



# Safe Routes to School Bicycle & Pedestrian Safety Education

## Program Evaluation Report January 2013

The Safe Routes to School Bicycle and Pedestrian Safety Education Program is a collaborative effort between the Washington State Department of Transportation (WSDOT) and the Office of Superintendent of Public Instruction (OSPI). Federal funding was provided from WSDOT to OSPI to manage the program and provide grants to school districts through 2012. Key partners in the program were the Bicycle Alliance of Washington and Feet First.



**Washington State  
Department of Transportation**





# Safe Routes to School Program Evaluation Report

## January 2013

### Table of Contents

Executive Summary.....	1
I. Introduction .....	3
Background .....	3
Team Members .....	3
Funding .....	4
Project Goal.....	4
II. Process .....	4
Project Plan Development .....	4
Selection of Districts .....	4
Curriculum Development.....	6
SafeRoutesWA.org Website.....	7
Training Sessions for Districts .....	7
Bicycle and Trailer Procurement.....	9
Curriculum Implementation.....	9
Program Evaluation.....	10
Program Sustainability .....	11
III. Findings .....	11
Quantitative Findings.....	11
Student Self-Reported Behavior Surveys.....	18
NCSRTS Parent Surveys.....	20
NCSRTS Student Tallies .....	22
Teacher and Administrator Surveys.....	23
Lessons Learned by the Project Team .....	25
Media Coverage .....	27
IV. Conclusions .....	27
V. Recommendations.....	28
VI. Appendices	
Appendix A: SRTS Bike and Pedestrian Safety Education Curriculum (Overview)	
Appendix B: Summer Institute Program (Spokane)	
Appendix C: Teacher and Administrator Surveys (Summary)	
Appendix D: Student Self-Reported Behavior Survey (Template)	
Appendix E: NCSRTS Parent Survey (Template)	
Appendix F: NCSRTS Student Tally (Template)	



## Executive Summary



*This program supplies schools with resources necessary to not only teach kids about bike and pedestrian safety but also practicing those activities. The exposure to a wonderful lifelong activity such as biking is an asset to our community. The feasibility of using a bike as transportation in our community is reinforced with our students when they participate in this program. – Teacher participant*

The Safe Routes to School (SRTS) Bicycle and Pedestrian Safety Education Program was a two-year, one million dollar grant to the Office of Superintendent of Public Instruction (OSPI) from the Washington State Department of Transportation (WSDOT). Modeled after the successful 2009 SRTS Pilot Program, funded by the Washington State Legislature, the 2010-2012 WSDOT-funded program provided bicycle and pedestrian safety education to students in Grades 5 through 8 in 25 school districts across the state, using curriculum materials developed by the Bicycle Alliance of Washington and Feet First with funding from the grant. Grants to individual districts were in the range of \$20,000 to \$25,000 to cover activities from January 2011 through June 2012. The grant also funded two OSPI SRTS Summer Institutes organized by the Bicycle Alliance of Washington and Feet First, held in Seattle and Spokane during August, 2012. Curriculum materials and other training resources funded by this grant are available to all districts at the Safe Routes to School Web site <http://www.saferouteswa.org/> and OSPI Web site <http://www.k12.WA.US/HealthFitness/SafeRoutes.aspx>.

The goal of the project was to show that by learning bicycle and pedestrian safety skills as part of the regular physical education curriculum at school, students would be able to demonstrate safer bicycling and walking behaviors. The long-term goal of SRTS programs is to increase the frequency with which students walk or bike to school. The grant made use of the National Center for Safe Routes to School (NCSRTS) parent survey and student arrival and departure tally, as well as other surveys developed specifically for this project, to help gather data about the impact of the program.

### Conclusions:

During the two years, the grant reached **25** school districts comprising **48** schools, trained **121** teachers, and delivered the curriculum to over **10,000** students between January 2011 and June 2012. Participating districts intend to continue teaching the curriculum to their students, thereby reaching an additional 7,000 to 10,000 students each year.

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

Following the implementation of the SRTS curriculum, students were walking and biking more safely than prior to the education program, according to a student self-report survey and teacher feedback. The improvement in safety behavior included an increase in stopping at stop signs, biking on the right side of the road, using hand signals, wearing a helmet, walking on the left, where there was no sidewalk, and making eye contact with drivers before crossing the street. Based on data from parent surveys conducted before teaching the curriculum, approximately 55% of the students who were taught the curriculum live within one mile of the school and walked or biked to school.

Additionally, before and after surveys found that the total percentage of students biking to and from school increased. Of the classes that collected both before and after data of their students, 2,820 students were surveyed before and 2,855 students were surveyed after going through the curriculum. Before going through the curriculum, 73 of these students (2.6%) biked to or from school on an average day. After the curriculum, this rose to 102 students (3.6%). For walking to or from school on an average day, there were 442 students (15.7%) before the program which rose to 467 students (16.3%) after the program.

Districts were eager to provide bicycle and pedestrian safety education at school, especially in smaller, more rural areas. The curriculum materials developed for this program were well-received by the teachers and adaptable for different school settings. The training sessions were effective at preparing teachers to implement the curriculum.

### **Recommendations:**

Based on the conclusions and feedback on the program, we offer the following recommendations for future projects and follow-on efforts related to the current project:

#### Program Implementation

- Update the curriculum based on feedback from the districts that implemented the program 2011-2012 and develop several advanced lessons to use with students who have mastered the safety skills.
- Provide other tools on the SafeRoutesWA.org website, such as information about maintenance and equipment sharing, a place for districts to report participation rates on Bike to School Day, and a forum to discuss lessons learned.
- Consider ways to tie the program into other SRTS encouragement, enforcement and engineering improvements and coordinate efforts with other partners, such as student transportation services and the Department of Health Safe Routes to School programs.
- Assist schools to find funding and support for bicycle maintenance in order to ensure the sustainability of the program.
- Continue to offer teacher trainings in order to prepare new teachers to implement the curriculum.
- Restructure the training so it can be taught by one trainer skilled in both bicycle and pedestrian safety skills to significantly reduce training costs.
- Separate the grades involved to make sizing bicycles more feasible for the age range.

#### Program Evaluation and Impact

- Repeat the NCSRTS Parent Survey and NCSRTS Student Tallies in 2012-13 in as many of the 25 districts that participated in the 2010-2012 grant as possible.
- Streamline the use of evaluations to increase the likelihood of schools submitting tallies and surveys required by the grant.
- Conduct a 5-year follow-up study (e.g., in Spring 2017) to see what the lasting impact is of this program on increasing student walking and biking to school.

#### Continue to expand the SRTS Education Programs to other school districts

- Support future SRTS Bicycle and Pedestrian Safety Education Programs to replicate this program and help schools increase the number of students who walk and bike safely to school and in their communities.

## **I. Introduction**

### ***Background***

The Safe Routes to School Bicycle and Pedestrian Safety Education Program was launched in an effort to increase the level of education of students Grades 5-8 about bicycle and pedestrian safety in the schools and to increase the number of students walking or riding to school. The current federally funded project (2010-2012) was developed based on a successful pilot of a similar program funded by the Washington State Legislature in 2009. While the 2009 State-Funded SRTS Pilot Program was focused on bicycle safety, the current program provided a balance of attention to pedestrian and bicycle safety.

Both programs included dissemination of bicycles, helmets, and trailers to the participating districts to ensure that students got hands-on experience in applying what they were learning about bicycle safety to the actual use of bicycles. The 2010-2012 federal grant had a focus on developing a full 8-day classroom curriculum on bicycle and pedestrian safety education and preparing local school physical education teachers to teach it by attending a two-day training in their district presented by experienced trainers from the Bicycle Alliance of Washington and Feet First.

OSPI was selected to administer this grant both because of the strong educational component related to the state Health and Fitness learning standards and because of the availability of the iGrants system for conveniently distributing grant funding to districts.

The purpose of this report is to explain the process of the grant, highlighting professional development, technical assistance, implementation, and program evaluation.

### ***Team Members***

The key team members in the program represented the Office of Superintendent of Public Instruction (OSPI), the Washington State Department of Transportation (WSDOT), the Bicycle Alliance of Washington, and Feet First. This group met regularly throughout the grant, but especially during year 1, to plan and schedule the grant activities and develop an effective curriculum and website presence. (Note that the grant did not fund any time for the coordinator from WSDOT or the administrators from OSPI or the Bicycle Alliance of Washington.)

#### **OSPI**

- Michele Anciaux Aoki, Ph.D., P.M.P., Program Supervisor for Safe Routes to School
- Jessica Vavrus, Assistant Superintendent for Teaching and Learning
- JoLynn Berge, Interim Agency CFO

#### **WSDOT**

- Charlotte Claybrooke, SRTS Program Coordinator

#### **Bicycle Alliance of Washington**

- Seth Schromen-Wawrin, SRTS Program Manager
- Barbara Culp, Executive Director

# Safe Routes to School Bicycle and Pedestrian Safety Education Program

## Feet First

- Jen Cole, Safe Routes to School Director
- Lisa Quinn, Executive Director

## ***Funding***

The WSDOT grant awarded \$1,000,000 to OSPI over the two-year period from July 2010 through September 2012 as shown in Table 1 below.

**Table 1. Funding of SRTS Grant by Year**

<b>Grantee</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Total</b>
Office of Superintendent of Public Instruction	\$50,983.00	\$55,568.18	\$106,551.18
Bicycle Alliance of Washington	\$122,550.00	\$152,499.35	\$275,049.35
School Districts (25 by the end of Year 2)	\$119,562.00	\$437,548.00	\$557,110.00
<b>Total</b>	<b>\$293,095.00</b>	<b>\$645,615.53</b>	<b>\$938,710.53</b>
Remaining funds from original \$1,000,000 grant			\$61,289.47

## ***Project Goal***

The goal of the project was to show that by learning bicycle and pedestrian safety skills as part of the regular physical education curriculum at school, students would be able to demonstrate safer bicycling and walking behaviors. The long-term goal of the SRTS program is to increase the frequency with which students walk or bike to school.

## **II. Process**

### ***Project Plan Development***

The development of the project plan was undertaken by project director, Michele Anciaux Aoki, P.M.P., from OSPI. The plan included a Project Scope Statement, Work Breakdown Structure, Schedule, Risks, and other components. The initial plan was reviewed by the project partners and approved in fall, 2010. Michele continued to update the partners on progress on the plan over the following 18 months.

