



WASHINGTON
TRAFFIC SAFETY
COMMISSION

School Walk Route Improvement Project Grants

Washington Traffic Safety Commission

Request for Application (RFA) 2019-01

RFA Release Date: January 25, 2019

Application Due Date: March 22, 2019

Project Start Date: July 1, 2019

Project End Date: June 30, 2020

School Walk Route Improvement Project Grant Application Packet

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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.”

Funding Opportunity

Projects selected for funding will directly focus on either reducing exposure to traffic safety harms for students living within one mile of an elementary or middle school or on reducing illegal passing of school buses.

Ideally, activities supported with this funding will increase safety for students walking and bicycling or riding school buses year-round, not just during the school year. These funds cannot be used for construction of permanent structures like concrete sidewalks.

We highly recommend that you review the following publication for guidance about identifying school walk routes - [Washington State School Walk and Bike Routes: Guide for Planning and Improving Walk and Bike to School Options for Students](#). The publication 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.

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 (including Pedestrian Actuated Beacon, Rectangular Rapid Flashing Beacons and other similar devices)
- Pedestrian and/or Bicycle Safety Audit
- Preliminary Engineering Studies and Designs
- Reducing Illegal Passing of School Buses
- Walk/Bike to School Encouragement Activities
- Other, please describe

Who is Eligible 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)

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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 on their behalf. [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 to be Served by These Funds

There will be a bonus of 20 points for applications that can demonstrate that a majority of the effort from grant-related activities will be directed to students - and/or their families - from elementary or middle schools with free and reduced lunch rates greater than 50 percent. 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.

If your school district does not participate in the free and reduced lunch program, please use the rate for a school district that is within 30 miles of yours that does have a free and reduced lunch program and has similar student demographics as your district.

Note: Applications will also be accepted to support activities to improve school walk routes associated with schools in Washington State that are below 50 percent free and reduced lunch, but those applications will not receive the bonus.

Pre-proposal Conference (Optional)

There will be two opportunities to participate in an overview regarding this funding opportunity.

- **February 14, 2019, 2:30 – 3:30 PM**

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): 805 445 437

Meeting password: M49a8MCp

OR, Join from a video system or application

Dial [sip:805445437@watech.webex.com](tel:sip:805445437@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

If you cannot join the meeting, contact support here:

<https://watech.webex.com/watech/mc>

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- **March 1, 2019, 10:30 – 11:30 AM**

This meeting will be WebEx participation only.

WebEx Webinar - School Walk Route Improvement Project

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

Meeting number (access code): 801 335 462

Meeting password: 8dTym65M

Or, Join from a video system or application

Dial [sip:801335462@watech.webex.com](tel:sip:801335462@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

If you cannot join the meeting, contact support here:

<https://watech.webex.com/watech/mc>

Options if you are not able 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.

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

Questions and Updates

Questions received about this Request for Application will be posted to the WTSC webpage, <http://wtsc.wa.gov/download/10232> and updated weekly following the February 7 overview meeting.

Funding Available

\$250,000 is available to support local projects. We are not obligated to spend the entire amount so we will be concentrating on projects with the highest need and merit.

Maximum grant amount:

\$75,000

Minimum grant amount:

\$20,000

Deadline for Applications

March 22, 2019, 5 p.m.

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Match Requirements

There are different match requirements depending on the project(s).

On all yellow flashing light and signage projects there will be a 25 percent cash match requirement on project costs up to a maximum grant award of \$75,000. This means that if a yellow flashing light project will cost \$75,000 the maximum that can be applied for from this source is \$56,250. The remaining funding for the project would need to come from the applicant and/or partners. There are 15 maximum points available for the cash match amount. Those applicants demonstrating the required 25 percent cash match will receive 10 points. Those applicants demonstrating a cash match amount greater than 25 percent will receive the 15 maximum points for this item.

