey application): _____

Program Manager Name (As entered in SurveyMonkey application): _____

For each activity in your proposal, you will need briefly explain why the expenses for that activity identified in the “Description” column in the Cost Proposal are necessary.

Appendix D: Description/Explanation of Priority Activities

- **Automated (Photo) Speed Enforcement**

Automated speed enforcement means the use of radar units to determine speed violations in designated areas and, when a violation is determined, a camera takes a picture of the license plate of the offending vehicle. A speeding ticket equivalent to a parking ticket is then mailed to the registered owner of the vehicle.

The use of automated safety cameras within school zones is currently allowed by state law, but only a few jurisdictions use this option. In the implementation of automated enforcement, Seattle emphasized outreach and education for communities so they could understand what the devices can do to increase safety for students. It is likely that similar community education and outreach efforts would be needed to gain the support of local officials for implementation of automated enforcement. It is also likely that further efforts will be needed to understand the public's and local officials' attitudes about automated enforcement.

A pilot test of automated speed enforcement in Seattle demonstrated that not only did speed decrease in the sections of the street in the school zone that had automated enforcement but the reductions stayed consistent even during the hours when the automated traffic enforcement was not active. Additionally, total crashes and injuries decreased significantly during the pilot. A pilot test in Tacoma was similarly successful. Results indicate that an expansion of photo enforcement will contribute to pedestrian safety statewide. Also, having automated enforcement slows down traffic until infrastructure changes can be made.

In New York City, automated enforcement has led to a 64 percent reduction in traffic offenses overall and a 4 percent overall reduction in speed. Less than 10 percent of those receiving a notice of infraction from an automated speed enforcement camera re-offend. A 2017 National Transportation Safety Board publication, "Reducing Speeding-Related Crashes Involving Passenger Vehicles," encourages states to, "...amend current laws to remove operational and location restrictions on the use of automated speed enforcement."

Revenues from automated enforcement equipment in school walk areas could be used for investments such as bulb outs to decrease the distance that students need to travel to cross streets and improved signage in the areas covered by the walk route map. Revenues could also be used to support operation of an expanded safety patrol where students – with adult direction – provide assistance in crossing streets safely.

Every year more than 4,000 collisions are caused by speeding in Seattle and photo enforcement of the school zone speed limit is just one approach to addressing this problem on Seattle streets.

Driving at or below 20 MPH gives people driving and children walking more time to see each other and react. Our goal is to improve safety for everyone. To learn more about Seattle's efforts to improve road safety, visit www.seattle.gov/visionzero.

In December 2012, the city of Seattle began using fixed cameras to enforce the 20 MPH school zone speed limit at four elementary schools. The program expanded in September 2014 to an additional five schools and in September 2015 to five more schools for a total of 14 schools with speed photo enforcement.

The speed cameras only operate when the school zone flashing beacons are in operation. In Seattle, the flashing beacon schedule is set by the Seattle Department of Transportation based on when students will be arriving and leaving school grounds.

Here are some additional resources regarding Automated Speed Enforcement:

Automated Speed Enforcement, Centers for Disease Control and Prevention, Intervention, <https://www.cdc.gov/motorvehiclesafety/calculator/factsheet/speed.html>

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero (<http://targetzero.com>):

INT.2.4 Implement automated enforcement (cameras) of approach speeds. (Recommended Strategy, National Cooperative Highway Research Program Report 500 Series (NCHRP)) - Target Zero Plan (Washington State Strategic Highway Safety Plan 2016: Target Zero), Page 24

- **Crossing Guard Program Improvement**

Adult school crossing guards play an important role in the lives of children who walk or bicycle to school. They help children safely cross the street at key locations. They also remind drivers of the presence of pedestrians.

The presence of adult crossing guards can lead to more parents feeling comfortable about their children walking or bicycling to school. While the primary role of an adult school crossing guard is to guide children safely across the street, children also remain responsible for their own safety. In this manner, a guard plays another key function — a role model helping children develop the skills necessary to cross streets safely at all times.

The design and implementation of an adult school crossing guard program is largely the decision of local communities. Some federal guidance exists and there are some state and local requirements pertaining to the operation of guard programs, but these vary across the country. Ideally, the development of an adult school crossing guard program involves a community partnership that includes the expertise of law enforcement agencies, traffic engineering or planning departments, and schools.