### ***Selection of Districts***

In order to inform districts of the competitive grant opportunity, OSPI sent out a Memorandum in November, 2010, announcing the Bicycle and Pedestrian Safety Education SRTS grant application process. (See: <http://www.k12.wa.us/BulletinsMemos/Memos2010/M071-10.doc.>) In addition, the information was posted on the OSPI website and sent out to members of the Health and Fitness Cadre



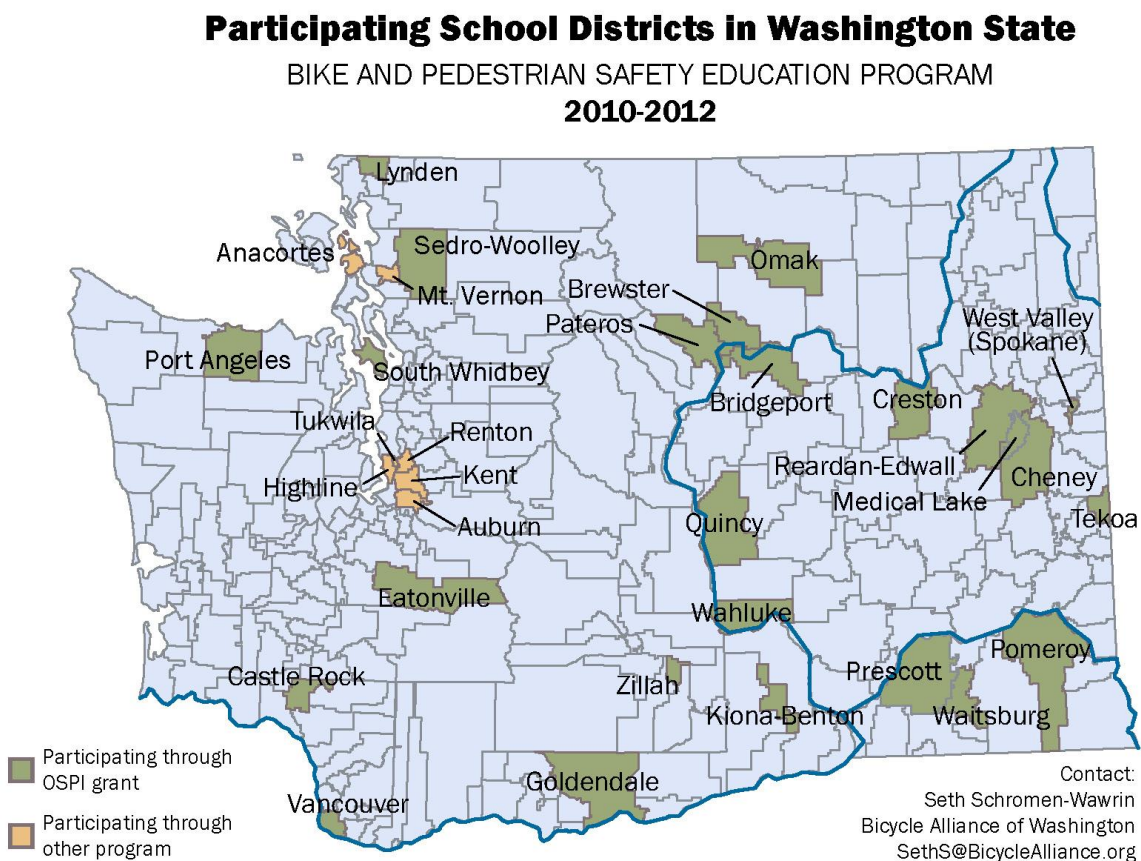
## Safe Routes to School Bicycle and Pedestrian Safety Education Program

of teachers. Interested districts applied for the grants through the OSPI iGrants system (online grant application system at OSPI).

WSDOT provided OSPI with a list of eligible districts for this grant opportunity. The main criteria were that the districts had submitted a walk route map to WSDOT and that the districts were not receiving other SRTS funds during the period of this grant. OSPI used the iGrant process in the selection process. All districts applying had to agree to the General Assurances (for federal funding) and Specific Assurances for this grant. In addition, the districts completed an RFP process that identified such things as the number of schools and students that would be involved, the timeline for implementation, and plans for sustaining the program after the grant.

The OSPI SRTS Program Supervisor and Health and Fitness Program Supervisor reviewed and rated all of the district iGrant applications to determine which districts would be accepted. Because the number of districts applying was not that large, all of the districts that submitted an application that met the criteria were able to be funded. In Year 1, 10 districts were accepted into the program. In Year 2, 25 districts were accepted (including the continuation of the districts from year 1). See Figure 1 below for a map of the location of the participating school districts.

**Figure 1. Map of Participating School Districts**



## ***Curriculum Development***

A major deliverable of the project was the development of a SRTS Bicycle and Pedestrian Safety Education Curriculum providing eight days of lessons for physical education classes in grades 5-8. OSPI provided curriculum expertise and support to Feet First, which subcontracted with the Bicycle Alliance to develop and deliver the curriculum in final format on the web.

The curriculum was based on the bicycle safety curriculum originally developed as part of the 2009 State-Funded SRTS Pilot Program. Three additional pedestrian-only lessons were created, and pedestrian-centric concepts were integrated, as appropriate, throughout the existing materials. The teacher training was revised to be taught by two trainers giving equal weight to both bicycle and pedestrian safety issues. The written materials were designed into notebook form with a streamlined, cohesive look for all trainees.

The curriculum consists of eight lesson plans and supporting materials for physical education class sessions, evaluation tools and a schedule for administering them, and background information for educators. Each trainee received a printed curriculum notebook during the Bike and Pedestrian Safety Education Program training. Materials were also provided on a flash drive so they could easily be shared and adapted by teachers. The materials included surveys, flyers, handouts, and posters (many in English and Spanish). See the Curriculum at a Glance in Appendix A. The written materials have been posted to [www.saferouteswa.org](http://www.saferouteswa.org) and can be downloaded from there:

### **Individual Lessons and Sections:**

- Cover and Introduction
- Curriculum at a Glance
- Pre-Unit Preparations
- Lesson 1: Introduction
- Lesson 2: Captain Barclay
- Lesson 3: Eyeballs!
- Lesson 4: Clothing & Equipment
- Lesson 5: Bicycle Handling Practice
- Lesson 6: Beginning Traffic Skills Practice
- Lesson 7: Advanced Traffic Skills Practice
- Lesson 8: The Walking Audit
- Additional Resources

### ***SafeRoutesWA.org Website***

The SafeRoutesWA.org website was an existing resource for Safe Routes to School information for Washington State. However, the site needed upkeep before it could be used by participants. Funds were awarded to the Bicycle Alliance of Washington, which subcontracted with Feet First to relaunch the site and post the curriculum and related resources and maintain information beyond the timeframe of the current grant. In addition, OSPI also hosts a page under Health and Fitness (in Teaching and Learning) for SRTS which links to the SafeRoutesWA.org site: <http://www.k12.wa.us/HealthFitness/SafeRoutes.aspx>.

### ***Training Sessions for Districts***

The Bicycle Alliance of Washington was responsible for scheduling and holding a series of two-day training sessions for each participating district. When school districts were awarded their grants from OSPI, the Bicycle Alliance contacted them to explain the project, gather information about the context of the district, and begin scheduling the two-day trainings to provide professional development on curriculum implementation for the districts' staff. Scheduling the trainings had to be coordinated with the districts' calendars (e.g., holidays, testing, sporting events, trainings), availability of substitutes (especially for smaller districts), the trainers' schedules (the trainings required both a Bicycle Alliance and a Feet First trainer), and the chance of inclement weather.

Trainers came to the school districts to teach the teachers in their local context. The trainings were held at a school or similar facility, inside a classroom and outside of the building teaching the lessons and practicing the skills. In the case of very small neighboring districts, the training was held jointly.

See Figure 2 below for an outline of the two-day training and Table 2 below for a full list of trainings with dates and locations.

**Figure 2. Two-Day Training**

<b>Agenda for the 2-day training</b>	
<p><b>DAY 1 8:00am – 4:00pm</b></p> <p><b>8:00 Welcome and Introductions</b> Goals and Objectives</p> <p><b>8:30 Safe Routes to School</b> Trends in school travel and health since 1960 The 5 E’s: Teaching pedestrian safety in middle school</p> <p><b>9:00 Pedestrian Safety Rules and Concepts</b> “Captain Barclay” lesson activity Opportunities to practice pedestrian skills in PE classes</p> <p><b>9:30 Understanding Sightlines</b> Defining sightlines and the importance of eye contact “Eyeballs” lesson activity BREAK</p> <p><b>10:15 Why Bike Crashes Happen</b> Crash types and statistics</p> <p><b>10:45 Bicycling in Traffic and Principles of Traffic Law</b> Rights and responsibilities of bike users</p> <p>LUNCH BREAK</p> <p><b>12:20 The Walking Field Trip</b> Time to practice pedestrian safety skills outside</p> <p><b>1:40 Bicycling Accessories for Safety and Comfort</b> Bike clothes and accessories Helmet fit</p> <p><b>2:00 Getting Ready to Ride</b> Bike parts ABC Quick Check Bike fit BREAK</p> <p><b>2:30 Parking Lot Drills</b> Starting, stopping, and shifting Straight-line riding, scanning and shifting Rock Dodge</p> <p><b>3:50 Homework</b> Please complete for Day 2</p> <p><b>4:00 End</b></p>	<p><b>DAY 2 8:00am – 3:00pm</b></p> <p><b>8:00 Welcome, Settling In</b> “Enjoy the Ride” video and Traffic Principles Review</p> <p><b>8:30 Road Ride Preparation and Review</b> Student’s Bike Check</p> <p><b>9:00 Road Ride and Discussion</b> Road Skills Ride Post - Ride Discussion</p> <p><b>11:00 Homework Discussion</b> Discuss League of American Bicyclists Traffic Skills Test 101</p> <p>LUNCH BREAK</p> <p><b>12:30 Evaluation Tools and Requirements</b> Student Arrival and Departure Tally (“Hands–Up”) Parent Survey and letter Student Self-Reported Behavior Survey</p> <p><b>1:00 Review of Grades 5—8 Curriculum</b></p> <p><b>2:45 Evaluation of Seminar</b></p> <p><b>3:00 End</b></p>

### ***Bicycle and Trailer Procurement***

Based on the 2009 State-Funded SRTS Pilot Program, this project was originally set up to allow districts to handle procurement of bicycles and trailers on their own, using recommended criteria provided by the Bicycle Alliance. The hope was that districts would be able to develop close relationships with bicycle shops in their local areas. In the case of the 2009 pilot this was possible since the program was financed using state funds; however for the 2010-12 grant project, Federal Highway Administration funds were used. These funds had a specific “Buy America” requirement that all purchases with steel components (such as bicycles) must prioritize items made with American-made steel.