For applications from all other funding categories, there will be a 10 percent cash match requirement on project costs up to a maximum grant award of \$75,000. This means that if the total cost of a project is \$75,000, the most that can be applied for from this grant is \$67,500. The remaining funding for the project would need to come from the applicant and/or partners. There are 15 maximum points available for the cash match amount. Those applicants demonstrating the required 10 percent cash match will receive 10 points. Those applicants demonstrating a cash match amount greater than 10 percent will receive the 15 maximum points for this item.

Eligible Activity-Related Expenses

Examples of expenses that can be covered by this project include:

- **Salaries and Benefits** – Staff needed to coordinate, plan, or implement the activities.
Examples:
 - A coordinator for a pedestrian/bicyclist education program that sets up schedules of instruction with the school(s)
 - Law enforcement patrols in school zones
 - County or city staff to install yellow flashing lights
 - Expenses for a private, non-profit organization to maintain pedestrian and bicyclist education programs in schools

- **Travel** – The budget justification should describe project-related travel. Travel costs will be limited to state lodging and per diem costs for the location of the travel. Only travel authorized through the final negotiated budget will be eligible for reimbursement.
Examples:
 - Travel to participate in a training that is necessary to implement the project.

- **Contractual Services** - Services associated with coordinating/implementing the activities.
Examples:
 - A contractor to install a yellow flashing beacon
 - A contractor to stripe roads to help improve pick-up and drop-off zones

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- Work associated with running dedicated power lines to yellow flashing lights, provided there is justification for needing to have direct power instead of being solar-powered.
- **Goods and Services** – Office supplies, printing, postage, registrations, and other expenses specifically related to project delivery, necessary subscriptions.
Examples:
 - In most cases, new signage will be classified as goods to be purchased.
 - Similarly, any durable items under \$5,000 each are considered supplies.
 - Registrations to conferences would go in this category as would paint used in striping a crosswalk.
- **Equipment** – Like travel, only equipment included in the final negotiated budget will be eligible for reimbursement.
Examples:
 - Automated speed enforcement camera equipment and housings will definitely cost more than \$5,000.
 - In many cases, yellow flashing light equipment will cost more than \$5,000 each.
- **Indirect** – These are costs for the organization to administer the grant and include such items as fiscal and accounting services, heat, electricity, telephone, internet. If you have a question about whether an expense can be included, please contact the RFA coordinator.

Indirect costs will not be automatically authorized for these projects. If indirect costs are requested and approved for your project, the maximum indirect for applicants without an approved federal indirect rate shall be 10 percent of the total costs for items A-E in *Part III – Project Budget*. The maximum indirect for applicants with an approved federal indirect rate will be that rate as a percentage of items A-E in the project budget. In the event of a tie score between two or more applications, preference shall be given to applications with the lowest levels of indirect costs.

Expenses Not Eligible for Support

Examples of expenses that are not covered by this project include:

- Buying prizes for competitions.
- Participation incentives.
- Construction of hardscape or permanent structures such as construction of sidewalks, ramps, or barricades.
- Construction of a trail between buildings. Grading and building a start for a walkway would not be eligible expenses because these funds cannot be used for construction purposes.
- Bus stop or pupil transportation improvements that involve permanent construction or concrete work.

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Multiple Applications for Funding

Applicants can submit multiple applications as long as they are for different categories of funding. However, a complete application packet is required for each separate project. For instance, you could apply for a Flashing Yellow Lights project and a Walk/Bike to School Encouragement Activities project. However, you cannot apply for two Flashing Yellow Light projects.

Selection and Contracting

A panel will review project applications. There is a maximum of 245 points available for these applications. The highest scoring applications will be recommended to the WTSC for funding.

All applicants must demonstrate the ability to accept an award and sign a contract by June 30, 2019. The selection process will conclude by early April 2019. Successful applicants will be notified by - and negotiations of work plans and budgets will be completed by - the end of April 2019. All projects will be expected to be ready to start on July 1, 2019.

Pre-Award Negotiation

The actual budget and scope of work will be negotiated with the highest-ranking applicants. One result of these conversations could result in changes to the requested or approved budget amount 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/timelines

All grants awarded from this Request for Applications are reimbursement-based meaning the organizations awarded the funds will need to first pay for authorized costs and then submit an invoice to the WTSC for reimbursement of those expenses.

