



School Zone Safety Account Projects

Washington Traffic Safety Commission (WTSC) Request for Proposal (RFP) 2021-03

Response Due Date: May 7, 2021, 5 P.M., Olympia, WA, USA

Project Start Date: August 1, 2021

Only proposals submitted through this link, [2021 School Zone Safety Account Projects RFP 2021-03](#), will be accepted. Faxed or mailed proposals will not be accepted.

TIME PERIOD FOR CONTRACTS:

School Zone Safety Account Projects

August 1, 2021 –
June 30, 2023

\$564,000.00 in state funding is available to support projects described in this RFP.

(Responders may choose to apply for 11-month or 23-month project timelines.)

RESPONDER ELIGIBILITY: This procurement is open to those Responders that satisfy the minimum qualifications stated herein and that are available for work in Washington State.

- 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)

Prior recipients of these funds are eligible to apply for new funding.

Contents

I. General Information for Responders	4-17
Introduction, 4	
Funding Opportunity, 4	
Maximum and Minimum Grants Available, 4	
Who is Eligible to Receive WTSC Grant Funds?, 5	
Match Requirement, 5	
Request for Proposal (RFP) Coordinator, 5	
RFP Timeline, 5	
Pre-proposal Conference (Optional), 6	
Eligible Expenses, 7	
Expenses Not Eligible for School Zone Safety Account Funding, 8	
Addressing Inequities and Disparities with Services Supported by These Funds, 8	
Coordination with Local Jurisdictions, 9	
Letters of Support Requirements, 9	
Possible Letter Needed from Washington State Department of Transportation (WSDOT) Regional Office, 9	
Minimum Expectations for Sub-Recipients, 10	
Americans with Disabilities Act Compliance, 10	
Commitment of Funds, 10	
Contract and General Terms and Conditions, 10	
Costs to Apply, 10	
Debriefing of Unsuccessful Responders, 10	
Definitions, 11	
Electronic Proposals, 13	
Electronic Payment, 13	
Insurance Coverage, 14	
Most Favorable Terms, 14	
Multiple Proposals for Funding, 14	
No Obligation to Contract, 14	
Notification to Responders, 14	
Pre-Award Negotiation, 14	
Proprietary Information/Public Disclosure, 14	
Protest Procedure, 15	
Questions and Updates, 16	
Receipt of Insufficient Number of Proposals, 16	

- Reimbursement-Based Contracts, 16
- Rejection of Proposals, 17
- Reporting Requirements, 17
- Responsiveness, 17
- Revisions to the RFP, 17
- Selection and Contracting, 17
- Substantially Equivalent Scores, 17

II. Proposal Submission Instructions and Scoring Explanation18-20

- Preparing and submitting responses, 18
- Response evaluation process, 18
- Response Weighting and Scoring, 19

Exhibit 1 – School Zone Safety Account Project Response Forms..... 21-34

- Proposal Intake Form, 21-23
- Certification and Assurances, 24-25
- Contractor Certification for Executive Order 18-03, 26
- Project Narrative, 27-30
- Project Timeline, 31
- Budget, Budget Justification, and Indirect Costs, 32-33
- Proposal Checklist, 34

Exhibit 2 – School Zone Safety Account Projects - Descriptions..... 35-53

- Automated (Photo) Traffic Enforcement Systems (ATES), 35-37
- Crossing Guard Program Improvement – Student Crossing Guards, 38
- Pedestrian and/or Bicycle Safety Audit, 39
- Preliminary Engineering Studies and Designs, 40-41
- Quick Build/Pop-Up Traffic Calming for School Zones and School Pick-Up and Drop-Off Areas, 42-43
- Reducing Illegal Passing of School Buses, 44-45
- School Walk Area Maps and School Walk Route Plans – Developing and Updating, 46-47
- Walk/Bike to School Encouragement Activities (*Traffic Gardens, Bicycle and Pedestrian Safety Instruction, Walk/Bike to School Days, Walking School Bus/Bicycle Train*), 48-51
- Yellow Flashing Warning Lights and Other Signage Improvement, 52
- Other School Zone Safety Projects, 53

Exhibit 3 – Target Zero Managers Network.....54

I. GENERAL INFORMATION FOR RESPONDERS

Introduction

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

There is a total of \$564,000.00 in state funding available to support activities to increase safety for students walking, bicycling, or riding school buses.

These funds can be used to support the following types of projects. Descriptions of the types of projects are found in Exhibit 2 of this RFP document.

- Automated (photo) speed enforcement
- Crossing guard program improvement – student crossing guards
- Pedestrian and/or bicycle safety audit
- Preliminary engineering studies and designs
- Quick build/pop-up traffic calming for school zones and school pick-up and drop-off areas
- Reducing illegal passing of school buses
- School walk area maps and school walk route plans – developing and updating
- Walk/Bike to school encouragement activities
- Yellow flashing warning lights and other signage improvement (including pedestrian actuated beacon, rectangular rapid flashing beacons and other similar devices)
- Other school zone safety efforts

Multiple responses may be submitted by a Responder, but a separate and complete response is required for each type of project.

Maximum and Minimum Grants Available

Maximum Grant Amounts

11-month projects (operating between August 1, 2021 and June 30, 2022) - \$75,000.00

23-month projects (operating between August 1, 2021 and June 30, 2023) - \$150,000.00

Minimum Grant Amounts:

11-month projects (operating between August 1, 2021 and June 30, 2022) - \$30,000.00

23-month projects (operating between August 1, 2021 and June 30, 2023) - \$60,000.00

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)

Prior recipients of these funds are eligible to apply for new funding.

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. [Communities Rise: Partners for Thriving Organizations](#), (206) 324-5850, contact@communities-rise.org, or a United Way agency in the area may be able to help find an eligible organization to submit an proposal.

Match Requirement

How much cash match is available for this project? In addition to describing the amount of match, please identify the source(s) for the cash match? (Note: Proposals will receive 10 points for meeting the 10 percent cash match requirement and an additional 5 points if the cash match is greater than 10 percent). The match requirement can be waived for tribal responders, if requested.

Request for Proposal Coordinator

The Request for Proposal (RFP) Coordinator is the Agency's sole point of contact for this procurement. All communication between the Responder and the Agency upon release of this RFP shall be with the RFP Coordinator:

RFP Coordinator: Scott Waller

E-Mail Address: swaller@wtsc.wa.gov

Phone Number: (360) 522-0610

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

Timeline

Task Name	End date
RFP release date	March 30, 2021
Pre-proposal Conferences (<i>Optional</i>)	
• Webinar – distance participation only	April 7, 2021
• Webinar – distance participation only	April 21, 2021
Proposal portal in SurveyMonkey opens	April 8, 2021

School Zone Safety Account Project RFP Response Packet

Proposals due	May 7, 2021
Proposal evaluation completed	May 19, 2021
Send recommendations for funding to WTSC Director	May 21, 2021
Make funding offers to Apparent Successful Responders	May 25, 2021
Deadline for protests to be submitted	May 28, 2021
Protests decided	June 4, 2021
Contracts executed with Apparent Successful Responders	July 31, 2021
Contract start date, no expenditures can be charged to the contract before this date.	August 1, 2021
Project end dates: 11-month projects 23-month projects	June 30, 2022 June 30, 2023

WTSC, in its sole discretion, reserves the right to revise the above schedule.

Pre-proposal Conference (Optional)

There will be two opportunities to participate in an overview regarding this RFP:

- April 7, 2021, 9–10 a.m.**
Microsoft Teams Meeting
Join on your computer or mobile app
[Click here to join Microsoft Teams meeting](#)
Or call in (audio only)
[+1 360-726-3322,,347901282#](tel:+13607263322347901282) United States, Seattle
 Phone Conference ID: 347 901 282#
- April 21, 2021, 3–4 p.m.**
Microsoft Teams Meeting
Join on your computer or mobile app
[Click here to join the meeting](#)
Or call in (audio only)
[+1 360-726-3322,,225565510#](tel:+13607263322225565510) United States, Seattle
 Phone Conference ID: 225 565 510#

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Eligible Expenses

Following are eligible expenses for this project:

- **Salaries and Benefits** – Staff needed to coordinate, plan, or implement the activities. Salaries and benefits must be correlated to specific work or activities.

Examples:

- o A coordinator for a pedestrian/bicyclist education program who sets up schedules of instruction with the school(s).
- o Law enforcement patrols in areas where walkers and/or rollers have an elevated likelihood of being involved in a crash with a vehicle.

- **Travel** – The budget justification should describe project-related travel. Travel costs will be limited to state-rate lodging and per diem costs for the location of the travel. Only travel authorized through the final negotiated budget is eligible for reimbursement.

Example:

- o Travel to participate in a training necessary to implement the project.

- **Contractual Services** -- Services associated with coordinating/implementing the activities.