Working together with parents, this community group identifies the locations where adult school crossing guards are needed and the appropriate number of guards for each location. The group establishes crossing procedures for a variety of traffic situations as well as hires, trains and equips the guards, and secures long-term funding for the program.

To help children walk and bike to school safely, each fiscal year we offer reimbursement grants up to \$300 per school to assist with crossing guard equipment.

Here are some additional resources regarding Crossing Guard Program Improvement:

School Zone Safety Curriculum Kit and Resource Guide

<http://cms.cityoftacoma.org/PublicWorks/SafeRoutes/SchoolZoneSafetyKit.pdf>.

Elements of a School Crossing Guard program. (n.d.). Safe Routes to School Guide.

http://guide.saferoutesinfo.org/crossing_guard/elements_of_an_adult_school_crossing_guard_program.cfm.

The Role of the Adult School Crossing Guard. (n.d.). Safe Routes to School Guide.

http://guide.saferoutesinfo.org/crossing_guard/the_role_of_the_adult_school_crossing_guard.cfm.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero

(<http://targetzero.com>):

No specific reference in Target zero plan.

- **Flashing Yellow Lights and other Signage Improvement**

The flashing yellow beacon lighting is one of the most effective ways to reduce the speed of vehicles in school zones. On average, drivers travel five to seven miles per hour slower when the flashing yellow school zone lights are present.

A study conducted by the WTSC (Moffat, 2001) showed drivers slowed when they saw yellow flashing beacons, especially if the beacons were not constantly on. For instance, drivers were more likely to slow down if the yellow lights flashed when people were in the intersection.

A letter of support from your local jurisdiction will need to be uploaded with your application if you are interested in using these funds to install flashing yellow lights or to do other signage improvements. This is true for two reasons. First, counties and cities actually install new school speed zone flashing beacons and road signs. Second, it will be necessary to consult with local jurisdictions to ensure that the type of equipment being contemplated is even acceptable for use.

Here are some additional resources regarding Flashing Yellow Lights and other Signage Improvement:

20 mph or not? School zone rules, explained. (2015). Everett Herald.

<http://www.heraldnet.com/news/20-mph-or-not-school-zone-rules-explained>.

Blowers, C. *Keeping kids safe when 'school zones' become 'danger zones.* (2017). St. George News. <https://www.stgeorgeutah.com/news/archive/2017/08/17/cqb-keeping-kids-safe-when-school-zones-become-danger-zones/#.Wk8R-rdKupo>.

Driving Safely in School Zones: What You Need to Know to Keep Kids Safe. (2013).

Edmunds. <https://www.edmunds.com/car-safety/driving-safely-in-school-zones.html>.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero (<http://targetzero.com>):

PED.5.3 Apply consistent signing and other pedestrian crossing features in school zones as appropriate (based on the number of lanes, speeds, age of pedestrians, etc.). (R, FHWA), Washington State Strategic Highway Safety Plan 2016: Target Zero), Page 150.

- **Passenger Pick-up/Drop-off Improvement**

The area around each elementary school in the state where parents drop their students off for school and where the students are later picked up can – in most cases – be described as organized chaos. And, because there are moving vehicles mixed in with young children the potential is high for one of the children to be struck. As much as 15 percent of morning traffic comes from parents/guardians transporting students to school.

One strategy for reducing the daily bedlam at the pick-up/drop-off sites is to increase the number of students walking or biking to school. In addition to reducing congestion near the school, increased walking and biking by students could become an important component of the state plan to increase physical fitness among the state's student population and to decrease the prevalence of health conditions related to lack of physical activity.

Other strategies include the following:

Alternating drop-off and pick-up rules so there are designated times for each family to drop off their students.

Strategically funneling traffic by directing different types of traffic to different locations on and around the school property.

Establishing curbing and parking zones to extend drop-off and pick-up zones may reduce congestion at the immediate school site.

Rerouting street networks to force drivers to seek alternative routes to and from the school.

Synchronizing traffic lights so they are more closely synchronized with school start and dismissal times.