The “Buy America” requirement was new to OSPI and to school districts to consider when purchasing equipment for this project. As a result, during Year 1, a few school districts purchased bicycles without going through a proper procurement process that provided consideration for the requirement. To remedy this, all of the vendors that the districts worked with during Year 1 (bicycle shops and trailer companies) provided “Buy America” certification of materials origins documents for the equipment purchased.

In order to more systematically address the “Buy America” requirement and to efficiently support participating schools with the purchasing process, OSPI ran a competitive bid process for bicycles and trailers so as to create a master contract, through which all future procurements by districts would be done going forward into Year 2. The master contracts were awarded to Trek Bicycles and Trailer Town. During Year 2 of the grant, all of the districts worked directly with the Trek and Trailer Town representatives to arrange purchase of 30 bicycles and 1 trailer. (In a few cases, districts that had procured fewer than 30 bicycles in Year 1 were given funds to purchase a few additional bicycles under the master contract.)

While addressing the “Buy America” procurement issues delayed full implementation of the project until Year 2, overall, the procurement process went relatively smoothly during the second year. When there were the few difficulties from time to time with invoices and deliveries, these issues were resolved fairly quickly with the support of the Bicycle Alliance. Unfortunately, one district ordered its equipment too late in spring 2012 to have time to implement the program before the end of the school year.

One innovation that we were able to introduce in Year 2 was to have two small, neighboring districts, Waitsburg and Prescott, share the set of bicycles originally procured by Waitsburg. Should the SRTS program continue to be funded in the future, we hope to expand this “sister” district concept.

### ***Curriculum Implementation***

In their iGrant application, each district described their plan for implementing the curriculum within their classrooms. They were funded for one sub day per participating teacher to plan the implementation for their classes. While the curriculum was designed for eight days (about eight hours of instructional time), many districts had to modify that to accommodate their actual schedules (which might be less than two hours of class time per week).

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

As districts implemented the curriculum, the Bicycle Alliance called and emailed teachers to provide support and continued technical assistance when needed. Learning from the types of questions received during Year 1, some information was changed for the schools in Year 2. Additionally, districts during Year 1 expressed that procuring the curriculum materials (cones, signs, etc.) was very time consuming. For Year 2, the Bicycle Alliance procured the curriculum materials and delivery for each district to alleviate this burden.

### ***Program Evaluation***

During the project planning phase, the team identified a number of points for program evaluation with forms or surveys developed by OSPI and the Bicycle Alliance. These included:

- Training Evaluation (as part of awarding OSPI clock hours) (paper form at the training)
- Student Pre- and Post-Survey (when curriculum was implemented)
- Teacher Survey 1 (online survey, administered after the curriculum was implemented)
- Teacher Survey 2 (online survey, administered some time (if possible, about six months) after the curriculum was implemented)
- Administrator Survey (online survey, administered some time (if possible, about six months) after the curriculum was implemented)

In addition, a key part of the evaluation required by WSDOT was the use of National Center for Safe Routes to School (NCSRTS) Parent Surveys (before the curriculum was implemented) and NCSRTS Student Tallies (completed by the teacher with the students before implementing the curriculum and after).

Participating schools were required to administer and collect data related to each of these surveys. The surveys were used to gather information about knowledge, interest, barriers, and behavior related to safe walking and biking skills.

Before teaching the unit, teachers conducted three surveys:

1. NCSRTS Students Arrival and Departure Tally Sheet
2. NCSRTS Parent Survey About Walking and Biking to School
3. PRE-Survey: Student Self-Reported Behavior Survey

Following the unit, teachers conducted two post surveys:

1. NCSRTS Students Arrival and Departure Tally Sheet
2. POST-Survey: Student Self-Reported Behavior Survey

The online surveys completed by the teachers and administrators after curriculum implementation were intended to provide insight into the effectiveness of the two-day training and the curriculum materials, as well as the long-term use of the bicycles and equipment.

### ***Program Sustainability***

During the spring of 2012, the project team realized that the long-term sustainability of the program could be improved by providing additional training, skills sharing, and networking opportunities for grantee districts and other SRTS project participants through WSDOT statewide. As a result, the 2012 OSPI Safe Routes to School Summer Institutes were developed to provide an opportunity for trained teachers to gather and learn best practices from each other, provide additional training on bike and pedestrian safety education for teachers, and provide an opportunity for new teachers in participating districts to be trained.

The Summer Institutes were organized by a ten person steering committee with representatives from:

- Bicycle Alliance of Washington
- Cascade Bicycle Club
- Feet First
- King County Food and Fitness Initiative
- Lynden School District
- Office of Superintendent of Public Instruction
- Spokane Regional Health District

During the summer of 2012, two institutes were held, one in Seattle on August 9-10, 2012, and one in Spokane on August 16-17, 2012. In total, 76 people participated in the Summer Institutes. They represented teachers, parents, public health agencies, transportation agencies, government, and community organizations. 16 participants came from districts who were implementing the curriculum.

## **III. Findings**

### ***Quantitative Findings***

During the two years, the grant had the following levels of participation:

**Table 2. Initial Estimates and Actual Levels of Participation for School Districts, Schools, Teachers, and Students**

	Initial Estimates (based on iGrant applications)	Actual Participation
# of School Districts	25	25
# of Schools	55 (see Table 3)	48 (see Table 7)
# of teachers to be trained	72 (see Table 3)	121 (see Table 6)
# of students to be reached	9,368 (see Table 4)	10,086 (see Table 5)

Based on the iGrants applications, Table 3 below lists the district selected, their cities and counties and the district responses to the first three iGrant questions:

1. How many schools with students in grades 5-8 will be participating in the Safe Routes to School program in your district in 2011-2012?

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

2. How many teachers will participate in the 2-day trainings with the Bicycle Alliance and Feet First (subs are provided through the grant)?
3. How many teachers will participate in the program implementation in the schools in 2011-2012?

**Note:** Where districts indicated “0” for # Teachers to attend the Training that is because the districts already participated in the training during the first year of the grant in 2010-2011.

**Table 3. List of Districts funded in Year 2 with # of Schools, # of Teachers to attend Trainings, and # of Teachers to Implement the Program**

District	City	County	1. # Schools	2. # Teachers Training	3. # Teachers Implement
Brewster School District	Brewster	Douglas	2	2	2
Bridgeport School District	Bridgeport	Douglas	2	0	2
Castle Rock School District	Castle Rock	Cowlitz	2	3	3
Cheney School District	Cheney	Spokane	1	4	4
Creston School District	Creston	Lincoln	2	5	5
Eatonville School District	Eatonville	Pierce	4	0	5
Goldendale School District	Goldendale	Klickitat	1	3	2
Kiona-Benton City School District	Benton City	Benton	2	4	4
Lynden School District	Lynden	Whatcom	4	0	7
Medical Lake School District	Medical Lake	Spokane	1	7	7
Omak School District	Omak	Okanogan	1	6	2
Pateros School District	Pateros	Okanogan	2	2	2
Pomeroy School District	Pomeroy	Garfield	2	0	4
Port Angeles School District	Port Angeles	Clallam	6	6	6
Prescott School District	Prescott	Walla Walla	2	2	2
Quincy School District	Quincy	Grant	2	5	3
Reardan-Edwall School District	Reardan	Lincoln	1	0	5
Sedro-Woolley School District	Sedro-Woolley	Skagit	1	0	5
South Whidbey School District	Langley	Island	1	5	5
Tekoa School District	Tekoa	Whitman	2	2	2
Vancouver School District	Vancouver	Clark	2	6	2
Wahluke School District	Mattawa	Grant	3	0	4
Waitsburg School District	Waitsburg	Walla Walla	2	0	2
West Valley School District (Spokane)	Spokane	Spokane	6	10	10
Zillah School District	Zillah	Yakima	1	0	4
<b>Totals</b>			<b>55</b>	<b>72</b>	<b>99</b>



## Safe Routes to School Bicycle and Pedestrian Safety Education Program

Table 4 below estimates the number of students in grades 5-8 served by the grant based on how the districts responded to questions #4 and #5 in the iGrants application:

4. Approximately what **number** of students at each of these grade levels in your district will participate in the program in 2011-2012?
5. Approximately what **percentage** of students at each these grade levels in your district will participate in the program in 2011-2012?

**Note:** Where districts listed 0 for # of students, they were asked to provide an explanation in the iGrant application. Generally, it was due to school configurations in the district or availability of teaching staff to implement the program.

**Table 4. List of Districts with # of Students participating and % of student body in Grades 5 – 8**

District	4. # 5th graders	4. # 6th graders	4. # 7th graders	4. # 8th graders	5. % 5th graders	5. % 6th graders	5. % 7th graders	5. % 8th graders
Brewster School District	60	60	60	60	100%	100%	100%	100%
Bridgeport School District	72	62	65	60	100%	100%	100%	100%
Castle Rock School District	83	87	87	88	95%	95%	95%	95%
Cheney School District	0	0	400	400	0	0	75%	75%
Creston School District	10	7	15	7	100%	100%	100%	100%
Eatonville School District	149	159	164	183	100%	100%	100%	100%
Goldendale School District	75	75	80	80	95%	95%	95%	95%
Kiona-Benton City School District	110	110	112	115	98%	97%	97%	97%
Lynden School District	214	181	0	0	100%	100%	0	0
Medical Lake School District	0	135	151	148	0%	100%	100%	100%
Omak School District	0	121	118	0	0%	99%	99%	0
Pateros School District	29	18	21	22	100%	100%	100%	100%
Pomeroy School District	29	21	24	24	100%	100%	100%	100%
Port Angeles School District	250	245	245	245	85%	85%	75%	75%
Prescott School District	18	15	21	23	100%	100%	100%	100%
Quincy School District	203	211	207	206	85%	85%	85%	85%
Reardan-Edwall School District	49	61	46	65	100%	100%	100%	100%
Sedro-Woolley School District	0	0	0	300	0	0	0	100%
South Whidbey School District	50	150	150	150	100%	100%	100%	100%
Tekoa School District	16	13	20	13	100%	100%	100%	100%
Vancouver School District	50	150	150	150	4%	8%	8%	8%
Wahluke School District	169	0	0	0	100%	0	0	0
Waitsburg School District	20	20	37	26	100%	100%	100%	96%
West Valley School District (Spokane)	235	250	265	300	100%	100%	100%	100%
Zillah School District	0	0	114	109	0	0	98%	98%
<b>Totals</b>	<b>1891</b>	<b>2151</b>	<b>2552</b>	<b>2774</b>				

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

Table 5 below lists the districts with the estimated number of students who participated in the program based on records collected by the Bicycle Alliance.