Examples:

- o A contractor to develop instructional videos for use in increasing elementary and middle school students' knowledge about walking and/or rolling safety.
- o A contractor to develop media messaging focused on drivers who travel through areas where there is an elevated risk of crashes for walkers and/or rollers.

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

Examples:

- o Development of training materials for law enforcement.
- o Printing of public education and outreach materials such as rack cards and posters.
- o Purchase of advertising directed to drivers about safety for walkers and/or rollers.

- **Equipment** – The budget justification should describe project-related, only equipment included in the final negotiated budget is eligible for reimbursement.

- **Indirect Costs** – These are costs incurred for the organization to administer the grant and include items such as percentages of administrator and supervisor time, fiscal and accounting services, heat, electricity, telephone, internet, furniture, and office space. According to WTSC policy, these “shared costs” incurred by an organization as a result of an activity that benefits more than one project, grant award, or cost objective are considered indirect costs. General costs of government are unallowable. An agency can request payment of a fixed percent of these costs. Costs may not be reported as both indirect and direct. If the Responder has a question about whether an expense can be included, please contact the RFP coordinator.

School Zone Safety Account Project RFP Response Packet

Indirect costs will not be automatically authorized for these projects. If indirect costs are requested and approved for the project, the maximum indirect for Responders without an approved federal indirect rate shall be 10 percent of the total costs for items A through D in the Project Budget unless the Responder can produce a current letter from a cognizant federal agency authorizing a higher rate of indirect. The maximum indirect for Responders with an approved federal indirect rate will be that rate as a percentage of items A through D in the project budget. In the event of a tie score between two or more proposals, preference shall be given to proposals with the lowest levels of indirect costs.

Expenses Not Eligible for School Zone Safety Account Funding

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

- Construction of hardscape or permanent structures such as construction of sidewalks, ramps, or barricades.
- Construction of trails between buildings. Grading and building a start for a walkway would not be eligible expenses because these funds cannot be used for construction purposes.

Addressing Inequities and Disparities with Services Supported by These Funds

This RFP will focus on three specific elements to increase the probability of services supported by these grant funds are directed toward lower income and higher need populations.

Areas with historically low investment in traffic safety infrastructure are almost always areas with high levels of poverty and economic distress. Those areas also tend to have the highest concentrations of individuals who have low levels of literacy with the English language and also tend to be areas where there are multiple languages (other than English) spoken.

Inequities and disparities will be addressed in this RFP by the following measures:

- Low income areas as indicated by free and reduced lunch rates.
There will be up to 25 points available for proposals that can demonstrate that services will be delivered in areas where there has been historically low investment in infrastructure that would make roadways safer for walkers and/or rollers and other programs to increase traffic safety. Details are available on Page 20.
- Areas identified as having low levels of literacy with the English language.
There will be up to 15 points available for proposals that plan to provide services in areas with low levels of English language literacy and have an effective plan for addressing communication needs of individuals with low levels of English language regarding the proposed project.

In most cases, English as a Second Language instruction programs in the community – or region – have information about the prevalence of low literacy rates and, oftentimes, whether there are geographic areas where these populations are concentration. School districts and non-profit organizations providing services to low income individuals (like food banks) may also have this information.

School Zone Safety Account Project RFP Response Packet

- Areas where there are multiple languages spoken (other than English).

There will be up to 15 points available for proposals that plan to provide services in areas where there are multiple languages spoken (other than English) and have an effective plan for communicating with residents who speak those languages about the proposed project.

In most cases, school districts – or individual schools - have information about languages (other than English) and, oftentimes, whether there are geographic areas where these populations are concentrated. Non-profit organizations providing services to low income individuals (like food banks) may also have this information.

- Majority of services from grant provided into areas identified by high free and reduced lunch, lower literacy levels, and multiple languages (other than English).

There will be up to 15 points available for proposals that can demonstrate that the majority of services from these grant funds will go to support the areas identified by these three measures.

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 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 Responders who are able to demonstrate that there is support for the project from other organizations in the service area.

Letters of Support Requirements

Letters of Support can effectively demonstrate coordination with local jurisdictions. For this RFP, Letters of Support are required for each proposal submitted from the following entities:

- City, county, or tribe
- Law enforcement agency with jurisdiction over the area to receive services
- School district

Requirements for Letters of Support are detailed beginning on Page 28.

Possible Letter Needed from Washington State Department of Transportation Regional Office

An additional letter of support from the Washington State Department of Transportation (WSDOT) Regional Administrator is required for all automated enforcement or flashing yellow light projects located on a state highway.

School Zone Safety Account Project RFP Response Packet

The Responder will need to coordinate with the WSDOT Regional Administrator to request a Letter of Support. Please allow a minimum of two weeks to receive the letter. Contact information for each WSDOT region is available at <https://wsdot.wa.gov/region>.

Minimum Expectations for Sub-Recipients

- Implement the approved plan as proposed through the proposal and refined through the contracting process.
- Funds must be used to support program costs as described in the approved budget and budget justification.
- Submit quarterly reports regarding program activities.
- Submit a final report that “rolls up” all of the information from the four quarterly reports.
- Participate in meetings with assigned WTSC Program Manager.

Americans with Disabilities Act Compliance

The WTSC complies with the Americans with Disabilities Act (ADA). Responders may contact the RFP Coordinator to receive this RFP in an alternate format.

Commitment of Funds

The Director of WTSC or their delegate is the only individual who may legally commit WTSC to the expenditures of funds for a contract resulting from this RFP. No cost chargeable to the proposed contract may be incurred before receipt of a fully executed contract.

Contract and General Terms and Conditions

The Apparent Successful Responder (ASR) will be expected to enter into a Contract drafted by WTSC. WTSC will not accept any draft contracts prepared by any Responder. If the Responder would like to review the WTSC Contract template, the Responder may request a copy via email sent to the RFP Coordinator. The Responder may submit exceptions as allowed in the Certifications and Assurances form. All requested exceptions must be submitted as an attachment to the Certifications and Assurances form. WTSC will review requested exceptions and accept or reject the same at its sole discretion.

If, after the announcement of the ASR and within the Acceptance Period, the ASR and WTSC cannot reach agreement on acceptable terms for the Contract, the WTSC may cancel the selection and award the Contract to the next most qualified Responder.

Costs to Apply

WTSC will not be liable for any costs incurred by the Responder in preparation of a Proposal submitted in response to this RFP, in conduct of a presentation, or any other activities related in any way to this RFP.

Debriefing of Unsuccessful Responders

Any Responder who has applied and been notified they were not awarded a Contract may request a debriefing. The request for a debriefing conference must be received by the RFP Coordinator via email no later than 5 p.m., Pacific Time, within three business days after the Unsuccessful Responder Notification is emailed to the Responder. The debriefing will be held within three business days of the request, or as schedules allow.

School Zone Safety Account Project RFP Response Packet

Discussion at the debriefing conference will be limited to the following:

- Evaluation and scoring of the Responder's Proposal
- Critique of the Proposal based on the evaluation
- Review of the Responder's final score in comparison with other final scores without identifying the other Responders

Topics a Responder could have raised as part of the complaint process cannot be discussed as part of the debriefing conference, even if the Responder did not submit a complaint.

Aside from final scores, comparisons between proposals or evaluations of the other proposals will not be allowed. Debriefing conferences may be conducted via video or telephone conference and will be scheduled for a maximum of 30 minutes.

Definitions

This RFP will use the following terms and definitions:

Agency	The Washington Traffic Safety Commission is the agency of the state of Washington issuing this RFP.
Apparent Successful Responder (ASR)	The Responders selected as the entities to perform the anticipated services, subject to completion of contract negotiations and execution of a written contract.
Authorizing Official	Someone in the organization of the Responder who is authorized to bind the organization in contract.
Community	Geographic area within municipal boundaries, or within specific catchment areas such as High School Attendance Areas (HSAA) and their feeder schools, recognized neighborhoods, or other geography that can be described in writing or shown on a map.
Contract	A legally binding written agreement signed by WTSC and another entity. Contracts describe the scope of work, terms and conditions, and budget of the work to be performed.
Contractor	The individual or organization whose proposal has been accepted by the Agency and is awarded a fully executed, written contract.
Deliverable	The quantifiable goods or services that must be provided by a specific date. Deliverables can be tangible or intangible in nature.
Direct Costs	The costs associated with Items A through D in the Budget Overview.
Equipment	Durable items that cost more than \$5,000 each.
Focus Population	The specific population or sub-population the program is designed to affect.
Grant	A financial award issued by a federal, state, or local government authority or private entity. WTSC uses grants to advance traffic safety in the state of Washington.