Each elementary school in the state is required to designate "walk areas" which means that area around a school with an adequate roadway configuration to provide students access to school with a walking distance of less than one mile. (RCW 28A.160.160.) Parents reported safe road crossings and vehicle speed more often than the lack of sidewalks, bullying, and crime as reasons why their children did not walk to school. (Washington Student Travel Survey, 2016.)

There are schools in the state that prohibit students walking or bicycling to school due to safety concerns. For those schools, automated enforcement could be deployed on streets within one mile of the school to reduce overall travelling speed. Revenues could be used for pedestrian infrastructure investments with the goal of having the school change its policy to allow students to walk and bike.

Here are some additional resources regarding School Pick-up/Drop-off Improvement:

Responses to the Problem of Traffic Congestion Around Schools. (n.d.). Center for Problem-Oriented Policing. http://www.popcenter.org/problems/school_traffic/3.

Student Drop-off and Pick-up, Safe Routes to Schools Guide,
http://guide.saferoutesinfo.org/pdf/SRTS-Guide_Dropoff-Pickup.pdf

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero
(<http://targetzero.com>):

No specific reference in Target Zero plan.

- **Pedestrian and/or Bicycle Safety Audit**

Pedestrian and/or Bicycle Safety Audits are a form of Road Safety Audit (RSA), a formal safety performance examination of an existing or future road or intersection by an independent, multidisciplinary team. Each audit qualitatively estimates and reports on potential road safety issues and identifies opportunities for improvements in safety for all road users. One use of the road safety audit process would be to determine higher risk areas within an elementary school's designated walk area.

The aim of an RSA is to answer the following questions: What elements of the road may present a safety concern: to what extent, to which road users, and under what circumstances? What opportunities exist to eliminate or mitigate identified safety concerns?

Uses for the information are varied. For instance, the Federal Highway Administration (FHWA) works with state and local jurisdictions and Tribal Governments to integrate RSAs into the project development process for new roads and intersections, and also encourages RSAs on existing roads and intersections.

Road safety audits can be used in any phase of project development from planning and preliminary engineering, to design and construction. The pedestrian RSA materials provide more detail on pedestrian safety issues than the traditional RSA.

One of the key features of the pedestrian RSA materials is a set of prompt lists. These prompt lists help ensure that audit teams consider key issues for pedestrian safety when out in the field. A master prompt list provides higher level, more general issues to consider. The detailed prompt lists cover the same issues as the master prompt list, but are more specific things to look for during the field review. Taken together, these prompt lists should empower users with different levels of expertise on pedestrian safety issues to conduct successful RSAs

Here are some additional resources regarding Pedestrian and Bicycle Safety Audits:

School Walk and Bike Routes: Guide for Planning and Improving Walk and Bike to School Options for Students, https://www.wsdot.wa.gov/NR/rdonlyres/5463FD69-F7B9-477D-B9AA-D21CEEFCF722/0/SchoolWalkBikeGuide_TechnicalUpdate.pdf.

Pedestrian Road Safety Audits, (n.d.). Federal Highway Administration.
https://safety.fhwa.dot.gov/ped_bike/tools_solve/ped_rsa.

Pedestrian Road Safety Audit Guidelines and Prompt Lists, (n.d.). U.S. Department of Transportation.
https://safety.fhwa.dot.gov/intersection/other_topics/fhwasa09027/190.htm.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero (<http://targetzero.com>):

PED.3.1 Implement pedestrian safety zones, targeting geographic locations and audiences with pedestrian crash concerns. (Promising Strategy, Countermeasures That Work (CTW)). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 149.

PED.4.6 Invest in and construct roadway reconfigurations, round-abouts and other FHWA proven safety countermeasures specific to pedestrian safety. (Promising Strategy, Federal Highway Administration (FHWA)). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 150.

- **Preliminary Engineering Studies and Designs**

These funds can be used to start the process for identifying engineering and construction solutions to traffic safety issues that preclude students being able to walk or bike to school.

These funds can pay for the costs of some preliminary work so that the project will take less time to develop once funding becomes available for the final design and construction. These funds cannot be used for development of final designs and cannot pay for actual construction.

Engineering and design tasks that can be supported with these funds:

Identifying design requirements – what is the nature of the problem to be addressed and what would be an appropriate expectation for the effectiveness of possible remedies?

Feasibility study - an evaluation and analysis of the potential of a proposed project to support the process of [decision making](#).