WTSC prefers contractors to submit billing invoices monthly. However, contractors may submit invoices quarterly, or semi-annually, or can choose to receive a single reimbursement at the conclusion of the grant.

Reporting Requirements

All projects associated with this Request for Application will have one final report due except for Walk/Bike to School Encouragement projects.

Walk/Bike to School Encouragement projects will have quarterly reports due (every 3 calendar months) as well as a final report that “rolls up” all of the information from the four quarterly reports. For a project starting July 1, 2019, the first quarterly report would be due on October 15, 2019, 15 days after the completion of the first three-month period.

Contractors will use reporting templates provided by WTSC.

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Coordination with Local Jurisdictions

Projects like installation of flashing yellow lights potentially require involvement from lots of agencies and jurisdictions. For instance, a school district applied for a grant to install a yellow flashing light in a school zone. The school district could own the land where the light would be installed. However, the light will be regulating traffic on a roadway owned and operated by a city or county. So, they will need to be involved in discussions about planning for the best installation of the light. In addition, the local law enforcement agency will need to be involved in those conversations as well, because they will be enforcing the school zone speed. Local coordination is also important to ensure that projects are completely and appropriately planned and that necessary permits and reviews associated with a project are applied for – and completed – appropriately and on time.

Points will be awarded through the review process for applicants who are able to demonstrate that there is support for the project from other organizations in the service area.

Letters of Support Requirements

The following letters of support will be required for all projects:

- School District.
- City or County.
- Law enforcement agency with jurisdiction over the area to receive services.

Each letter of support must include the following six elements:

- Be signed by an authorized representative of the organization
- Be individualized to the project
- Specifically name the project
- Demonstrate knowledge about the project
- Express support for the project
- Describe any match being provided for the project by the letter writer and whether the match is cash or in-kind

Note: Since the letters of support must be submitted with the application you will want to plan for an appropriate amount of lead time to obtain the letters so that your complete application can be submitted on time.

Coordination with Department of Transportation (WSDOT) Regional Offices

For all automated enforcement or flashing yellow light projects located on a state highway, an additional letter of support from the Washington State Department of Transportation Regional Administrator is required. This support letter must also include all elements previously identified. You will need to coordinate with your Washington State Department of Transportation Regional Administrator. Please allow for a minimum of two weeks to receive the letter. Contact information for each WSDOT region is available at <http://www.wsdot.wa.gov/Regions>.

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GENERAL INFORMATION FOR APPLICANTS

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.

Project Timeline

ID	Task Name	End date
a)	RFA release date	January 25, 2019
b)	Pre-proposal Conferences (<i>Optional</i>)	
	In-person or distance participation	February 14, 2019
	Distance participation only	March 1, 2019
c)	Applications due	March 22, 2019
d)	Application evaluation completed	April 5, 2019
e)	Send recommendations for funding to WTSC director	April 9, 2019
f)	Make funding offers to successful applicants	April 11, 2019
g)	Negotiate and develop contracts with successful applicants	April 30, 2019
h)	Contracts executed	June 30, 2019
i)	Project start date	July 1, 2019
j)	Project end date	June 30, 2020

Pre-proposal Conferences (*Optional*)

Please refer to Pages 4-5 in this application packet for details.

Questions and Updates

Beginning February 9, 2018, 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 will be updated weekly.

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Definitions

This RFA will use the following terms and definitions:

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 organization that submits a proposal in order to attain a contract with the Agency.
Application	A formal offer submitted in response to this solicitation in the manner described in this packet.
Authorizing Official	Someone in the organization of then applicant who is authorized to bind the organization in contract
Contractor	The individual or organization whose application has been accepted by the Agency and is awarded a fully executed, written contract.
Direct Costs	The costs associated with Items A-E in the program budget.
Equipment	Durable items that cost more than \$5,000 each.
Indirect Costs	These are costs for the organization to administer the grant and include such items as fiscal and accounting services, heat, electricity, telephone, internet. If you have a question about whether an expense can be included, please contact the RFA coordinator. For this School Walk Route Improvement Project indirect costs will not be automatically authorized for indirect costs.
Request for Applications	Formal procurement process for which the purpose is to invite applicants to submit applications for funding products or services.