**Table 5. Districts with Estimated # of Students Participating in the Program over Two Years**

District	Year 1 Estimate	Year 2 Estimate				Combined
	5th-8th	5th	6th	7th	8th	
Brewster School District		60	60	60	60	240
Bridgeport School District		72	62	65	60	259
Castle Rock School District		83	87	87	88	345
Cheney School District				0	0	0
Creston School District		0	0	0	0	0
Eatonville School District		149	159	164	183	655
Goldendale School District		75	75	80	80	310
Kiona-Benton City School District		110	124	124	124	482
Lynden School District	216	216	188	188	188	996
Medical Lake School District		138	138	138	138	552
Omak School District			121	118		239
Pateros School District		29	18	21	22	90
Pomeroy School District		29	21	24	24	98
Port Angeles School District		250	245	245	245	985
Prescott School District		0	0	0	0	0
Quincy School District		203	211	207	206	827
Reardan-Edwall School District		0	0	0	0	0
Sedro-Woolley School District	300				300	600
South Whidbey School District		50	150	150	150	500
Tekoa School District		16	13	20	13	62
Vancouver School District		50	150	150	150	500
Wahluke School District	333	169	164	156	148	970
Waitsburg School District		20	20	37	26	103
West Valley School District (Spokane)		235	250	265	300	1050
Zillah School District				114	109	223
<b>Totals</b>	<b>849</b>	<b>1,954</b>	<b>2,256</b>	<b>2,413</b>	<b>2,614</b>	<b>10,086</b>
<b>Yearly Total</b>	<b>849</b>				<b>9,237</b>	

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

Table 6 below lists the training dates chronologically and a graph showing curriculum implementation plans for each district.

**Note:** Four districts did not have time or opportunity (often due to weather) to implement the curriculum before the end of the Year 2 funding (June 30, 2012). Those districts planned to implement the curriculum during fall, 2012, but did not provide evaluation data before this report was written.

**Table 6. Trainings and Curriculum Implementation Schedules**

	Training Date	District	# Attended Training	When Implementing			
				Spring 2011	Fall 2011	Spring 2012	Fall 2012
<b>Spring 2011</b>	3/16/11	Lynden	9				
	3/22/11	Sedro-Woolley	10				
	3/23/11	Wahluke	7				
	4/6/11	Eatonville	3				
	4/12/11	Bridgeport	2				
	4/20/11	Pomeroy	2				
	4/21/11	Waitsburg	2				
	4/28/11	Zillah	6				
	5/5/11	Reardan-Edwall	5				
<b>Fall 2011</b>	10/20/11	Quincy	5				
	10/26/11	Tekoa	2				
	11/8/11	Omak	5				
	11/9/11	Brewster	1				
	11/9/11	Pateros (trained with Brewster)	3				
	11/15/11	Goldendale	4				
	11/30/11	Vancouver	11				
	12/7/11	Castle Rock	3				
<b>Spring 2012</b>	3/6/12	Kiona-Benton	9				
	3/8/12	South Whidbey	4				
	3/13/12	Creston	4				
	3/20/12	West Valley (Spokane)	6				
	3/22/12	Port Angeles	7				
	3/27/12	Medical Lake	6				
	4/11/12	Cheney	2				
	4/17/12	Prescott	3				
		<b>Total</b>	<b>121</b>				

Safe Routes to School Bicycle and Pedestrian Safety Education Program

Table 7 below lists the schools from each district that participated in the program during Year 2.

**Table 7. List of Participating Schools by District (Total 48)**

<b>District</b>	<b>School</b>
Brewster	Brewster Elementary School
Bridgeport	Bridgeport Elementary School Bridgeport Middle School
Castle Rock	Castle Rock Elementary School Castle Rock Middle School
Cheney	Cheney Middle School
Creston	Creston Elementary School Creston Jr-Sr High School
Eatonville	Eatonville Middle School Eatonville Elementary School Weyerhaeuser Elementary School Columbia Crest Elementary School
Goldendale	Goldendale Middle School
Kiona-Benton	Kiona-Benton Middle School
Lynden	Bernice Vossbeck Elementary School Fisher Elementary School Isom Elementary School Lynden Middle School
Medical Lake	Medical Lake Middle School
Omak	Omak Middle School
Pateros	Pateros Elementary School Pateros High School
Pomeroy	Pomeroy Jr. Senior High School
Port Angeles	Dry Creek Elementary School Franklin Elementary School Stevens Middle School
Prescott	Prescott Jr Sr High School Prescott Elementary School

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

District	School
	Vista Hermosa Elementary School
Preston	Preston Hall Middle School
Quincy	Monument Elementary School Quincy Jr. High School
Reardan-Edwall	Reardan Elementary School Reardan Middle-Senior High School
Sedro-Woolley	Cascade Middle School
South Whidbey	Langley Middle School
Tekoa	Tekoa Elementary School Tekoa High School
Vancouver	Hough Elementary School McLoughlin Middle School
Wahluke	Mattawa Elementary School Morris Schott Middle School Saddle Mountain Intermediate School Wahluke High School Wahluke Junior High School
Waitsburg	Waitsburg Elementary
West Valley (Spokane)	Centennial Middle School
Zillah	Zillah Middle School

### ***Student Self-Reported Behavior Surveys***

Teachers administered a pre and post student self-reported behavior survey. The pre-survey was administered prior to teaching the curriculum and the post was administered within a few weeks after teaching the curriculum. Surveys from students who completed both pre and post surveys were used in evaluating a perceived change in behavior.

Of the 25 participating districts, 17 returned valid surveys (i.e. surveys with both pre and post data for each student) for a total of 3,236 surveys. No school or district returned valid surveys for the same school over multiple implementations, so the change with time is limited to immediately before and after teaching the curriculum. Many districts returned just pre *or* post surveys, or surveys where the student could not be linked to a pre and a post survey. Since the entire purpose of this survey was to measure behavior change for the same group of students across time and after experiencing the bicycle and pedestrian safety education curriculum, these surveys could not be counted. In future evaluations, the logistics of administering this survey should be refined and made clear to the participating teachers.

Among all the surveys that were received, there was noticeable improvement in the safety skills self-assessed. See Table 8 below, which shows the change in self-reported behavior from the pre to the post survey.

Over half of the questions showed an improvement of greater than 5 percentage points:

- Question 4 (Make eye contact with a driver before crossing the street)
- Question 5 (Walk on the left side of the street if there is no sidewalk)
- Question 6 (Notice how things in your environment affect your safety)
- Question 8 (Wear a helmet )
- Question 9 (use hand signals to tell others where you are going next)
- Question 10 (Ride on the right side of the road)
- Question 12 (make a full stop at a stop sign).

Using hand signals showed the most significant improvement of 15 percentage points.

**Table 8. Student Self-Reported Behavior Survey Results**

Program-wide results to Student Self-Reported Behavior Survey – percent of students who responded ‘Always’ or ‘Some of the Time’. **N=3,236 surveys (representing 3,236 students)**

Question	Pre-Survey	Post-Survey	Change
1) Walk to School?	38%	37%	-1%
2) Ride a bicycle to school?	12%	13%	1%
3) Go to a corner to cross rather than crossing in the middle of a block?	75%	78%	4%

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

Question	Pre-Survey	Post-Survey	Change
4) Make eye contact with a driver before crossing the street?	78%	83%	5%
5) Walk on the left side of the street if there is no sidewalk?	67%	72%	5%
6) Notice how things in your environment affect your safety?	62%	68%	6%
7) Keep looking for cars as you cross the street?	90%	90%	0%
8) Wear a helmet?	52%	58%	6%
9) Use hand signals to tell others where you are going next?	34%	49%	15%
10) Ride on the right side of the road?	76%	81%	5%
11) Stop and look before riding into a street from a driveway or alley?	83%	85%	2%
12) Make a full stop at a stop sign?	74%	81%	7%

The only question that had a percentage point decrease was ‘how likely are you to walk to school?’ (decreased 1 percentage point). The change runs counter to the data from the Arrival and Departure Tally. A possible explanation is that the behavior did not decrease, but the awareness of the behavior increased causing more students to recognize if they were not walking.

Results varied between districts, but all with the general trend that students self-assessed their behavior as more safe after being taught the curriculum than before. Individual district results are posted at: <http://www.k12.wa.us/HealthFitness/SafeRoutes.aspx>.

Feedback from teachers reinforced that students were walking and biking more safely. Four school districts reported that residents or the local police commented about how more youth were out biking and that they were exhibiting safer behavior. One district commented that while teaching the class the first year, “some of my kids decided they were going to ride their bikes to school every day! This idea has spread and we now have some unicyclists attempting to ride every day as well.”

## ***NCSRTS Parent Surveys***

Prior to delivering the curriculum, schools conducted the **National Center for Safe Routes to School Parent Survey**. This survey assessed the attitudes and perceptions of the students' behavior by the parents. 2,798 surveys from 30 schools in 18 school districts submitted parent surveys. All of these were conducted in prior to curriculum implementation, and only one district conducted the survey more than once.

The data from this survey is used to determine barriers and perceptions from parents, as well as to gather information on the local context. This data is not yet useful in determining changes in attitudes or perceptions since the survey is only administered once – before the curriculum was implemented. As districts continue to implement and survey parents, changes in attitudes and perceptions may become evident.