School Zone Safety Account Project RFP Response Packet

Indirect Costs	These are costs for the organization to administer the grant and include such items as percentages of administrator and supervisor time, fiscal and accounting services, heat, electricity, telephone, internet, furniture, and office space. According to WTSC policy, these “shared costs” incurred by an organization as a result of an activity that benefits more than one project, grant award, or cost objective are considered indirect costs. General costs of government are unallowable. An agency can request payment of a fixed percent of these costs. Costs may not be reported as both indirect and direct. If the Responder has a question about whether an expense can be included, please contact the RFP Coordinator.
Indirect Letter, Federal	Agencies can apply to federal agencies they do business with to establish an indirect rate. The federal agency then provides a letter that identifies the authorized indirect rate. The agency issuing the letter is called a “cognizant federal agency.”
Milestone	Used to mark significant dates along a project timeline. Milestones should include the completion of key tasks in order for the project to be successful like hiring of key staff or contractors, need for external review or input, or delivery of a document.
Performance Measures	Qualitative or quantitative measure(s) of the success of a project. A description of what you will measure. Ideally, they would reflect the changes you are trying to make. When it makes sense, you should include a target.
Problem Statement	A brief description of the traffic safety problem the project is intended to address. What makes this project important or needed? Include relevant data that provides context for this project.
Project	A distinct body of work with a specific sub-recipient, that includes a statement of work in a legal agreement and is generally assigned a unique identifier in the WTSC Enterprise Management System (WEMS). The term Project is used to refer to all the different types of projects which include but are not limited to grants.
Project Goals	Broad action statements about the purpose(s) of the project and what it is intended to accomplish.
Project Narrative	Responder shall provide written answers to the questions included in Exhibit 1, Project Narrative.
Project Objectives	“WHAT” will be done to implement the strategies of the project. In most circumstances, objectives should be specific, measurable, and time bound. In some situations, objectives may not be time bound. For example, if a grantee is providing on-call support. This can be measured but we cannot assign a deadline. In some situations, objectives may be very difficult to measure.

School Zone Safety Account Project RFP Response Packet

Project Strategy/Strategies	A description of how the Sub-Recipient/Contractor will accomplish the goal. Many strategies are identified in the Target Zero plan, but we are not limited to only those strategies. Innovative strategies are those without supporting data or research.
Proposal	A formal offer submitted in response to this solicitation in the manner described in this packet.
Request for Proposals	Formal procurement process for which the purpose is to invite Responders to submit proposals for funding products or services.
Responder	Individual or organization that submits a proposal in order to attain a contract with the Agency.
Scope of Work (SOW)	The part of the contract that describes the work to be done. It should establish a clear understanding of what is required by the sub-recipient/vendor. Scopes of work include the following items (which are defined in this section): problem statement, goals, strategies, objectives, performance measures, milestones, deliverables, and budget.
Sub-Recipient	Means a contractor operating a federal or state assistance program receiving federal funds and having the authority to determine both the services rendered and disposition of program. See OMB Super Circular 2 CFR 200.501 and 45 CFR 75.501, "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" for additional detail.
WEMS Project Tracking Number	A WEMS assigned number for a specific proposal or project. Tracking numbers follow the formula: federal fiscal year-project type code-unique identifier-grant name.

Electronic Proposals

Proposals must be submitted using this link, [2021 School Zone Safety Account Projects RFP 2021-03](#), prior to the submission deadline of May 7, 2021, 5 p.m., Pacific Time. Late proposals will not be accepted and will be automatically disqualified from further consideration unless the WTSC SurveyMonkey account is found to be at fault for delays in submission.

Proposals may not be transmitted using facsimile transmission and mailed proposals will not be processed.

Responders should allow sufficient time to ensure timely receipt of the proposal by the RFP Coordinator. WTSC is not responsible for, and will not grant allowances for, power outages or equipment failures that prevent a Responder from applying on time. All proposals and any accompanying documentation become the property of WTSC and will not be returned.

Electronic Payment

The state of Washington prefers to utilize electronic payment in its transactions. The ASR will be provided a form to complete with the contract to authorize such payment method.

School Zone Safety Account Project RFP Response Packet

Insurance Coverage

As a requirement of the resultant Contract, the ASR is to furnish WTSC with a certificate(s) of insurance executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. Details of those requirements will be discussed during the contracting phase.

Most Favorable Terms

WTSC reserves the right to make an award without further discussion of the proposal submitted. Therefore, the proposal should be submitted initially on the most favorable terms which the Responder can propose. WTSC reserves the right to contact a Responder for clarification of its proposal.

WTSC also reserves the right to use a Best and Final Offer before awarding any Contract to further assist in determining the ASR(s).

The ASR should be prepared to accept this RFP for incorporation into a Contract resulting from this RFP. The Contract resulting from this RFP will incorporate some, or all, of the Responder's proposal. The proposal will become a part of the official procurement file on this matter without obligation to WTSC.

Multiple Proposals for Funding

Responders can submit multiple proposals as long as they are for different activities. A complete proposal packet is required for each separate project. Responders must prepare a separate and complete Proposal for each separate project they apply for.

No Obligation to Contract

This RFP does not obligate WTSC to enter into any contract for services specified herein.

Notification to Responders

WTSC will notify the ASR(s) of its/their selection by email and by telephone upon completion of the evaluation process. Responders not selected for further negotiation or award will similarly be notified by email and telephone.

Pre-Award Negotiation

WTSC reserves the right to negotiate with the ASR for project scope, geography to be served, number of individuals served, and funding amounts. Special consideration during selection may include community geographic location(s), to ensure distribution of projects statewide, and past performance of WTSC contracts.

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

Proprietary Information/Public Disclosure

Proposals submitted in response to this RFP will become the property of WTSC. All Proposals received will remain confidential until the ASR(s) is/are announced; thereafter, the proposals will be deemed public records as defined in chapter 42.56 of the Revised Code of Washington (RCW).

School Zone Safety Account Project RFP Response Packet

Any information in the proposal that the Responder desires to claim as proprietary and exempt from disclosure under chapter 42.56 RCW, or other state or federal law that provides for the nondisclosure of a document, must be clearly designated. The information must be clearly identified and the particular exemption from disclosure upon which the Responder is making the claim must be cited. Each page containing the information claimed to be exempt from disclosure must be clearly identified by the words "Proprietary Information" printed on the lower right-hand corner of the page. Marking the entire proposal exempt from disclosure or as "Proprietary Information" will not be honored.

If a public records request is made for the information that the Responder has marked as "Proprietary Information," WTSC will notify the Responder of the request and of the date that the records will be released to the requester unless the Responder obtains a court order enjoining that disclosure. If the Responder fails to obtain the court order enjoining disclosure, WTSC will release the requested information on the date specified. If a Responder obtains a court order from a court of competent jurisdiction enjoining disclosure pursuant to chapter 42.56 RCW, or other state or federal law that provides for nondisclosure, WTSC will maintain the confidentiality of the Responder's information per the court order.

A charge will be made for copying and shipping, as outlined in RCW 42.56. No fee will be charged for inspection of Contract files, but 24 hours' notice to the RFP Coordinator is required. All requests for information should be directed to the [WTSC Public Disclosure Officer](#).

The submission of any public records request to WTSC pertaining in any way to this RFP will not affect the procurement schedule, as outlined in the RFP Timeline unless WTSC, in its sole discretion, determines that altering the schedule would be in WTSC's best interests.

Protest Procedure

Proposal protest may be made only by Responders who submitted a response to this RFP and who have participated in a debriefing conference. Upon completing the debriefing conference, the Responder is allowed five business days to file a protest with the RFP Coordinator. Protests must be received by the RFP Coordinator no later than 5 p.m., Pacific Time, on the fifth business day following the debriefing. Protests must be submitted by email or by mail.

Responders protesting this RFP must follow the procedures described below. Protests that do not follow these procedures will not be considered. This protest procedure constitutes the sole administrative remedy available to Responders under this RFP.

All protests must be in writing, addressed to the RFP Coordinators, and signed by the protesting party or an authorized agent. The protest must state: (1) the RFP number, (2) the grounds for the protest with specific facts, (3) complete statements of the action(s) being protested, and (4) the relief or corrective action being requested.

Only protests alleging an issue of fact concerning the following subjects will be considered:

- A matter of bias, discrimination, or conflict of interest on the part of an evaluator
 - Errors in computing the score
 - Non-compliance with procedures described in the RFP or WTSC requirements
- Protests based on anything other than those items listed above will not be considered.

School Zone Safety Account Project RFP Response Packet

Protests will be rejected as without merit to the extent they address issues such as: (1) an evaluator's professional judgment on the quality of a proposal, or (2) WTSC's assessment of its own needs or requirements.

Upon receipt of a protest, WTSC will undertake a protest review. The WTSC Director, or a WTSC delegate who was not involved in the RFP, will consider the record and all available facts. If the WTSC Director delegates the protest review to a WTSC employee, the Director nonetheless reserves the right to make the final agency decision on the protest. The WTSC Director or designee will have the right to seek additional information to fully consider the protest.

If WTSC determines in its sole discretion that a protest from one Responder may affect the interests of another Responder, then WTSC may invite such Responder to submit its views and any relevant information on the protest to the RFP Coordinator. In such a situation, the protest materials submitted by each Responder will be made available to all other Responders upon request.