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.

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PROPOSAL CONTENTS

Application Contents

Applications shall be submitted through a SurveyMonkey link, <https://www.surveymonkey.com/r/D6K2M6N>. Applications are due by 5:00 p.m. March 22, 2019, and the time stamp from SurveyMonkey will determine whether the application was submitted on time. Applications submitted after 5:00 p.m., March 22, 2019, will not be considered for funding.

Each complete application shall consist of three parts.

- Part I (Appendix A) is contractual information for the applicant organization that applicants will enter into a SurveyMonkey application.
- In Part I of the application (Appendix A), 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.
- Part II (Appendix B) is a narrative application that will be prepared outside of the SurveyMonkey application and attached to your Part I submission. All letters of support and other documents will be attached to the Part II narrative application.

The narrative application may not be more than 12 pages total. If you use a title page, the title page will count as one of the 12 pages.

In order to make it easier for reviewers to read your application please use 1-inch margins with at least an 11-point font size.

- Part III (Appendix C) is the proposed project budget and budget justification.

Number each page sequentially in each of the required sections of the application, e.g., (Part I, Page 1, Page 2, etc., Part II, Page 1, Page 2, etc., Part III, Page 1, Page 2, etc. In addition, number the Letters of Support of the Part II narrative application.)

Note: the Letters of Support are not counted toward the 12-page narrative application limit.

Application Process

1. Go to the SurveyMonkey link, <https://www.surveymonkey.com/r/D6K2M6N>, and provide responses to each question.

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2. Develop a single document that includes the following application elements:
 - Part II – Narrative application responses plus Letters of Support.
 - Part III – Project budget and budget justification plus indirect cost letter.
3. Convert the document to PDF format and save it with the following information, Applicant Organization, Type of Application and date in the following format – Year, Month, Date (YYMMDD). As an example, “City of Okanogan Flashing Yellow Lights 190322”.
4. Attach the PDF document in the last question on the SurveyMonkey application.
5. Once you have attached the document, press “Submit”. That will submit your application. A date and time stamp will be provided when the application is submitted.

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 before you finish it, the system will time out.

Remember that a separate application – Parts I, II, and III – must be submitted for each type of activity.

Select the activities you are applying to support. The list of activities is on page 3 of this packet. A detailed explanation of each activity is contained in Appendix D of this packet.

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Appendix A - Part I Questions

Summary	
Project Title:	
Project Period ¹ :	

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:	

¹ How many months will the project be operating between May 1, 2019 and June 30, 2020?

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City:	
Zip Code:	
Telephone:	
Email:	

Federal Employer Tax Identification number or Social Security Number:	
State of Washington Vendor (SWV) number for applicant organization ² : <i>Provide either the SWV number or the date the SWV application was submitted.</i>	
Federal DUNS number for applicant organization:	
Nine-digit Zip Code:	

Attach a PDF containing the following documents:

- Part I narrative application responses
- Letters of Support
- Part III program budget, budget justification
- If applicable: Indirect cost letter

² If the applicant does not currently an SWV number, they will need to apply for one using the forms found at <https://des.wa.gov/services/contracting-purchasing/doing-business-state/receiving-payment-state>.

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Appendix B – Part II Questions

Part II narrative application responses and Letters of Support will be combined into one PDF document with Part III program budget, budget justification and indirect cost letter and submitted as an attachment to the Part I responses in SurveyMonkey.

Prepare your responses to these questions in a Word document.

Once completed, attach all the necessary additional documents like letters of support, Part III program budget, budget justification, and indirect support letter.

Save that document as a PDF. Then, attach the PDF to the Part I SurveyMonkey application and submit.