Based on the parents' responses for these 18 districts, 13% of the students walk and 1% ride a bike to school, while 19% walk and 1% ride a bike from school. Of those that reported to live within one mile of the school, 33% of the students walk and 3% ride a bike to school, while 44% walk and 3% ride a bike from school.

On average, parents said that they would allow their child to walk or bike without an adult to/from school in the 6<sup>th</sup> grade. Only 35% of parents say they were not comfortable allowing their child to walk or bike to/from school at any grade. For parents that lived within one mile of the school, the average grade to allow their student to walk or bike fell to 5<sup>th</sup> grade, and only 13% of parents said they would not be comfortable at any grade.

Parents were asked 'what issues influenced their decision to allow or not allow their child to walk or bike to school'. After removing the uncontrollable answers of 'distance' and 'weather', parents who reported not allowing their child to walk or bike to school ranked as the top three issues:

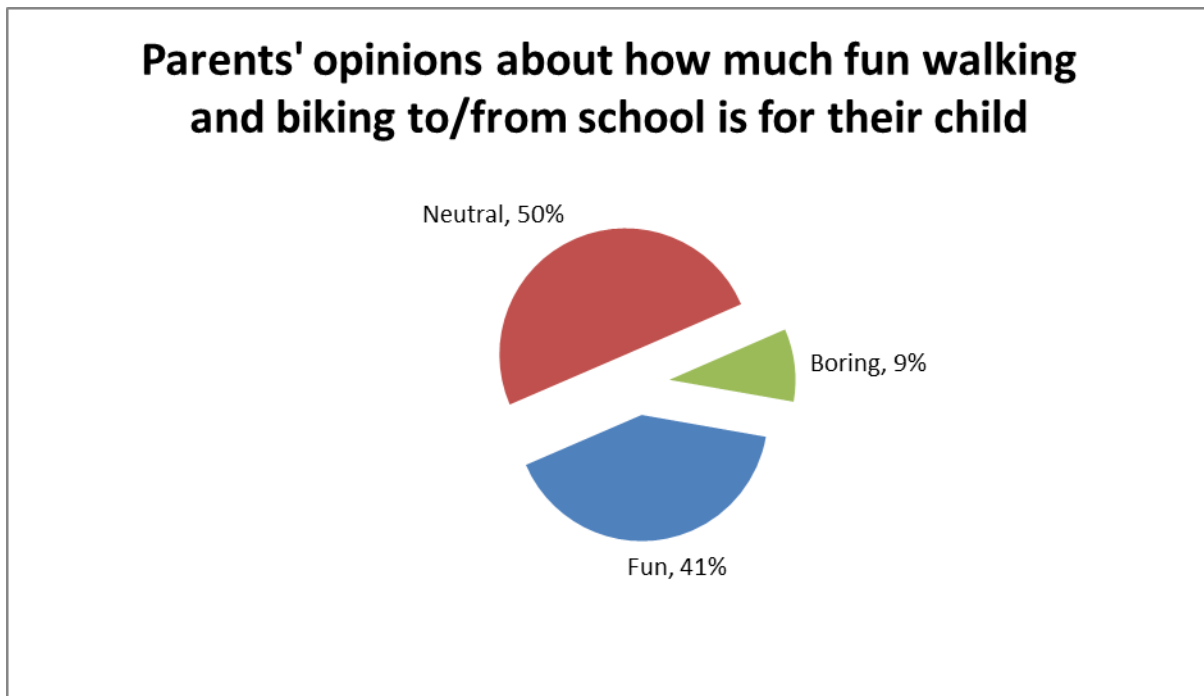
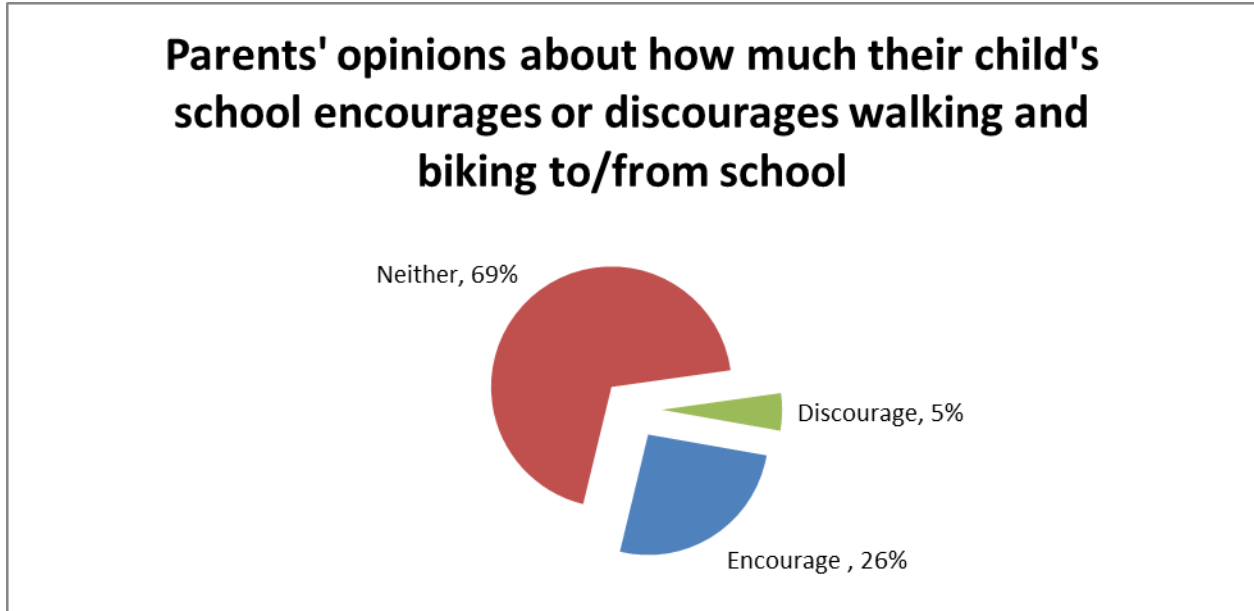
- 'speed of traffic along route' (54%)
- 'amount of traffic along route' (52%)
- 'safety of intersection or crossing' (41%)

This reaffirms the need for safety education as unsafe roadways are the primary deterrent from walking or biking to school. Also, it suggests that safety education will be effective in providing the skills necessary for parents to choose to allow their children to walk or bike to school.

Parents were asked their opinion of walking and biking to school. As a group, the participating districts only had 26% of parents say the school 'encouraged' walking or biking, and only 41% say that walking or biking was 'fun'. This suggests that there is good opportunity to include encouragement work with the curriculum to address this situation. At the same time, 81% of parents responded that they thought walking and biking were 'healthy' (See Figure 3 below).



Figure 3. Parent Survey Results



## Parents' opinions about how healthy walking and biking to/from school is for their child



Results vary among the districts. Individual district results are posted at: <http://www.k12.wa.us/HealthFitness/SafeRoutes.aspx>.

### ***NCSRTS Student Tallies***

Participating schools also conducted the National Center for **Safe Routes to School Student Arrival and Departure Tally** before and after teaching the unit. This survey counts students self-reported mode of travel to arrive and depart from school and provides one tool to attempt to measure behavior change. Not all teachers remembered to administer the survey both before and after, making a calculation of change difficult in some cases.

Many schools implemented the safety education curriculum for the first time in the spring of 2012 with a number of schools only submitting preliminary data. This short timeframe limits the ability to see change in behavior. Surveys were received from 4,224 students at least once (primarily before implementing the program) about their travel behavior to and from school. An aggregate of the survey data shows that on an average day, 119 of these students (2.8%) biked and 773 of these students (18.3%) walked.

A portion of classes completed survey data before and after implementing the curriculum, allowing an analysis of changes in behavior. Of the classes that collected both before and after data of their students, 2,820 students were surveyed before and 2,855 students were surveyed after going through the curriculum. Before going through the curriculum, 73 of these students (2.6%) biked to or from school on an average day. After the curriculum, this rose to 102 students (3.6%). For walking to or from

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

school on an average day, there were 442 students (15.7%) before the program, which rose to 467 students (16.3%) after the program. This is based on aggregate data from all participating districts that submitted evaluation data as of the completion date of the grant funding (6/30/2012).

17 schools returned both before and after data. For these individual schools the following results were found

- 1 school showed a statistically significant change in walking and biking both to and from school (Bernice Vossbeck, Lynden School District) with a combined increase from 10% to 24% to school (increase from 28 out of 282 students to 67 out of 258 students) and from 20% to 38% from school (increase from 55 out of 276 students to 98 out of 257 students).
- 1 school showed a statistically significant change departing school (Omak Middle School, Omak School District) with a combined increase from 26% to 36% (94 out of 363 students in the before survey, but 94 out of 261 students in the after survey)

Each school's reports of pre-post surveys can be viewed or downloaded at:

<http://www.k12.wa.us/HealthFitness/SafeRoutes.aspx>

Other than the NCSRTS Student Arrival and Departure Tally, teachers have provided other observations and data on change in behavior. Lynden School District provided numbers from their annual Bike to School Day for a school with approximately 390 students:

- 2010 (before implementing) – 152 total participants (bicyclists, pedestrians, and other (scooter, rollerblades, unicyclists))
- 2011 (first year of implementation) – 253 total participants
- 2012 (second year of implementation) – 289 total participants

One teacher commented, "Love the growth! We did not have enough bike racks for all of the bikes those past two years. We had bikes parked out on the lawn surrounding the school."

### ***Teacher and Administrator Surveys***

Teachers had several opportunities to evaluate the program, and an online survey was available to school administrators. See Appendix B for example forms and detailed summaries.

#### **Clock Hours Evaluations**

These paper evaluations were collected immediately following the two-day trainings and were used primarily to provide feedback to the Bicycle Alliance and Feet First instructors. They are a requirement for the continuing education credits (clock hours) provided by OSPI. The forms also included a place for the participants to outline their plans for implementing the curriculum in their classrooms. Overall, the evaluations were very strong regarding both the two-day training and the instructors from Bicycle Alliance and Feet First, and the curriculum materials were judged to be of high quality and suitable for the program.