The final determination of the protest will:

- Find the protest lacking in merit and uphold WTSC's action.
- Find only technical or harmless errors in WTSC's acquisition process and determine WTSC to be in substantial compliance and reject the protest.
- Find merit in the protest and provide options to the WTSC Director, which may include:
 - o Correcting the errors and re-evaluating all proposals.
 - o Issuing a new solicitation document and beginning a new process.
 - o Making other findings and determining other courses of action as appropriate.

If the protest is not successful, WTSC will enter into a Contract with the ASR(s), assuming the parties reach agreement on the Contract terms.

Questions and Updates

Beginning April 8, 2021, and then weekly thereafter, questions received about this RFP will be posted to the WTSC webpage: <https://wtsc.wa.gov/grants/school-zone-grants/>.

Receipt of Insufficient Number of Proposals

If WTSC receives only one responsive proposal as a result of this RFP, WTSC reserves the right to either: (1) directly negotiate and contract with the Responder, or (2) not award a Contract. WTSC may request that the Responder complete the entire RFP. WTSC is under no obligation to tell the Responder if they are the only Responder.

Reimbursement-Based Contracts

All grants awarded from this RFP 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.

School Zone Safety Account Project RFP Response Packet

Rejection of Proposals

WTSC reserves the right, at its sole discretion, to reject any and all proposals received without penalty and not to issue any Contract as a result of this RFP.

Reporting Requirements

The projects will have quarterly reports due every three calendar months as well as a final report that “rolls up” all of the information from the four quarterly reports. Exceptions to the reporting requirement can be made on a case-by-case basis. For a project starting August 1, 2021, the first quarterly report is due on October 15, 2021, 15 days after the completion of the third calendar quarter. Subsequent reports shall be due 15 days after the conclusion of each calendar quarter during the project period. Contractors will use reporting templates provided by WTSC.

Responsiveness

The RFP Coordinator will review all proposals to determine compliance with administrative requirements and instructions specified in this RFP. A Responder’s failure to comply with any part of the RFP may result in rejection of the proposal as non-responsive. WTSC also reserves the right at its sole discretion to waive minor administrative irregularities.

Revisions to the RFP

WTSC can determine that it is necessary to change any part of this RFP. If that occurs, then WTSC will publish addenda on Washington Electronic Business Solution (WEBS). Addenda will also be posted to the WTSC internet page at <https://wtsc.wa.gov/grants/school-zone-grants/>. Responses to questions received will be posted at the same location. WTSC also reserves the right to cancel or to reissue the RFP in whole or in part, prior to execution of a Contract.

Selection and Contracting

A panel will review project proposals. There is a maximum of 300 points available for these proposals. The highest scoring proposals will be recommended to the WTSC for funding.

All Responders must demonstrate the ability to accept an award and have a contract signed by July 31, 2021. The selection process will conclude by May 21, 2021. The ASR(s) will be notified by May 25, 2021, and negotiation of work plans, budgets, and development and execution of the Contract will be completed by July 31, 2021. All projects are expected to be ready to start on August 1, 2021. Projects may start before that time, but no funds from this funding source can be used for support of project expenses until August 1, 2021.

Substantially Equivalent Scores

Substantially Equivalent Scores are scores separated by two points or less following completion of the proposal evaluation process. If multiple proposals receive a Substantially Equivalent Score, WTSC may select as the ASRs the proposals that are deemed by WTSC, in its sole discretion, to be in WTSC’s best interest relative to the overall purpose and objective of this RFP. If applicable, WTSC’s best interest will be determined by WTSC managers and executive officers, who have sole discretion over this determination. The basis for such determination will be communicated in writing to all Responders with equivalent scores.

School Zone Safety Account Project RFP Response Packet

II. Proposal Submission Instructions and Scoring Explanation

Preparing and Submitting Proposals

- 1 Read the Request for Proposals document thoroughly to ensure you know all that is required to apply for these funds.
- 2 Download response forms in a Word format from <https://wtsc.wa.gov/grants/school-zone-grants/>, School Walk Route Improvement Project Grants/School Zone Safety Account Projects Application Forms.
- 3 Assemble the completed proposal documents in the following order:
 - Proposal Intake Form (Mandatory Document)
 - Certifications and Assurances (Mandatory Document)
 - Contractor Certification for Executive Order 18-03, 25
 - Project Narrative (Mandatory Document)
 - Project Timeline (Mandatory Document)
 - Budget, Budget Justification, and Indirect Costs (Mandatory Documents)
 - Letters of Support (Mandatory Document)
 - Proposal Checklist (Mandatory Document)
- 4 Convert the assembled documents into one PDF document.
- 5 Upload the single PDF document into the submission link following instructions on the screen.
6. Submit the proposal through this link: [2021 School Zone Safety Account Projects RFP 2021-03](#).

All proposals are due by 5 p.m. Pacific Time, May 7, 2021. The time stamp from the SurveyMonkey link will determine whether the proposal was submitted on time. Proposals submitted after the deadline will not be considered for funding.

The submission link will be opened on April 8, 2021.

Please note that the Responder must answer all four questions in the SurveyMonkey link, attach the PDF document, and submit the response in one session. Proposals cannot be saved in the SurveyMonkey link. If the Responder leaves the SurveyMonkey link before the proposal is completely uploaded, they will need to start over.

Response Evaluation Process

All proposals received by the submission deadline of May 7, 2021, 5 p.m. Pacific Time, will be reviewed by the RFP Coordinator to ensure that the proposals contain all the required information. Proposals that contain all required elements from the RFP shall be considered responsive. Only responsive proposals will be forwarded for review and scoring by the evaluation team. The RFP Coordinator may, at their sole discretion, contact the Responder for

School Zone Safety Account Project RFP Response Packet

clarification of any portion of the Responder’s proposal.

Responsive proposals will be reviewed and scored by an evaluation team assembled by the WTSC. Proposals are evaluated strictly in accordance with requirements described in this RFP.

In the case of multiple Responders proposing to serve the same geographic population or segments of the same geographic population, the higher score determined by the criteria below may determine the successful Responder. Exceptions may be made in the case of tribal Responders proposing to serve similar geographic populations as other Responders.

Final awards will be based on the funding available, the risk and needs of the communities being served, population density, and proposed numbers served. Multiple Contracts may be awarded to one geographical area at WTSC’s sole discretion if it is deemed to be in the best interest of WTSC and the state of Washington.

Response Weighting and Scoring

Evaluators will review the proposals and assign a score for each scorable section of each proposal based on how well the responses address each scorable section.

There are 300 points available. The following table breaks out the points available for each section of the RFP:

Proposal Evaluation Item	Maximum Points Available
Proposal Intake Form	0 (Mandatory)
Certifications and Assurances	0 (Mandatory)
Executive Order 18-03	5 (Mandatory)
Project Narrative	245 total (Mandatory)
Problem Identification	30
Project Summary	30
Target Zero Strategies	10
Goals	20
Project Evaluation	15
Start Ready	20
Match	15
Coordination with Local Jurisdictions, as demonstrated by Letters of Support	20
Geographic Area for the Project	15
Free and Reduced Lunches Points for Free and Reduced Lunch Eligibility Rates – 2019 State average is 53.9 percent ○ At State Rate or Lower = 0 points ○ 1 percent to 5 percent higher than state rate = 15 points	25

School Zone Safety Account Project RFP Response Packet

<ul style="list-style-type: none"> ○ 5.1 percent to 10 percent higher than state rate = 20 points ○ 10.1 percent higher than state rate or higher = 25 points 	
Literacy levels	15
Multiple languages	15
Majority of Impact from Project	15
Project Timeline and Process	10
Budget, Budget Justification, and Indirect Costs	40
Points Available for Proposal	300

WTSC reserves the right to award the Contract to the Responder whose proposal is deemed to be in the best interest of WTSC and the state of Washington.

School Zone Safety Account Project RFP Response Packet

Exhibit 1 – School Zone Safety Account Project Response Forms

Proposal Intake Form (Mandatory Document)

The Proposal Intake Form must be completed, then signed and dated by a person authorized to legally bind the Responder to a contractual relationship, e.g., the director of an agency, president or executive director of a corporation, managing partner of a partnership, or the proprietor of a sole proprietorship.