Conceptualization - once an engineering issue or problem is defined, potential solutions must be identified.

Preliminary design - the overall system configuration is defined, and [schematics](#), [diagrams](#), and [layouts](#) of the project may provide early project configuration.

The dividing line between preliminary design and final design is not always clear. Final design means any design activities following preliminary design, but where does preliminary design stop? Preliminary design stops at the point where a declaration of initiation of Final Design begins. The definition of Final Design is identified in the FHWA Directive 6640.1A A Policy on Permissible Project Related Activities During the NEPA Process. Unless there is clarity between preliminary and final design, the NEPA process may be open to challenge as being compromised.

Final design clearly includes the preparation of construction plans and detailed specifications for construction work to be performed. To ensure that those plans and specification will be time-effective and cost-effective, the right steps need to be taken to ensure focused preliminary design.

Here are some additional resources regarding Pedestrian and Bicycle Safety Audits:

Ertas, A. & Jones, J. (1996). *The Engineering Design Process*. 2nd ed. New York, N.Y., John Wiley & Sons, Inc

FHWA Center for Accelerating Innovation. (n.d.). Clarifying the Scope of Preliminary Design. <https://www.fhwa.dot.gov/innovation/everydaycounts/edc-1/prelimdesign.cfm>.

Wolfe, L. (2017) How to Write a Feasibility Study Step by Step. <https://www.thebalance.com/what-is-a-feasibility-study-3514853>.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero (<http://targetzero.com>):

PED.1.1 Revise design practices to emphasize context and target speed to reflect the needs of all road users. (Recommended Promising Strategy, American Association of State Highway and Transportation Officials (AASHTO)). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 28.

BIC.3.6 Implement Complete Streets policies to provide for all modes of transportation. (Recommended, National Center for State Courts (NCSC)). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 29.

INT.1.10 Restrict or eliminate turning maneuvers at intersections. (Recommended, National Cooperative Highway Research Program (NCHRP)). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 27.

- **Temporary Traffic Diversion Equipment and Materials**

Traffic control devices are used to warn, regulate, and guide traffic. They include signs, signals, lighting devices, pavement markings, delineators, channeling devices, hand signaling devices, and temporary barriers.

Safe and effective traffic control is vital for the safety of the traveling public. It is also essential to protect construction, maintenance, and utility workers whose work places them near high-speed traffic.

The determination of when to use positive protection is typically based on either a project-specific engineering study or agency guidelines (which also should be based on an engineering study). Both the project-specific study and agency guidelines typically consider the actual conditions expected to be encountered in the work zone combined with the characteristics of the various devices that may be available. These improvements must be pre-approved by the local agency that has jurisdiction at the project location.

Here are some additional resources regarding Temporary Traffic Diversions:

Guidelines on the Use of Positive Protection in Temporary Traffic Control Zones. (n.d.). www.workzonesafety.org.

https://www.workzonesafety.org/trainingresources/fhwa_wz_grant/atssa_positive_protection_guidelines.

WSDOT. (2017). *Chapter 2 Work Zone Traffic Control and Safety.*

<http://www.wsdot.wa.gov/publications/manuals/fulltext/M51-01/Chapter2.pdf>

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero

(<http://targetzero.com>):

No specific reference in Target Zero plan.

- **Walk/Bike to School Encouragement Activities**

Parents often cite traffic safety issues as the primary reason they are reluctant to allow their children to walk or ride to school. Providing safety education and adult supervision may help reduce those worries for families who live within walking or bicycling distance to school. Encouragement activities recognized as best practice include:

Bicycle and Pedestrian Safety Instruction

Bicycle and pedestrian safety instruction generally focuses on making people aware of how to operate a bicycle safely. Instruction often occurs as a part of a school's curriculum but many service clubs and community organization offer bicycle safety instruction. Most often, instruction focuses on bicycle operation.

Here are some additional resources regarding Bicycle Safety Instruction:

Bike Safety. (n.d.). Kids Health. <http://kidshealth.org/en/kids/bike-safety.html>.

Kids and Bike Safety. (n.d.). U.S. Department of Transportation. <https://icsw.nhtsa.gov/people/injury/pedbimot/bike/kidsandbikesafetyweb>.