#### **Teacher Survey 1**

The first teacher survey was sent as an online link to teachers two to eight weeks after their training and initial implementation of the curriculum with students). There were 25 responses from a variety of

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

teachers, mainly physical education or health and fitness teachers. All of them (100%) Agreed or Strongly Agreed that the training prepared them to present in-class lessons with students and teach bicycle and pedestrian safety education during physical education classes. All but one teacher (4%) indicated that the training prepared them to complete the NCSRTS Student Tally and Parent Surveys. **(Note:** WSDOT hopes that schools will continue to use the NCSRTS forms to collect data on student behavior patterns regarding walking or biking to school beyond the close of the grant funding. It was important that this message be conveyed to the participants in the training, and it seems that it was.)

Regarding support from the grant, 84% Strongly Agreed that the grant provided adequate resources for purchasing bicycles and a trailer. Strengths of the program noted by the teachers included the well-designed hands-on lessons, equipment, and training. “The students found the activities engaging, which motivated them to continue learning bike and pedestrian safety.” The teachers had a range of suggestions for improvements, from providing more time on the bicycles during the 2-day training to providing YouTube videos of teachers presenting lessons on the curriculum. One teacher noted, “I think there are many ways to improve it; however, I need to teach it more and get a better feel about how it could be improved.” Feedback like this stressed the importance of continuing to support teachers as they implement the curriculum in future years.

### Teacher Survey 2

The second teacher survey was sent as an online link to teachers implementing the program about 6 months after program implementation to get a better understanding of the impact of the program over time. There were 24 responses from a variety of teachers, again, mainly physical education or health and fitness teachers. All of them (100%) Agreed or Strongly Agreed that the program helped students practice bicycle and pedestrian safety (while 79% Strongly Agreed about bicycle safety, 54% Strongly Agreed about pedestrian safety). About 75% expected to be able to continue offering lessons in this curriculum beyond the initial program implementation.

Regarding equipment purchases, about 96% Agreed or Strongly Agreed that the bicycles were continuing to be used, and 100% indicated that the trailers were adequate for storing and transporting the bicycles. Only 30% indicated that the school would not be able to continue maintaining the equipment adequately, most likely due to lack of funds for maintenance.

Some of the strengths of the program included:

- “Safety all around, pedestrian, bike, and around town, and how to teach others how to ride a bike.”
- “Introduction of rules of the road.”
- “The program allowed students to develop an applied knowledge of bicycle and pedestrian safety by modeling correct behavior on the roadway.”
- “The lessons are appropriate and fun for the students.”

Suggestions for improvements mentioned “maintenance of bicycles” frequently. Under the category of additional feedback, we heard:

- “I was able to see students in fifth and sixth grade who had never been given the opportunity to ride a bike be able to ride at the end of the unit. I was able to see learning taking place while the students gained experience and confidence on the bikes.”

### **Administrator Surveys**

There were 24 responses from a variety of administrators on the Administrator Survey, which was sent out as an online link some weeks months after the curriculum was first taught. All of them (100%) Agreed or Strongly Agreed that the program helped students practice bicycle and pedestrian safety, and 92% indicated that they would be able to continue offering lessons to students beyond the initial program implementation despite the lack of additional grant funding. The vast majority (78%) indicated that the program allowed them to use surveys from the NCSRTS as a resource. (WSDOT's hope is that schools will continue to complete the NCSRTS surveys to provide additional data on the impact of this grant and the safety education program. If the administrators view the surveys as a resource, they are more likely to continue to administer them.)

Regarding equipment purchases, 100% Agreed or Strongly Agreed that the bicycles (and other equipment) were continuing to be used, and about 83% indicated that the trailers were adequate for storing and transporting the bicycles. Over 95% indicated that the school would be able to continue maintaining the equipment adequately.

The administrators listed a number of strengths of the program, such as

- “active, real life experience under supervision of trained instructors”
- **“decrease risk of injury and death”**

A positive comment on the curriculum was “I really appreciate the lesson designs; they are simple, easy to follow, easily implemented, and very informative. After our kids receive a couple years of this education, they should be more than able to bike around our town safely.” This comment speaks to the long-term goal of the program to encourage more biking and walking; it also emphasizes that this change will take place over several years as multiple groups of students experience the curriculum.

For the category on areas of improvement, most suggestions pertained to the challenge of implementing the program due to scheduling and inclement weather. “Make it not snow in the winter in Washington” was one suggestion. Some questioned whether the grade span for the grant (5<sup>th</sup> through 8<sup>th</sup>) was too large; the difference in bike sizes needed by kids in those grades is just too great. There was also a request to have funds for bicycle maintenance.

Under general comments, there was a lot of positive feedback, especially about the excellent support from the Bicycle Alliance. In several schools, this was the first time that some students had ever learned to ride a bike. “Imagine how this program impacted those kids!”

### ***Lessons Learned by the Project Team***

The project team met in early 2012 to discuss lessons learned from the first year of trainings. This information was then incorporated into the trainings and implementation support during the spring of 2012.

## Safe Routes to School Bicycle and Pedestrian Safety Education Program

### Project-wide

- There were many players in the project and each one was very necessary: OSPI, WSDOT, Bicycle Alliance, Feet First, the trainers, and all the school districts. Everyone appreciated the ability to learn from each other, especially because the project was relatively new.
- The program was primarily focused on implementation of the SRTS curriculum as an “education” component in the 5 E’s of Safe Routes to School (e.g., Education, Encouragement, Enforcement, Engineering, and Evaluation). Schools often expressed the need for work in other areas (especially engineering and encouragement) and were dismayed when they learned that this project did not extend to those efforts. The project team felt that the effectiveness of the project would be greatly amplified if it was more comprehensive to include more encouragement, enforcement, and engineering.

### Curriculum

- The curriculum was very well received by the teachers and students. Still, at many of the trainings, a participant would develop a new twist or way to phrase a thought that could be included in the curriculum. This led to the desire to update the curriculum with some of these refinements and began the conversations about hosting the Summer Institutes so teachers could share with each other.

### Trainings

- Each district had very different considerations and conditions that impacted program delivery. Through the process and the lessons learned discussion, the project team learned what key questions to ask and double check on to make sure the facility met the requirements. Some examples included reinforcing that the area for practicing bike skills needed to be a paved parking lot and not a gravel one or checking that teachers would not be called upon for outside duties during the training.

### Logistics and Federal Funding Requirements

- The “Buy America” requirements presented unforeseen barriers to procuring equipment within the timeline. While the master contracts used in Year 2 of the grant addressed the Buy America requirement, the master contracts gave large management responsibilities to the contractors, who were disconnected from the project’s goals and this added extra steps in communications. Going forward, this experience will be valuable in planning future SRTS projects.
- Equipment delivery was a challenge. In the future it would be advisable for the schools to coordinate the acquisition and delivery of their own equipment of bicycles and trailers.
- Planning to implement and delivering the curriculum takes time. School districts did not always communicate with teachers about when they should deliver the curriculum, or the amount of time needed for successful implementation. The project team realized they needed to be more proactive about making sure the schools integrated program delivery into their school class master schedules in partnership with participating teachers. It is important for participating teachers to carve out the appropriate time within their class schedules at the start of the year or semester, prior to their own training on the curriculum, to implement the project.

## ***Media Coverage***

The following are examples of media coverage that occurred during the project:

Port Angeles schools offer bike, pedestrian safety program - Peninsula Daily News, May 5, 2012

<http://www.peninsuladailynews.com/article/20120506/NEWS/305069991/port-angeles-schools-offer-bike-pedestrian-safety-program>

Students Learn How to Bike Safely – Out There Monthly, March 25, 2012

<http://www.outtheremonthly.com/?p=5789>

Grants to Provide Bikes to Students in Waitsburg and Pomeroy – Union Bulletin, March 23, 2012

<http://union-bulletin.com/stories/2012/03/23/grants-to-provide-bikes-to-students-in-waitsburg-pomeroy>

## **IV. Conclusions**

Following the implementation of the SRTS curriculum, students were walking and biking more safely than prior to the education program, according to a student self-report survey and teacher feedback. The improvement in safety behavior included an increase in stopping at stop signs, biking on the right side of the road, using hand signals, wearing a helmet, walking on the left, where there was no sidewalk, and making eye contact with drivers before crossing the street. Based on data from parent surveys conducted before teaching the curriculum, approximately 55% of the students who were taught the curriculum live within one mile of the school and walked or biked to school.

Additionally, before and after surveys found that the total percentage of students biking to and from school increased. Of the classes that collected both before and after data of their students, 2,820 students were surveyed before and 2,855 students were surveyed after going through the curriculum. Before going through the curriculum, 73 of these students (2.6%) biked to or from school on an average day. After the curriculum, this rose to 102 students (3.6%). For walking to or from school on an average day, there were 442 students (15.7%) before the program which rose to 467 students (16.3%) after the program.

Districts were eager to provide bicycle and pedestrian safety education at school, especially in smaller, more rural areas. The curriculum materials developed for this program were well-received by the teachers and adaptable for different school settings. The training sessions were effective at preparing teachers to implement the curriculum.

## **V. Recommendations**

Based on the conclusions and feedback on the program, we offer the following recommendations for future projects and follow-on efforts related to the current project:

### **Program Implementation**

- Update the curriculum based on feedback from the districts that implemented the program 2011-2012 and develop several advanced lessons to use with students who have mastered the safety skills.
- Provide other tools on the SafeRoutesWA.org website, such as information about maintenance and equipment sharing, a place for districts to report participation rates on Bike to School Day, and a forum to discuss lessons learned.
- Consider ways to tie the program into other SRTS encouragement, enforcement and engineering improvements and coordinate efforts with other partners, such as student transportation services and the Department of Health Safe Routes to School programs.
- Assist schools to find funding and support for bicycle maintenance in order to ensure the sustainability of the program.
- Continue to offer teacher trainings in order to prepare new teachers to implement the curriculum.
- Restructure the training so it can be taught by one trainer skilled in both bicycle and pedestrian safety skills to significantly reduce training costs.
- Separate the grades involved to make sizing bicycles more feasible for the age range.

### **Program Evaluation and Impact**

- Repeat the NCSRTS Parent Survey and NCSRTS Student Tallies in 2012-13 in as many of the 25 districts that participated in the 2010-2012 grant as possible.
- Streamline the use of evaluations to increase the likelihood of schools submitting tallies and surveys required by the grant.
- Conduct a 5-year follow-up study (e.g., in Spring 2017) to see what the lasting impact is of this program on increasing student walking and biking to school.

### **Continue to expand the SRTS Education Programs to other school districts**

- Support future SRTS Bicycle and Pedestrian Safety Education Programs to replicate this program and help schools increase the number of students who walk and bike safely to school and in their communities.