The Proposal Intake Form is used for tracking incoming proposals, contractor information, and proposed service areas. The Proposal Intake Form will also include the following information about the Responder and any proposed subcontractors:

Proposal Intake Form (Mandatory Document)

Summary	
Project Title:	
Project Period – How long of a period are you asking for project support? <i>Please check one box</i>	<input type="checkbox"/> 11 months (August 1, 2021 – June 30, 2022) <input type="checkbox"/> 23 months (August 1, 2021 – June 30, 2023)
Project Manager/Project Contact	
First Name:	
Last Name:	
Title:	
Organization:	
Address:	
City:	
Zip Code:	
Telephone:	
Email:	

School Zone Safety Account Project RFP Response Packet

Authorizing Official (Person with contracting authority)	
First Name:	
Last Name:	
Title:	
Organization:	
Address:	
City:	
Zip Code:	
Telephone:	
Email:	
Organization Information	
Federal Employer Tax Identification number:	
State of Washington Vendor (SWV) number for responder organization: ¹ <i>Provide either the SWV number or the date the SWV application was submitted.</i>	
Federal DUNS number for responder organization:	
Proposed Sub-Contractors (Please add additional sub-contractors as an attachment to this form)	
First Name:	
Last Name:	
Title:	
Organization:	

School Zone Safety Account Project RFP Response Packet

Address:	
City:	
Zip Code:	
Telephone:	
Federal Employer Tax Identification number:	
State of Washington Vendor (SWV) number for responder organization: ¹ <i>Provide either the SWV number or the date the SWV application was submitted.</i>	
Federal DUNS number for responder organization:	

Signature of Authorizing Official

Date

Printed Name

Title

¹ If the Responder does not currently an SWV number, they will need to apply for one using the forms found at <https://ofm.wa.gov/it-systems/accounting-systems/statewide-vendorpayee-services>, Vendor/Payee Registration Form.

School Zone Safety Account Project RFP Response Packet

Certifications and Assurances (Mandatory Document)

The Certifications and Assurances form must be signed and dated by a person authorized to legally bind the Responder to a contractual relationship, e.g., the director of an agency, president or executive director of a corporation, managing partner of a partnership, or the proprietor of a sole proprietorship.

I/we make the following certifications and assurances as a required element of the proposal to which it is attached, understanding that the truthfulness of the facts affirmed here and the continuing compliance with these requirements are conditions precedent to the award or continuation of the related contract:

I/we declare that all answers and statements made in the proposal are true and correct.

1. The prices and/or cost data have been determined independently, without consultation, communication, or agreement with others for the purpose of restricting competition. However, I/we may freely join with other persons or organizations for the purpose of presenting a single proposal.
2. The attached Proposal is a firm offer for a period of 120 days following receipt, and it may be accepted by WTSC without further negotiation (except where obviously required by lack of certainty in key terms) at any time within the 120-day period.
3. In preparing this proposal, I/we have not been assisted by any current or former employee of the state of Washington whose duties relate (or did relate) to this proposal or prospective contract, and who was assisting in other than his or her official, public capacity. If there are exceptions to these assurances, I/we have described them in full detail on a separate page attached to this document.
4. I/we understand that WTSC will not reimburse me/us for any costs incurred in the preparation of this proposal. All proposals become the property of WTSC, and I/we claim no proprietary right to the ideas, writings, items, or samples, unless so stated in this Proposal.
5. Unless otherwise required by law, the prices and/or cost data which have been submitted have not been knowingly disclosed by the Responder and will not knowingly be disclosed by him/her prior to opening, directly or indirectly, to any other Responder or to any competitor.
6. I/we agree that submission of the attached proposal constitutes acceptance of the solicitation contents and the attached sample contract and general terms and conditions. If there are any exceptions to these terms, I/we have described those exceptions in detail on a page attached to this document.
7. No attempt has been made or will be made by the Responder to induce any other person or organization to submit or not to apply for the purpose of restricting competition.

School Zone Safety Account Project RFP Response Packet

8. I/we grant WTSC the right to contact references and others who may have pertinent information regarding the ability of the Responder and the lead staff person to perform the services contemplated by this RFP.
9. If any staff member(s) who will perform work on this contract has retired from the state of Washington under the provisions of the 2008 Early Retirement Factors legislation, his/her name(s) is noted on a separately attached page.

On behalf of the Responder submitting this proposal, my name below attests to the accuracy of the above statement. We are submitting a scanned signature of this form with our Proposal.

Signature of Authorizing Official

Date

Printed Name

Title

School Zone Safety Account Project RFP Response Packet

Contractor Certification for Executive Order 18-03 (Mandatory Document, 5 points possible)

Pursuant to RCW 39.26.160(3) and consistent with Executive Order 18-03 - Supporting Workers' Rights to Effectively Address Workplace Violations (dated June 12, 2018), WTSC will evaluate proposals for best value and provide a proposal preference in the amount of five (5) points to any Responder who certifies, pursuant to the certification attached as Contractor Certification for Executive Order 18-03 - Workers' Rights, that their organization does not require its employees, as a condition of employment, to sign or agree to mandatory individual arbitration clauses or class or collective action waiver. If Responder's organization does require its employees, as a condition of employment, to sign or agree to mandatory individual arbitration clauses or class or collective action waiver, the organization will receive zero points for this section.

WORKERS' RIGHTS - WASHINGTON STATE GOODS & SERVICES CONTRACTS

Pursuant to the Washington State Governor's Executive Order 18-03 (dated June 12, 2018), the Washington Traffic Safety Commission is seeking to contract with qualified entities and business owners who certify that their employees are not, as a condition of employment, subject to mandatory individual arbitration clauses and class or collective action waivers.

SOLICITATION: 2021 School Zone Safety Account Projects RFP 2021-03

I hereby certify, on behalf of the organization identified below, as follows (check one):

- No Mandatory Individual Arbitration Clauses and Class or Collective Action Waivers for Employees.** This organization does NOT require its employees, as a condition of employment, to sign or agree to mandatory individual arbitration clauses or class or collective action waivers.

OR

- Mandatory Individual Arbitration Clauses and Class or Collective Action Waivers for Employees.** This organization requires its employees, as a condition of employment, to sign or agree to mandatory individual arbitration clauses or class or

I hereby certify, under penalty of perjury under the laws of the state of Washington, that the certifications herein are true and correct and that I am authorized to make these certifications on behalf of the organization listed herein.

Full Legal Name of Organization

Signature of Authorizing Official

Date

Printed Name

Title

School Zone Safety Account Project RFP Response Packet

Project Narrative (Mandatory Document. Response required for each section. 245 points possible)

Project Narrative

The Project Narrative must be completed in order. There is a 12-page limit for Project Narrative documents. Project Narrative documents must use Arial 11-point font except for section headlines. Each page must have one-inch margins. Responders must prepare a separate and complete Proposal for each separate project they apply for. Letters of Support are not counted toward the 12-page maximum Project Narrative length.

Please address each question in the Project Narrative separately and completely. Please do not combine two or more questions into one response in the Project Narrative as this will likely cost points when the Proposal is reviewed. Please do not refer to other responses in previous Project Narrative questions.

Each response must begin with a restatement or paraphrasing of the question being addressed. If the Responder cannot answer a specific question, they must provide the reason(s) within the answer to the question.

1. Project Title: _____

2. Problems the Project will Address – 30 points maximum

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

You can find obtain data from state agencies like the Washington Traffic Safety Commission (visit <https://wtsc.wa.gov/> and choose “Research & Data”) and the Washington State Department of Transportation, (visit <https://www.wsdot.wa.gov/mapsdata/crash/crashdata.htm>), or the Washington State Patrol, (visit <https://www.wsp.wa.gov/driver/collision-records/>) to help provide the Responder with information for the proposal. Your local police department or city/county/tribal traffic planners or engineers will likely have data for the Responder 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 stories about students who have experienced “near misses” or “close calls” for crashes?

3. Project Summary – 30 points maximum

Summarize the project in 1,000 words or less. Please identify the activity or activities the Responder wants funding to do, who will be involved in the implementation of the activit(ies), when you expect the activity to be implemented, and a minimum of three early benchmarks that will tell you the proposed activities are appropriate to address the identified problem(s). If this is a proposal for a 23-month project period, please indicate what will happen in the first year of the project, what will happen in the second year of the project, and how the second year will build off the first.

School Zone Safety Account Project RFP Response Packet

4. Target Zero Strategies – 10 points maximum

Which Target Zero strategies are available to use with the project? From that list, which Target Zero strategies will the Responder use and why? (Refer to Exhibit 3 of the Proposal packet or [Washington State Strategic Highway Safety Plan 2019: Target Zero](#) to identify specific TargetZero strategies that apply to the project).

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

5. Goals – 20 points maximum

What are the specific goals of the project? Clearly and briefly, describe the specific intended changes the Responder wants 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."

6. Evaluation – 15 points maximum

Describe the timeline and process for evaluating the project. In responding to this question, please describe the following:

- What measures will let the Responder know that the process for determining what needs to be done with the project was effective?
- What will be the key benchmarks/milestones that will let the Responder know that the project is being implemented as the Responder planned and on target to meet the goal?
- How will the Responder determine if the project goals (see #5, above) were met?

7. Start Ready – 20 points maximum

How will the Responder ensure that this project can be in ready for a start date of August 1, 2021?

8. Match – 15 points maximum

How much cash match is available for this project? In addition to describing the amount of match, please identify the source(s) for the cash match? (Note: Proposals will receive 10 points for meeting the 10 percent cash match requirement and an additional 5 points if the cash match is greater than 10 percent). The match requirement can be waived for tribal responders, if requested.