Smart Cycling. (n.d.). The League of American Bicyclists. <https://bikeleague.org/content/find-take-class>.

Tips for Pedestrian Safety. (n.d.). AAA Exchange. <http://exchange.aaa.com/safety/pedestrian-safety/tips-pedestrian-safety/#.Wk7Gk9-nFGM>.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero (<http://targetzero.com>):

BIC.1.3 Increase use of Safe Routes to School Pedestrian and Bicycle Safety Education curriculum in schools. (U = New strategy or limited evaluation results). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 176.

BIC.1.4 Provide bicycle safety awareness as part of driver education programs. (U = New strategy or limited evaluation results). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 176.

BIC.2.1 Encourage bicycle helmet use for children and adults. (U = New strategy or limited evaluation results). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 177.

PED.5.2 Implement middle school pedestrian and bicycle safety training curricula in schools. (U = New strategy or limited evaluation results). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 150.

Walk/Bike to School Days

Walk/Bike to School Days are just that – designated days when school students and school staff are encouraged to walk or ride to school. These are days to get out and get some exercise while enjoying the weather. The goal of Walk/Bike to School Days is to raise awareness and support for the health, community and environmental benefits of regularly walking or biking to school. There is a National Walk/Bike to School Day – the first Wednesday of October each year. However, Walk/Bike to School Days can be scheduled throughout the school year and can be stretched into designated weeks or months. During these promotional events, it is important that great care is taken to protect students and staff as they walk to school so outreach to area media and to public education for residents who live near schools is extremely important.

Here are some additional resources regarding Walk/Bike to School Days:

Walk to School Day and Bike to School Day. (n.d.). National Center for Safe Routes to School. <http://www.saferoutesinfo.org>.

WSDOT. (2017). *Safe Routes to School*.
<https://www.wsdot.wa.gov/LocalPrograms/SafeRoutes>.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero (<http://targetzero.com>):

PED.5.5 Encourage school districts to implement appropriate elements of the Safe Routes to School program, including walking campaigns such as Walking School Buses. (U = New strategy or limited evaluation results). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 150.

Walking School Bus/Bicycle Train

Studies show that fewer children are walking and biking to school. Changing behaviors of children and parents requires creative solutions that are safe and fun.

Implementing a walking school bus can be both. A walking school bus is a group of children walking to school with one or more adults. If that sounds simple, it is, and that is part of the beauty of the walking school bus. It can be as informal as two families taking turns walking their children or as structured as a route with meeting points, a timetable, and a regularly rotated schedule of trained volunteers.

A variation on the walking school bus is the bicycle train, in which adults supervise children riding their bikes to school.

Here are some additional resources regarding Walking School Bus/Bicycle Train:

Starting a Walking School Bus. (n.d.). National Center for Safe Routes to School.
<http://www.walkingschoolbus.org>.

The Walking School Bus: Combining Safety, Fun and the Walk to School. (n.d.).
www.saferoutesinfo.org SRTS Guide.
http://guide.saferoutesinfo.org/walking_school_bus.

Applicable legislative and policy strategies for reducing fatalities and serious injuries from Washington State Strategic Highway Safety Plan 2016: Target Zero
(<http://targetzero.com>):

PED.5.5 Encourage school districts to implement appropriate elements of the Safe Routes to School program, including walking campaigns such as Walking School Buses. U = New strategy or limited evaluation results). Washington State Strategic Highway Safety Plan 2016: Target Zero, Page 150.

- **Other, please describe**

The activities listed here are among the best-known approaches for increasing pedestrian or bicycling safety in school zones and for promoting walking and bicycling among school students. It is also possible that we have missed some activities that should have been on our list. If you have another strategy in mind that is not on this list, feel free to apply for funding just as long as the point of the strategy is to increase walking or biking safety or to increase walking or biking around schools. Just choose “Other” from the project list and provide responses to the application questions.

- **Combinations of these activities**

It is also acceptable to submit a single application that requests funding for multiple activities. The last question in the SurveyMonkey application will be whether you want to apply for funding for any other activities. If so, you’ll be taken back to the start and you’ll complete applications for the other activities. It will be desirable to demonstrate how the different components complement one another.

The minimum and maximum grant request guidance also applies to applications that seek funding for multiple activities.