# **Safe Routes to School Bike & Pedestrian Safety Education**

## **Program Evaluation Report January 2013**

### **Appendices**

Appendix A: SRTS Bike and Pedestrian Safety Education Curriculum (Overview)

Appendix B: Summer Institute Program (Spokane)

Appendix C: Teacher and Administrator Surveys (Summary)

Appendix D: Student Self-Reported Behavior Survey (Template)

Appendix E: NCSRTS Parent Survey (Template)

Appendix F: NCSRTS Student Tally (Template)



# Safe Routes to School Bike & Pedestrian Safety Education Program

**TWO-DAY TEACHER TRAINING & CURRICULUM FOR GRADES 5–8 PHYSICAL EDUCATION**



PRINTED: **JULY 2011**

THIS PROGRAM IS A COLLABORATIVE EFFORT BETWEEN THE WASHINGTON STATE DEPARTMENT OF TRANSPORTATION (WSDOT) AND THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI). FEDERAL FUNDING HAS BEEN PROVIDED FROM WSDOT TO OSPI TO MANAGE THE PROGRAM AND PROVIDE GRANTS TO SCHOOL DISTRICTS THROUGH 2012.



**Washington State  
Department of Transportation**



**Washington State  
Office of Superintendent of Public Instruction**

MATERIALS CREATED AND PRESENTED BY :



# Safe Routes to School Bike & Pedestrian Safety Education Program

## TWO-DAY TEACHER TRAINING & CURRICULUM FOR GRADES 5–8 PHYSICAL EDUCATION

Dear Educator:

Congratulations on receiving the Safe Routes to School Bike and Pedestrian Safety Education grant!

Our organizations have been collaborating on safe routes to school projects for years. We are excited to have this opportunity to train you to help teach your students to become safer bike users and more aware pedestrians. The training will give you skills to understand how pedestrians and bikers fit into the transportation system, and how to predict, prevent, and avoid other vehicle's mistakes.

**WALKING:** skills for choosing routes, crossing streets safely, and assessing barriers to walking.

**BIKING:** traffic principles, communication, handling skills, fitness riding, group riding, and the enjoyment of cycling for life.

Both components have classroom and outdoor sections and will prepare you to teach the Bike and Pedestrian Safety Education curriculum.

Your district will be one of many to provide physical education classes for these life skills to students around the state. It is a part of what we hope will be a lasting change in how students in Washington travel to school and around their neighborhoods.

We have designed the curriculum to allow teachers flexibility based on length and frequency of physical education classes. Teachers may choose to extend particular sections of the curricula to suit students' needs. All of the materials provided in this binder will be available online at [www.saferouteswa.org](http://www.saferouteswa.org).

The two-day trainings, conducted by the Bicycle Alliance of Washington and Feet First, use lots of activities, including games and hands-on time with bikes, to provide you with a framework of knowledge that helps you be an informed pedestrian and bike user. You will pass on much of this knowledge to your students. You will also learn about the equipment the students will use during their classes.

This program is a collaborative effort between the Washington State Department of Transportation (WSDOT) and the Office of Superintendent of Public Instruction (OSPI). Federal funding has been provided from WSDOT to OSPI to manage the program and provide grants to school districts through 2012.

Again, congratulations and we look forward to working with you!



**Washington State  
Department of Transportation**

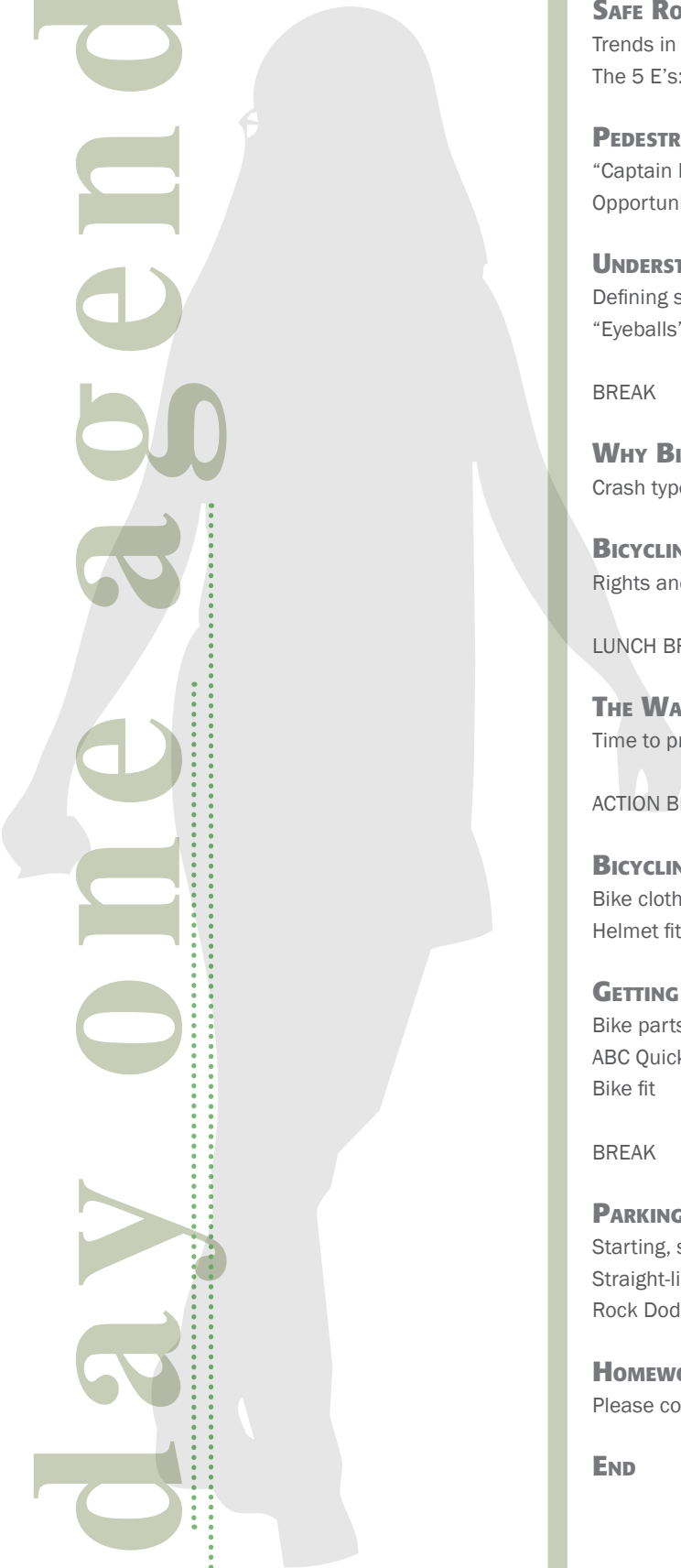


**Washington State  
Office of Superintendent of Public Instruction**



**feet first**  
PROMOTING WALKABLE COMMUNITIES

# day one agenda



8:00 AM–4:00 PM

## **WELCOME & INTRODUCTIONS**

Goals and Objectives

## **SAFE ROUTES TO SCHOOL**

Trends in school travel and health since 1960

The 5 E's: Teaching pedestrian safety in middle school

## **PEDESTRIAN SAFETY RULES AND CONCEPTS**

“Captain Barclay” lesson activity

Opportunities to practice pedestrian skills in PE classes

## **UNDERSTANDING SIGHTLINES**

Defining sightlines and the importance of eye contact

“Eyeballs” lesson activity

BREAK

## **WHY BIKE CRASHES HAPPEN**

Crash types and statistics

## **BICYCLING IN TRAFFIC & PRINCIPLES OF TRAFFIC LAW**

Rights and responsibilities of bike users

LUNCH BREAK

## **THE WALKING FIELD TRIP**

Time to practice pedestrian safety skills outside

ACTION BREAK

## **BICYCLING ACCESSORIES FOR SAFETY AND COMFORT**

Bike clothes and accessories

Helmet fit

## **GETTING READY TO RIDE**

Bike parts

ABC Quick Check

Bike fit

BREAK

## **PARKING LOT DRILLS**

Starting, stopping, and shifting

Straight-line riding, scanning and shifting


Rock Dodge

## **HOMEWORK**

Please complete for Day 2

**END**

# day two agenda

A light gray silhouette of a person riding a bicycle, positioned behind the vertical text 'day two agenda'. The person is wearing a helmet and is shown from the side, facing right. The bicycle has a front wheel, a rear wheel, and handlebars. A vertical dotted line runs through the center of the text and the silhouette.

8:00 AM–3:00 PM

## **WELCOME, SETTLING IN**

### **“ENJOY THE RIDE” VIDEO AND TRAFFIC PRINCIPLES REVIEW**

#### **ROAD RIDE PREPARATION AND REVIEW**

Student’s Bike Check

#### **ROAD RIDE AND DISCUSSION**

Road Skills Ride

Post - Ride Discussion

LUNCH BREAK

#### **HOMEWORK DISCUSSION**

Discuss League of American Bicyclists Traffic Skills Test 101

BREAK

#### **EVALUATION TOOLS AND REQUIREMENTS**

Student Arrival and Departure Tally (“Hands-Up”)