Part II Narrative Proposal Details – Responses are required for each question. There is a limit of 12 pages for responses to these questions.

1. Project Summary – 30 points maximum

Please summarize your project in 1,000 words or less. Please identify the activity you want funding for, who will be involved in the implementation of the activity, when you expect the activity to be implemented and what the timeline will be for implementation.

2. Problems the Project will Address – 30 points maximum

What problem(s) does your project aim to address? Be specific. How do you know it is a problem? What do you want to change? Provide data about how the problem(s) affects the schools served by the project. Where possible, provide data about fatality or serious injury crashes that have occurred in the areas.

State agencies like Washington Traffic Safety Commission, Washington State Department of Transportation or Washington State Patrol may have data tools available to help you identify your local data. 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 Area for the Project – 15 points maximum

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. Please include a map that shows the location of each school to be served by the project in your Part II narrative application.

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4. Goals – 20 points maximum

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. Goals need to be specific, measurable and time-bound. An example of an acceptable goal is, “Decrease incidence of *Behavior X* by 10 percent during the project period.”)

5. Free and Reduced Lunch Rates – 25 points maximum

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 – 25 points maximum

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 – 40 points maximum

What is the diversity of the population this grant will serve? What will you do to ensure that your activities can address the diversity of the populations in the community(ies) you want to serve?

To address this question, please respond to each of 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 and diversity 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. Start Ready – 20 points maximum

How will you ensure that this project can be in ready for a start date of July 1, 2019?

9. Timeline and Process - 15 points maximum

Describe the timeline and process for evaluating your project.

In responding to this question, please describe the following:

- What measures will let you know that your process for determining what needs to be done with the project was effective?

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- What will be the key benchmarks/milestones that will let you know that the project is being implemented as you planned and on target to meet your goal?
- How will you determine if the project goals (#4, above) were met?

10. Target Zero Strategies – 10 points maximum

Which Target Zero strategies are available to use with your project? From that list, which Target Zero strategies will you use and why? (Refer to either Appendix D of your application packet or www.targetzeroplan.com to identify specific Target Zero strategies that apply to the project.)

If you are not using Target Zero strategies, provide a detailed explanation about why alternative strategies are being selected and what evidence you have that those strategies will be successful.

11. Match – 15 points maximum

How much cash match is available for this project? In addition, what are the sources for the cash match?

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Appendix C – Part III – Program Budget and Budget Justification

Part III program budget, budget justification and indirect cost letter will be combined into one PDF document with Part II narrative application and Letters of Support and submitted as an attachment to the Part I responses in SurveyMonkey.

Identify all costs in U.S. dollars including expenses to be charged for performing the services necessary to accomplish the milestones and goals 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 is certified with the Office of Minority and Women's Business Enterprises.

Part III - Project Costs

Describe the following and provide justifications for the identified items:

- **Salaries and benefits** for coordinating, planning or implementing the activities.
Examples:
 - A coordinator for pedestrian/bicyclist education program that sets up schedules of instruction with the school(s).
 - Law enforcement patrols in school zones.
 - County or city staff to install yellow flashing lights.
 - Expenses for a private, not-for-profit organization to maintain pedestrian and bicyclist education programs in schools.
- **Travel** for coordinating, planning or implementing the activities. The budget justification should describe project-related travel. Travel costs will be limited to state lodging and per diem costs for the location of the travel. Only travel authorized through the final negotiated budget will be eligible for reimbursement.
Examples:
 - Travel to participate in a training that is necessary to implement the project.
- **Contractual Services** associated with coordinating/implementing the activities.
Examples:
 - A contractor to install a yellow flashing beacon.
 - A contractor to stripe roads to help improve pick-up and drop-off zones.
 - Work associated with running dedicated power lines to yellow flashing lights, provided there is justification for needing to have direct power instead of being solar-powered.

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- **Goods and Services** such as office supplies, printing, postage, registrations, and other expenses specifically related to project delivery, necessary subscriptions.

Examples:

- In most cases, new signage will be classified as goods to be purchased.
- Similarly, any durable items under \$5,000 each are considered supplies.
- Registrations to conferences would go in this category as would paint used in striping a crosswalk.