9. Coordination with Local Jurisdictions, as Demonstrated by Letters of Support – 20 points maximum

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

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

School Zone Safety Account Project RFP Response Packet

Additional letter from WSDOT Regional Office required if the proposed project requires any kind of construction along a state route.

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

All letters are to be included as the last pages in the response packet.

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

10. Geographic Area for the Project – 15 points maximum

What is the planned geographic impact of the project? Please be specific. It would be helpful to include a map that shows the location(s) for service delivery for this project.

11. Free and Reduced Lunch Rates – 25 points maximum

To determine an individual school's free and reduced lunch rate, please follow these instructions:

- a. Go to the webpage for [OSPI's School Report Cards](#).
- b. Scroll down the page and then type the name of the school district you are working with in the box beneath the title "I want to see data for a school or school district" and then click "Go."
- c. A list of schools should appear as a drop-down. Find the name of a school that is in the area that this project will serve. Then click "Go." Repeat for additional schools in the service area.

If your project will provide services across the entire school district, please find your district, and then choose "All Schools" from the drop-down list.

- a. A report specific to that school should appear. Click on the "Diversity Report" tab.
- b. In the left menu, under the header "Enrollment," click on the second choice in the list, "Enrollment by student program or characteristic."
- c. In the charts that appear next, go to the "Low Income" report. This is also the free and reduced lunch rate for the individual school or district. The yellow bar is the percentage for the school; the green bar is the overall percentage for the state.

School Zone Safety Account Project RFP Response Packet

If the school district does not participate in the free and reduced lunch program, the Responder may still be able to qualify for the bonus points if the student demographics of the district are similar to another school district within 30 miles of their school. If that is the case, the Responder can use the free and reduced lunch percentage for the other district if it offers a free and reduced lunch program to its students.

12. Literacy Levels - 15 points maximum

- 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 the Responder do to ensure that language used in meetings and in materials is appropriate to the community's literacy levels?

13. Multiple Languages Spoken – 15 points maximum

- Are there multiple languages spoken in the service area?
- What will the Responder 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?

14. Majority of Impact from Project – 15 points maximum

How will the Responder ensure that the majority of benefit from the activities benefit people living in areas where there has been historically low investment in infrastructure that would make roadways safer for walkers and/or rollers?

In most cases, areas with low infrastructure investment are also areas with high poverty and economic distress. The percentage of students enrolled in free and reduced lunches is the indicator used in this Proposal to measure high poverty levels. Economic distress is also linked to low literacy levels and multi-lingual areas with limited English proficiency.

School Zone Safety Account Project RFP Response Packet

Project Timeline (Mandatory Document. 10 points possible.)

Please describe the key developmental milestones for this project. For example, if the project supported is an educational curriculum, you would identify the date when you think a contract for a curriculum consultant could be executed, when curriculum development would begin, when the draft curriculum would be submitted for review and approval, when teachers would be trained to use the curriculum, and when the curriculum would be piloted/taught.

Project Title: _____

0-11-month milestones/benchmarks/deliverables	Date Completed
1.	
2.	
3.	
4.	
5.	
6.	
7.	

12-23-month milestones/benchmarks/deliverables (if applicable)	Date Completed
1.	
2.	
3.	
4.	
5.	
6.	
7.	

School Zone Safety Account Project RFP Response Packet

Budget, Budget Justification, and Indirect Costs (Mandatory Documents. 40 points possible)

There are three elements in the Budget, Budget Justification, and Indirect Costs section:

- Budget Overview – The Responder will provide estimated costs for the project for each line item.
- Budget Justification – The Responder will explain the details of each budget line item and how the expenses are tied to the work proposed in the proposal. For instance, under personnel, the Responder will explain how the amount of money in the Budget section was calculated and how the identified personnel expenses are tied to the work described in the proposal.
- Indirect Cost Request – The Responder needs to indicate whether they are seeking indirect cost support. If indirect costs are being requested, the Responder needs to indicate whether they are seeking the default 10 percent indirect rate or whether they have a letter from a federal cognizant agency that authorizes a higher rate. The cognizant agency letter must be included as part of the Budget and Justification section.

For 23-month projects, two separate budget overviews and budget justifications will be required, one for each year of the project. Only one indirect cost letter is required.

The budget(s) will be scored based on the reasonableness of the budget request and how well the requested funds match the work described in the Project Summary question of the Project Narrative.

Responders are required to collect and pay Washington state sales and use taxes, if applicable.

As part of the identification of contractors in the Cost Proposal (below), please indicate if the primary contractor or any subcontractors is certified with the Office of Minority and Women’s Business Enterprises.

Budget Overview

Project Title: _____

- First 11-month project period Months 12-23 project period (if applicable)

Summary of Costs (Direct 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)		

School Zone Safety Account Project RFP Response Packet

fees)		
E. Equipment		
Total Direct Expenditures		
F. Indirect Costs *		
TOTAL FUNDING REQUEST (Direct + Indirect)		
G. Match Amount		
Total Project Cost (Total Funding Request + Match)		

Budget Justification

Note: To be completed and submitted with the Budget Overview and Indirect Cost Letter, if applicable.

Project Title: _____

Please briefly explain the amount entered for each line item in the budget, especially how the amount in the budget was calculated and why the expense is necessary for this project.

Indirect Cost Letter

Note: To be completed and submitted with the Budget Overview and Indirect Cost Letter, if applicable.

Project Title: _____

If requesting indirect costs, respond according to following directions:

- 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 budget submission.
- More than 10 percent indirect cost request
 - Include documentation from an appropriate federal agency demonstrating the organization is authorized to have a higher indirect rate. Include the documentation with the Budget Overview and Budget Justification-

School Zone Safety Account Project RFP Response Packet

Proposal Checklist (Mandatory Document)

Document	Included in PDF submitted through SurveyMonkey link
<input type="checkbox"/> Responder Intake Form	
<input type="checkbox"/> Certifications and Assurances	
<input type="checkbox"/> Contractor Certification for Executive Order 18-03	
<input type="checkbox"/> Project Narrative	
<input type="checkbox"/> Project Timeline	
<input type="checkbox"/> Budget, Budget Justification, and Indirect Costs	
<input type="checkbox"/> Proposal Checklist showing that all necessary materials have been included	
<input type="checkbox"/> Letters of Support from city/county, school, law enforcement and, if necessary, WSDOT Regional Office	

Exhibit 2 -- School Zone Safety Account Projects - Descriptions

Automated (Photo) Traffic Enforcement Systems (ATES)

Drivers continue to put public and private school students at risk through dangerous driving practices near schools. There are thousands of people cited for speeding and other traffic offenses in school zones in Washington every year.¹

ATES use 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.

A few key considerations regarding expanded authorization for use of ATES:

- The students most at risk are those who are walking and/or bicycling to school.
- Increasing walking and bicycling to and from school is a goal of Governor Jay Inslee to improve student health.
- Implementation of ATES in 14 school zones in the city of Seattle reduced overall vehicle operating speeds in school zones, the number of vehicle crashes, and virtually eliminated crashes involving vehicles and walkers or bicyclists.
- Speeding violations captured on ATES are treated like parking violations and are not reflected on the vehicle owner's official state driving record, meaning their insurance rates are unaffected.

ATES is an educational and enforcement tool aimed at changing driver behavior and reducing traffic speeds, thereby decreasing the number and the severity of collisions. ATES enforces the law universally for all drivers and allows police officers more time for other crime prevention activities.

¹ Law enforcement agencies that demonstrate school zone enforcement efforts can apply to Washington Traffic Safety Commission to access funds from the School Zone Safety Account for equipment (e.g. radar and LIDAR) to increase the effectiveness of their school zone enforcement. The 30 applicant agencies issued a total of 3,200 citations for traffic safety violations in school zones in 2018-19. Annually, only about 11 percent of the 260 law enforcement agencies in the state applies for this funding.

School Zone Safety Account Projects RFP Response Packet

ATES reduces the speed of vehicles – the number one threat for walkers and bicyclists.

The speed at which drivers travel must be a focus in creating a road environment where people are not killed or seriously injured. Slowing vehicles down increases the chances for lesser injuries if a crash does occur. Additionally, when drivers slow down, they have more time to pay attention to what is going on around them.

Automated traffic enforcement has demonstrated success at reducing speeds. Once speeds are reduced, the physical environment for roadways can be changed, and the reduced speeds made permanent. At that point, the automated traffic enforcement systems can be moved to other locations where they can be used to reduce operating speeds.

City of Seattle ATES Case Study

The city of Seattle has demonstrated a reduction in vehicles operating speeds and crashes near the schools where they operate their 14 ATES devices. As shown in the following graphic, there has been a reduction in the number of speeding violations issued from the automated traffic enforcement systems over time. This reduction corresponds to a gradual decrease in speed (miles per hour) per month overtime over the 26-mph trigger speed as drivers adjust their speed because of automated traffic enforcement.