- **Equipment** such as physical resources needed to carry out the activities. Like travel, only equipment included in the final negotiated budget will be eligible for reimbursement.

Examples:

- Automated speed enforcement camera equipment and housings will definitely cost more than \$5,000.
- In many cases, yellow flashing light equipment will cost more than \$5,000 each.

- **Indirect costs** needed for the organization to administer the grant. These are costs for the organization to administer the grant and include such items as fiscal and accounting services, heat, electricity, telephone, internet. If you have a question about whether an expense can be included, please contact the RFA coordinator.

Indirect costs will not be automatically authorized.

If indirect costs are approved for your project, the maximum indirect for applicants without an approved federal indirect rate letter shall be 10 percent of the total costs for items A-E in the project budget. The maximum indirect for applicants with an approved federal indirect rate will be that federally authorized rate as a percentage of items A-E in the project budget. In the event of a tie score between two or more applications, preference shall be given to applications with the lowest levels of indirect costs.

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Part III - Project Budget

Project Title: _____

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

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Part III - Budget Justification

Note: To be completed and submitted as part of the Cost Proposal

Project Title: _____

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

Part III - Indirect Cost Letter

If requesting indirect cost, respond accordingly.

- Ten (10) percent or lower indirect cost request
 - Write a brief statement that says what percentage of indirect the project needs from zero to 10 percent. Include the statement with the Part III submission.
- More than 10 percent indirect cost request
 - Include documentation from an appropriate federal agency demonstrating your organization is authorized to have a higher indirect rate. Include the documentation with the Part III submission.

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Appendix D: Description/Explanation of Priority Activities

D1 - 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 citation is then mailed to the registered owner of the vehicle.

State law currently allows the use of automated safety cameras within school zones, 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.

In December 2012, Seattle began using fixed cameras to enforce the 20 mph school zone speed limit at four elementary schools (Cohort 1). The program expanded in September 2014 to an additional five schools (Cohort 2) and in September 2015 to five more schools (Cohort 3), bringing the total to 14 schools with speed photo enforcement. The speed cameras only operate when the school zone flashing beacons are in operation. The flashing beacon schedule is set by the Seattle Department of Transportation based on when students will be arriving and leaving school grounds. In each Cohort, there was a period where warnings were issued for speeding violations. Seattle also had community outreach to inform people living near the schools about the automated enforcement program.

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

A study of Seattle's system showed that automated speed enforcement camera citations in school zones decreased both the rate of speed violations and driver operating speeds during school travel times compared with the warning phase. In the absence of speed enforcement citations, it was common for drivers to travel in excess of 30 mph, increasing the likelihood of pedestrian fatalities. In the warning phase, maximum violation speeds reached 50 mph, a speed at which most crashes would result in a child being killed if struck (Quistberg, D.A., Thompson, L., Curtin, J., Rivara, F., and Ebel, B., 2018).

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According to Dongho Chang, Chief Traffic Engineer for Seattle Department of Transportation, there have been no crashes involving motorists and children on bicycles or walking during the time the automated enforcement cameras have been operating. Additionally, operating speeds have been reduced around the Cohort schools by 4 percent, resulting in at least 10,000 fewer speeding drivers. The number of citations at the Cohort 1 schools has decreased markedly from 46,000 in the first year to just over 16,000 in 2017. Reductions in the number of citations have also occurred in Cohort 2 (citations down 25.6 percent) and Cohort 3 (citations down 26.1 percent). For the Cohort 1 schools, there has been a significant decrease in crashes in the five years that the cameras have been operating. However, there was a slight increase in crashes from the 2014-16 period to the 2015-17 period. There also was a slight increase in crashes for Cohort 2 during that period although Cohort 3 had a decrease in reported crashes (City of Seattle Police, 2018).

That means drivers are slowing down in the automated camera-patrolled areas and resulting in increased safety for children walking or riding bicycles. Reductions in citations have occurred in both Cohort 2 (down 25.6 percent) and Cohort 3 (down 26.1 percent).