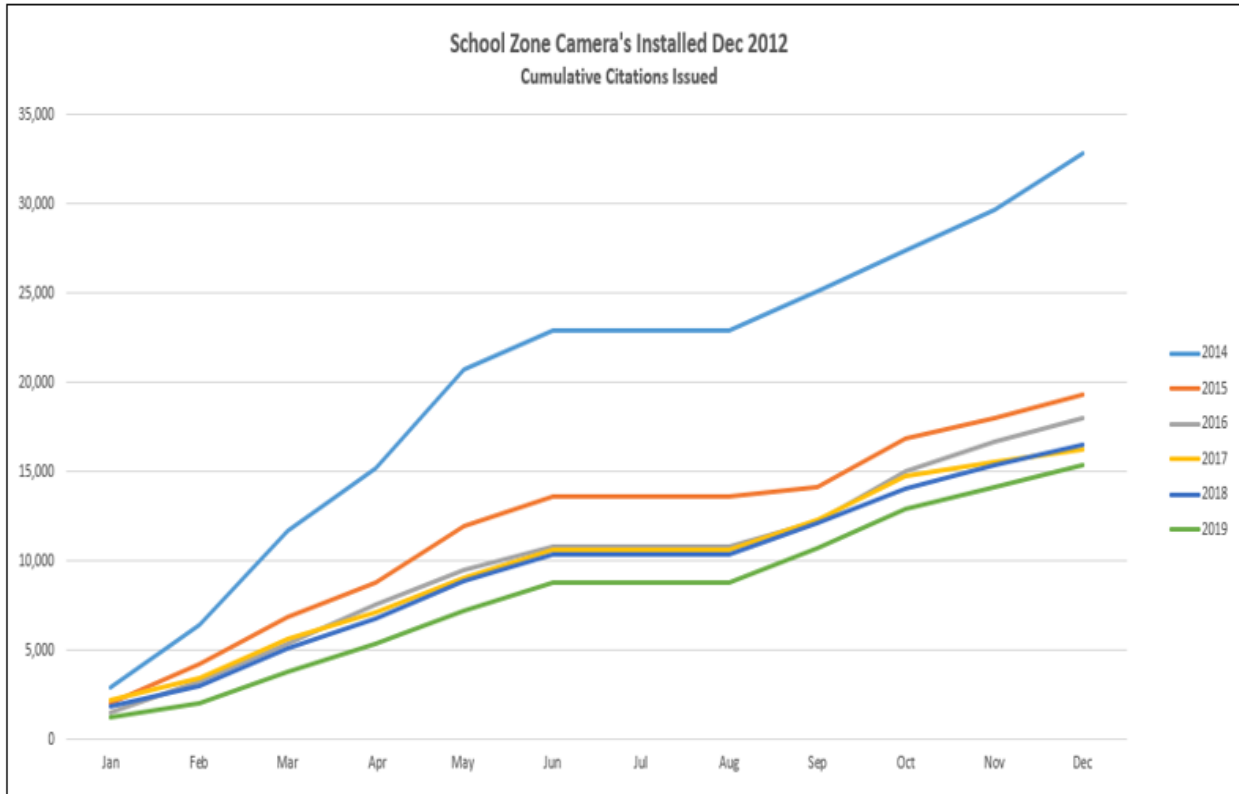
A speed reduction analysis was completed in March 2019 by American Traffic Solutions (ATS), the vendor who supplies and operates Seattle's ATES equipment. Two key measures of success were reported: vehicle speed changes and recidivism rate. Based on these four school zones (eight ATES cameras in total) since December of 2013, the total number of citations issued has decreased from 47,348 in 2012 to 16,536 in 2018. This is an overall decrease of 30,812 citations – or a 65 percent reduction - since 2013. (*Seattle Department of Transportation, 2019*).

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 – help in crossing streets safely.

School Zone Safety Account Projects RFP Response Packet



Provided by Seattle Police Department

Automated Traffic Enforcement Systems resources:

[Automated Speed Enforcement](#), Centers for Disease Control and Prevention, Intervention, 2015

[Automated Traffic Enforcement Systems \(ATES\): A Key Component for Increasing Safe Walking and Biking to Schools, 2020](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries:

INT.2.2 Implement automated speed enforcement cameras for approach speeds. (P, CMF) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 107.

PAB.4.1 Expand automated speed enforcement cameras to locations outside of school zones that are included in safe routes to school plans. (P, CTW) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.7.1 Implement pedestrian and bicyclist safety zones, targeting geographic locations and audiences with pedestrian/bicyclist crash concerns. (R, CTW) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

School Zone Safety Account Projects RFP Response Packet

Crossing Guard Program Improvement – Student Crossing Guards

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.

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.

Crossing guard program improvement resources:

- [School Safety Patrol Operations Manual](#), AAA-Washington
- [AAA School Safety Patrol](#) – Training Videos, AAA Washington
- [School Zone Crossing Guard Grants](#), Washington Traffic Safety Commission

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

- No specific reference in Target Zero plan.

School Zone Safety Account Projects RFP Response Packet

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 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 encourages RSAs on existing roads and intersections.

RSAs 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.

Pedestrian and bicycle safety audits resources:

- [*School Walk and Bike Routes: Guide for Planning and Improving Walk and Bike to School Options for Students.*](#)
- [*Pedestrian Road Safety Audits.*](#)
- [*Pedestrian Road Safety Audit Guidelines and Prompt Lists.*](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries:

PAB.1.2 Invest in and construct roadway reconfigurations, roundabouts and other recommended FHWA safety countermeasures specific to pedestrian and bicyclist safety. (R, FHWA) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.4.3 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 2019: Target Zero](#), Page 138.

School Zone Safety Account Projects RFP Response Packet

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?
- 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, Clarifying the Scope of Preliminary Design.](#)
- [How to Write a Feasibility Study Step by Step.](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero.](#)

School Zone Safety Account Projects RFP Response Packet

PAB 1.3 Revise design practices to emphasize context and target speed to reflect the needs of people walking and biking. (R, FHWA) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.2.1 Reduce crash exposure safety at pedestrian and bicyclist crossings by investing in and installing refuge islands and raised crossings and shortening crossing distances with bicycle friendly curb extensions where these crosswalk enhancements are needed. (P, NCHRP) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

School Zone Safety Account Projects RFP Response Packet

Quick Build/Pop-Up Traffic Calming for School Zones and School Pick-Up and Drop-Off Areas

Pop-up traffic calming projects are community-based efforts to see how low-cost and temporary (7– 30 days) versions of street design elements affect the behavior and safety of all people using local streets and roadways. Design treatments include curb extensions or bulb-outs, traffic circles, bicycle facilities, pedestrian islands, and crosswalks. In Montana, a “Bike Walk Montana Pop-up Traffic Calming Trailer” is outfitted with materials and supplies to do these projects and is available to communities across the state (Pop-up Traffic Calming Guide, 2016).

Permanent construction or changes to existing construction is very expensive and involves a significant amount of time, sometimes years to take a project from planning to completion.

Cities – large and small - across the US are planning and prioritizing low-stress networks that support bicycling and walking, working to integrate active travel into their transportation systems. Using rapid deployment and quick-build techniques, these cities are delivering multimodal facilities to support safety and comfort and broader community goals. These quick-build projects allow for community engagement and maintenance, integrating equity, universal design, and micro-mobility, and considering a host of other factors into their design decisions. Cities will share examples of their projects and lessons learned before taking questions from the audience.

Pop-up projects require planning and coordination, but they feature use of less expensive materials like traffic delineators, paint, tires, cones, and low-profile barriers like the parking bumpers found in many parking lots. With proper deployment of these lower-cost materials, multiple lane roads can be narrowed to reduce average speed of vehicles, corners can be extended to slow vehicles as they turn, and protected lanes can be developed for walkers and/or rollers.

Additional resources regarding pop-up traffic calming include:

[Ennis, Montana Traffic Calming Project Featured in Local News](#) - video

[Look What's Popping Up in Bozeman, Montana](#) - video

[Pop-up Traffic Calming Guide A tool for Montana communities to implement lighter, quicker, and lower-cost complete streets projects](#) – publication

[Pop-up Traffic Circle Installed in Helena, Montana](#) - video

[Quick Build Networks for All \(Part I\): What is quick build all about?](#) – recorded presentation

[Quick Build Networks for All \(Part II\): What do these projects look like?](#) – recorded presentation

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), page 137.

School Zone Safety Account Projects RFP Response Packet

PAB.1.2 Invest in and construct roadway reconfigurations, roundabouts and other recommended FHWA safety countermeasures specific to pedestrian and bicyclist safety. (R, FHWA) Engineering

PAB 1.3 Revise design practices to emphasize context and target speed to reflect the needs of people walking and biking. (R, FHWA)

2.1 Reduce crash exposure safety at pedestrian and bicyclist crossings by investing in and installing refuge islands and raised crossings and shortening crossing distances with bicycle friendly curb extensions where these crosswalk enhancements are needed. (P, NCHRP)

School Zone Safety Account Projects RFP Response Packet

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 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 cost for initial installation of external cameras for use in catching drivers illegally passing buses is between \$3,000 and \$7,000 per bus.