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.

Additional resources regarding Automated Speed Enforcement include:

- *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.

D2 – Student 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

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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.

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.

Additional resources regarding Crossing Guard Program Improvement include:

- *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.

D3 - 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.

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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.

Additional resources regarding Flashing Yellow Lights and other Signage Improvement include:

- *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/cgb-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.

D4 - 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. Road safety audits can help determine higher risk areas within an elementary school's designated walk area.

The aim of a 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 encourages RSAs on existing roads and intersections.

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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. The prompt lists should empower users with different levels of expertise on pedestrian safety issues to conduct successful RSAs.

Additional resources regarding Pedestrian and Bicycle Safety Audits include:

- *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-D21CEEF722/0/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, roundabouts 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.

D5 - 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 to develop 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?

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- 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 identified, 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 National Environmental Policy Act (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.

Additional resources regarding Pedestrian and Bicycle Safety Audits include:

- Ertas, A. & Jones, J. (1996). The Engineering Design Process. Second 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.

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D6 - Reducing Illegal Passing of School Buses

These funds can be used to support installation of automated school bus safety cameras on the exterior of school buses. These cameras – when combined with appropriately-delivered public information and outreach – can be effective in reducing the illegal activity of passing of school buses when the stop paddles are deployed.

According to RCW 46.63.180, the cameras must meet the following criteria:

- Shall be of a color that does not contrast with the background and they shall not interfere with any safety system lettering.
- Shall not extend more than six inches from the surface of the bus.
- Shall be mounted as high as possible on a bus.

Several school districts in Washington currently deploy cameras on school buses to reduce the highly dangerous activity of drivers choosing to pass school buses while the stop paddles are deployed for loading/unloading students. The following link provides excellent information about automated school bus safety cameras:

<https://vehiclevideocameras.com/driver-risk-related/school-bus-stop-arm-violati.html>.

The cost for initial installation of external cameras for use in catching drivers illegally passing buses is between three and seven thousand dollars per bus.

There are generally three options for initiating and operating a school bus safety camera program:

1. *Shared Revenue business model*

In this model a vendor provides the cameras and support gear at no cost to the district and maintains the operation in exchange for a share of the fine revenues from violators, generally 50-70 percent. This business model is often criticized by those who claim this is just about money, as the one providing the service is greatly enriched with citation fines robust revenue stream, while the district is left with a trickle of revenue.

2. *District Operated business model*

In this model there is no Third Party diverting revenue from the district citations generated so there is less animosity generated, and far more revenue to the district. Funds from this project could be used to purchase the camera equipment, supportive gear, and software.

3. *Hybrid model*

The district owns and maintains the cameras but a vendor does the work involved in reviewing images and referring them for prosecution, again in exchange for a percentage of the fine revenues.

The following three special considerations for applications for support of school bus safety cameras apply.

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- The school district letter of support for this project must contain explicit mention of support for implementation of automated bus safety cameras to reduce illegal passing of school buses.
- A letter of support will be required from the prosecutor for the appropriate jurisdiction saying that the prosecutor supports the automated bus safety camera project and that the prosecutor's office agrees to prosecute illegal passing violations using the camera images as evidence. In districts that cover more than one jurisdiction, a letter from the prosecutor for each jurisdiction shall be required.
- As part of your need statement in Part B of the application, you will also need to demonstrate that you have reached out to automated bus safety camera vendors to discuss which of the three options is best for the school district. You can find out the names of possible vendors by executing a web search for "school bus stop arm safety companies Washington state". As a result of this web search you will also see references to several Washington State school districts that are currently using school bus safety cameras.

D7 - 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. Many service clubs and community organizations also offer bicycle safety instruction.

Additional resources regarding Bicycle Safety Instruction include:

- *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>).

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- 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.

Additional resources regarding Walk/Bike to School Days include:

 - *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.

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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.

Additional resources regarding Walking School Bus/Bicycle Train include:

- *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.

D8 - 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.