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

- 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.
- 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.
- 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 Proposals for support of school bus safety cameras apply.

- 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.

School Zone Safety Account Projects RFP Response Packet

- 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 the need statement in Part B of the Proposal, the Responder will also need to demonstrate that they 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 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 currently using school bus safety cameras.

Reducing illegal passing of school buses resources:

[Vehicle Video Cameras](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

- No specific reference in Target Zero plan.

School Zone Safety Account Projects RFP Response Packet

School Walk Area Maps and School Walk Route Plans – Developing and Updating

In Washington State, school districts are required by law (Washington Administrative Code (WAC), 392-141-340) to establish walk areas and develop a school walk route plan (WAC 392-151-025) for every elementary school where children walk to and from school. Each school district has the latitude to develop and define the individual school's walk areas for their schools based on their own evaluation process, including for the junior high and high schools. The development process of the walk area must be consistent with the one described in the "School Walk and Bike Routes: A Guide for Planning and Improving Walk and Bike to School Options for Students", published by the WSDOT and is required for the elementary schools only.

A school's "walk area" is defined by the WAC as 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. A school walk route plan is usually a map or written document to inform parents and school children of walking routes within a walk area and a plan to make safety improvements as needed. Each school district is required to develop the preferred walking routes to school only for the elementary schools. The map or written document must be distributed to all elementary school students and their parents. The school can develop the walking route maps for their junior and high schools, but it is not required. WSDOT's "School Walk Route Plans in Washington" website provides an inventory of the schools with an approved Walk Route Plan.

Each Walk Route Plan should include suggested routes for students within the "walk area" to walk to and from school. These preferred walking routes should be developed based on considerations of traffic patterns and existing traffic controls such as crosswalks, traffic signals, or school safety patrol posts. The chosen route should seek to limit the number of school zone crossings in a way that encourages students to cross streets in groups. In addition, it should seek those routes that provide the greatest physical separation between walking children and traffic, expose children to the lowest speeds and volumes of moving vehicles, and have the fewest number of road or rail crossings (WAC 392-151-025). Within those designated "walk areas," transportation services for students include services such as the coordination of a walk-to-school program, the funding of crossing guards, and matching funds for local and state transportation projects intended to mitigate hazardous conditions (RCW 28A.160.160).

If a school district determines that they need to transport students living within one road mile of a school due to hazardous conditions, they are required to document the process that was used to make such decision to transport if the district intends to report those students as part of their enrollment report (WAC 392-141-340). The documentation is critical when calculating the fund allocations for student transportation. Students within a one-mile radius of any school are not eligible for basic transportation funding unless he or she is disabled or has a need for transportation due to documented hazardous conditions.

School Zone Safety Account Projects RFP Response Packet

In some cases, initially developing the school walk area maps and school walk route plans has been difficult. Keeping the maps and plans updated to reflect development and road changes has been even more challenging in some areas.

Resources regarding school walk areas and school walk route plans include:

[*School Walk and Bike Routes: A Guide for Planning and Improving Walk and Bike to School Options for Students.*](#)

[*Safe Routes to School Prioritization Analysis, Pierce County, 2019 Update.*](#)

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero.](#)

- No specific reference in Target Zero plan.

School Zone Safety Account Projects RFP Response Packet

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 a bicycle 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:

Example 1: Traffic Gardens

A traffic garden is a set of scaled-down traffic features that are painted on, for instance, a portion of a school's outside basketball court. Traffic gardens may be known as safety town, safety city, safety village, traffic park or one of the many other regional names.

They can be constructed with asphalt streets and concrete curbs on dedicated sites or assembled with temporary sets of markings and portable equipment in parking lots and playgrounds. What these facilities and installations all have in common is they create a world to ride bicycles, steer scooters and drive pedal cars. Children navigate and practice using roadways, intersections and crossings in a safe and fun environment, free of motor vehicles.

Although traffic gardens did not gain widespread popularity in the United States until the 1970s, they have existed in various forms since the 1930's. Mansfield, OH Traffic Commissioner Frennd Boals, and Kindergarten teacher, Ruth Robbins, created the first U.S. Safety Town in Mansfield, Ohio in 1937 as an engaging safety education program for pre-kindergarten children. After Safety Town was launched, it became so popular that it received national coverage and inspired similar programs. The idea was not difficult to replicate and local champions emerged and established safety towns in surrounding communities and further afield. Many built permanent facilities using lots of local volunteer and business support.

Additional resources regarding Bicycle Safety Instruction include:

- [Discover Traffic Gardens](#)
- [The Evolution of Miniature 'Safety Towns' for Kids](#), Bloomberg News
- [Turning a Corner: The Story of Cooper's Corner](#) where children can tour a miniature city and learn about safety, Spokesman Review, Spokane, WA ([Mobius Children's Museum](#))

Applicable legislative and policy strategies for reducing fatalities and serious injuries from [Washington State Strategic Highway Safety Plan 2019: Target Zero](#).

PAB.4.5 Implement pedestrian and bicycle safety training curriculum in schools. Develop and implement an additional module focused on teachers, parents, volunteers, and other school personnel. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB 6.9 Encourage bicycle helmet use for children and adults. (R, DOH) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

School Zone Safety Account Projects RFP Response Packet

Example 2: Bicycle and Pedestrian Safety Instruction

Bicycle and pedestrian safety instruction generally focus 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 2019: Target Zero](#).

PAB.4.1 Expand automated speed enforcement cameras to locations outside of school zones that are included in safe routes to school plans. (P, CTW) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

PAB.4.5 Implement pedestrian and bicycle safety training curriculum in schools. Develop and implement an additional module focused on teachers, parents, volunteers, and other school personnel. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB 6.9 Encourage bicycle helmet use for children and adults. (R, DOH) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.7.3 Improve training on pedestrian and bicyclist laws for law enforcement officers at state, tribal, and local levels, including training on equity issues for enforcement. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

Example 3: 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

School Zone Safety Account Projects RFP Response Packet

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 2019: Target Zero](#).

PAB.4.3 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 2019: Target Zero](#), Page 138.

PAB.4.4 Distribute and encourage the use of “School Walk and Bike Routes: A Guide for Planning and Improving Walk and Bike to School Options for Students” to assist in creating school walk route maps. (R, WSDOT). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

PAB.4.5 Implement pedestrian and bicycle safety training curriculum in schools. Develop and implement an additional module focused on teachers, parents, volunteers, and other school personnel. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

PAB.4.7 Invest in and implement the Safe Routes to School Program to construct pedestrian and bicyclist facilities near schools. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

Example 4: 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.

School Zone Safety Account Projects RFP Response Packet

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 2019: Target Zero](#).

PAB.4.6 Implement education, enforcement, and engineering elements of the Safe Routes to School program, including campaigns such as Walking School Buses and Bike Trains. (R, CTW). [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 138.

School Zone Safety Account Projects RFP Response Packet

Yellow Flashing Warning 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 the local jurisdiction will need to be uploaded with the Proposal if the Responder is 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 warning 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:

PAB.2.2 Invest in and increase the use of rectangular rapid flashing beacons and pedestrian hybrid beacons where these crosswalk enhancements are needed. (R, CMF) [Washington State Strategic Highway Safety Plan 2019: Target Zero](#), Page 137.

PAB.4.3 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 2019: Target Zero](#), Page 138.

School Zone Safety Account Projects RFP Response Packet

Other School Zone Safety Projects

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 Proposal questions.

School Zone Safety Account Projects RFP Response Packet

Exhibit 3 -- Target Zero Managers

The WTSC supports a network of 17 Target Zero Managers (TZMs) throughout the state. TZMs are actively involved in the coordination and fiscal management of many of the WTSC's grant-funded projects. They coordinate High Visibility Enforcement patrols including DUI Holiday, Click It or Ticket, Drive Sober or Get Pulled Over, and Talk, Text and Ticket campaigns.

In addition, TZMs manage other projects such as Target Zero Teams, speed reduction projects, and pedestrian safety zone projects. Other activities include coordinating media campaigns, monitoring local data to identify emerging trends, leading planning and outreach efforts for the local traffic safety coalition, and evaluating performance data from enforcement activities.

Through utilization of the TZM network, the WTSC is able to maximize the reach of these programs to the local communities.

The TZM in your region may have information about traffic safety that can help you with your response to this RFP.

Each WTSC region has at least one traffic safety task force. These task forces meet at least quarterly throughout the year. They review traffic safety issues in their region and make decisions about programming. The regional TZM leads these task forces, which include a mix of law enforcement and other traffic safety stakeholders.

Contact Information: [Target Zero Manager Network](#)