Parent Survey and letter

Student Self-Reported Behavior Survey

#### **REVIEW OF GRADES 5–8 CURRICULUM**

#### **EVALUATION OF SEMINAR**

**END**

**CERTIFICATION**

## BICYCLE AND PEDESTRIAN SAFETY EDUCATION - GRADES 5-8 CURRICULUM AT-A-GLANCE

	LESSON NAME & KEY POINTS	MATERIALS & EQUIPMENT	NOTES FOR IMPLEMENTATION
THE WEEK BEFORE	<p>Twice in the week before the unit starts do student tally in class (on Tuesday, Wednesday, or Thursday). Do and collect the Student Survey. Send home the permission slip and parent/guardian behavior survey.</p> <ul style="list-style-type: none"> <li>To collect baseline data on student behavior</li> </ul>	<ul style="list-style-type: none"> <li>Student Self-Reported Behavior Survey</li> <li>SRTS Student Arrival and Departure Tally</li> <li>Bike and Pedestrian Safety Education Permission Slip</li> <li>Parent/Guardian Survey about Walking and Biking to School</li> </ul>	<p><b>(INSIDE)</b> Complete the program schedule template Schedule Volunteers (This may need to happen more than 1 week in advance.)</p>
LESSON 1 BIKE/PED	<p>Introduction</p> <ul style="list-style-type: none"> <li>To introduce students to the purpose of the bike/ped unit and the connection to lifelong fitness</li> <li>To expose students to safe riding and walking practices</li> </ul> <p><i>Health and Fitness Standard: GLE 1.2.1, 1.2.2, and 1.4.2</i></p>	<ul style="list-style-type: none"> <li>“Bike Safe, Bike Smart” video</li> <li>AV equipment, screen</li> <li>Homework for each student: pretest, Home Test for Drivers, and Circle the 12 Hazards</li> <li>1 Bike</li> <li>1 Helmet</li> <li>WA Bicycle Traffic Laws brochure (optional)</li> </ul>	<p><b>(INSIDE)</b></p>
LESSON 2 PED	<p>Captain Barclay Game</p> <ul style="list-style-type: none"> <li>To review and practice pedestrian safety rules</li> </ul> <p><i>Health and Fitness Standard: GLE 1.2.1, and 1.2.2</i></p>	<ul style="list-style-type: none"> <li>Captain Barclay Game cards (4 sets)</li> <li>Teacher’s talking points</li> <li>4 buckets or other containers</li> </ul>	<p><b>(INSIDE)</b></p>
LESSON 3 PED	<p>“Eyeballs” Sightlines Game</p> <ul style="list-style-type: none"> <li>To practice catching the eye of drivers before crossing</li> <li>To understand the concept of sightlines</li> </ul> <p><i>Health and Fitness Standard: GLE 1.1.1, and 1.2.1</i></p>	<ul style="list-style-type: none"> <li>Tape and/or cones</li> <li>1 pair dark sunglasses</li> <li>10-20 whiffle balls</li> <li>2 floor mats</li> <li>2-4 low scooters (optional)</li> </ul>	<p><b>(INSIDE OR OUTSIDE)</b></p>
LESSON 4 BIKE	<p>Clothing &amp; Equipment; Bike Handling Instruction</p> <ul style="list-style-type: none"> <li>To review clothing for bicycling &amp; walking</li> <li>To properly fit a helmet and bike</li> <li>To demonstrate a bike safety check</li> <li>To learn straight line riding, whistle stop, hand signals, and gear shifting</li> </ul> <p><i>Health and Fitness Standard: GLE 1.1.1, 1.1.5, 1.2.1, and 1.2.2</i></p>	<ul style="list-style-type: none"> <li>Poster of Straight Line Handling Skills Course</li> <li>Painted outside course</li> <li>Helmets arranged by size</li> <li>Lice prevention method</li> <li>Bikes arranged by seat height</li> <li>Marked course for skills practice</li> <li>2 Adult volunteers (4+ if elementary class or if many beginning riders)</li> </ul>	<p><b>(INSIDE):</b> Helmet, light, bright shirt, Tie &amp; tuck A-B-C Quick Check <b>(OUTSIDE):</b> Establish class management, Single line riding Spacing, Whistle stop, no skid Gear changing, rear only</p>

	LESSON NAME & KEY POINTS	MATERIALS & EQUIPMENT	NOTES FOR IMPLEMENTATION
LESSON 5 BIKE	<p>Bicycle Handling Practice</p> <ul style="list-style-type: none"> <li>To teach non-verbal communication and cooperation with other road users</li> <li>To reinforce full stop</li> <li>To teach scanning for traffic behind</li> </ul> <p><i>Health and Fitness Standard: GLE 1.1.1, 1.1.5, 1.2.1, and 1.2.2</i></p>	<ul style="list-style-type: none"> <li>Poster map of Straight Line Riding, You Go First and Squeeze Box skills courses</li> <li>Painted outside courses</li> <li>Helmets arranged by size</li> <li>Lice prevention method</li> <li>Bikes arranged by seat height</li> <li>Marked area for 3 skills practice courses</li> <li>4 Adult volunteers to monitor exercises</li> </ul>	<p><b>(INSIDE):</b> Tie &amp; tuck, A-B-C Quick Check, poster</p> <p><b>(OUTSIDE):</b> Single line, Scan , You Go First, Squeeze Box Stop=foot down, turn head, hand signals</p> <p>Hand signals</p>
LESSON 6 BIKE	<p>Beginning Traffic Skills Practice</p> <ul style="list-style-type: none"> <li>To practice predictable straight line riding, whistle stop with control, scanning for traffic behind, and turning right and left with hand signals</li> <li>To practice two types of left turns – as a vehicle and as a pedestrian</li> <li>To practice right turns with a complete stop</li> <li>To practice exiting a driveway</li> <li>To practice crossing safely as a pedestrian</li> </ul> <p><i>Health and Fitness Standard: GLE 1.1.1, 1.1.5, 1.2.1, 1.2.2, and 3.3.1</i></p>	<ul style="list-style-type: none"> <li>Poster map of basic traffic skills course adapted for your site</li> <li>Painted outside street course</li> <li>Helmets arranged by size</li> <li>Helmet tissue or paper towel</li> <li>Bikes arranged by seat height</li> <li>Marked intersection for skills practice</li> <li>2 Stop signs</li> <li>3 Students on Bikes signs</li> <li>At least 3 Adult volunteers to monitor stop signs and driveways</li> </ul>	<p><b>(INSIDE):</b> Helmet fit, Tie &amp; tuck A-B-C Quick Check. Poster</p> <p><b>(OUTSIDE):</b> Teacher demonstration, small group, then whole class. Left turn 2 ways; Right turn; Driveway, full stop, look, creep to see around parked cars. Single file, no passing. Whistle stop for re-teaching</p>
LESSON 7 BIKE	<p>Advanced Traffic Skills Practice</p> <ul style="list-style-type: none"> <li>To practice intersection skills</li> <li>First Come, First Served rule with 3- or 4-way stop signs</li> <li>Using cooperation, non-verbal communication</li> <li>To practice yielding when appropriate</li> <li>To learn and practice the Rule of Thirds for intersection positioning</li> </ul> <p><i>Health and Fitness Standard: GLE 1.1.1, 1.1.5, 1.2.1, 1.2.2, and 3.3.1</i></p>	<ul style="list-style-type: none"> <li>Poster map of advanced traffic skills course adapted for your site</li> <li>Painted outside street course</li> <li>Helmets arranged by size</li> <li>Lice prevention method</li> <li>Bikes arranged by seat height</li> <li>Marked intersection for skills practice</li> <li>4 Stop signs, 2 Yield signs, cones for holding signs; 4 ‘Students on Bikes’</li> <li>Traffic light box</li> <li>At least 4 adult volunteers stationed at stop signs and driveways</li> </ul>	<p><b>(INSIDE):</b> Helmet fit, Tie &amp; tuck A-B-C Quick Check. Poster</p> <p><b>(OUTSIDE):</b> Teacher demonstration, small group, then whole class. Class #6 skills plus 4 way stop, communication, cooperation. Traffic light last 10 minutes. Students choose own route within course. Class movement creates traffic scene. Single file, no passing.</p>
LESSON 8 PED	<p>Walking Audit</p> <ul style="list-style-type: none"> <li>To assess pedestrian safety environment near school</li> </ul> <p><i>Health and Fitness Standard: GLE 1.2.1, and 1.2.2</i></p>	<ul style="list-style-type: none"> <li>7 laminated Built Environment photos</li> <li>Intersection Assessment Worksheet</li> <li>Homework with letter (2-sided)</li> <li>2 adult volunteers</li> </ul>	<p><b>(INTRO INSIDE, ACTIVITY OUTSIDE)</b></p> <p>Homework &amp; letter sent home. Identify 4 – 6 crossing locations prior to class and mark with cones.</p>
2– 4 WEEKS FOLLOWING LESSON 8	Measurement surveys	<ul style="list-style-type: none"> <li>Student Self-Reported Behavior Survey</li> <li>SRTS Student Arrival and Departure Tally (2X)</li> </ul>	<b>(INSIDE, SENT HOME)</b>





# Safe Routes to School Summer Institute

Centennial Middle School  
915 North Ella Road,  
Spokane Valley, WA, 99212

The Bike and Pedestrian Safety Education Program is a collaborative effort between the Washington State Department of Transportation (WSDOT) and the Office of Superintendent of Public Instruction (OSPI). Federal funding has been provided from WSDOT to OSPI to manage the program and provide grants to school districts through 2012.



# PRE-INSTITUTE SCHEDULE

August 16<sup>th</sup>, 2012

## 10:00 AM TO 2:00 PM - WORKSHOP 1 (lunch provided)

- ROOM A  
**AAA School Safety Patrol Advisor Workshop:**  
*Jennifer Cook (AAA)*  
AAA is hosting their School Safety Patrol Workshops in conjunction with the Summer Institutes. This workshop provides schools with resources and materials available to patrol advisors, information on the AAA School Safety Patrol recognition programs, information on training your patrollers, and success stories and problem solving. If you are interested in participating in this workshop, please contact Jennifer Cook at [jennifercook@AAAwin.com](mailto:jennifercook@AAAwin.com).
- ROOM B  
**Bike Handling and Lessons Overview:**  
*Seth Schromen-Wawrin (Bicycle Alliance of WA), Jackie Randall (Spokane Public Schools)*  
This workshop provides an overview of the bike portion of the Bike and Pedestrian Safety Education Curriculum. It will cover basic handling skills, theory behind riding in traffic, and the four bike lessons of the curriculum. Participants will also practice teaching the lessons. If you plan to attend this workshop, please bring a functioning bike that fits you and a helmet.

## 2:00 PM TO 2:30 PM - BREAK

## 2:30 PM TO 5:00 PM - WORKSHOP 2

- ROOM A  
**Walking Lessons Overview:**  
*Jen Cole (Feet First)*  
This workshop provides an overview of the walking portion of the Bike and Pedestrian Safety Education Curriculum. Topics covered include safety rules, sightlines, and intersection assessment. Participants will also practice teaching the lessons.
- ROOM B  
**Telling Your Story and Digital Storytelling:**  
*Seth Schromen-Wawrin (Bicycle Alliance of WA)*  
Take part in a training on how to use media and storytelling to communicate the needs and successes of Safe Routes to School. Learn and practice interviewing, script writing, and story production skills. The group will work to create brief videos about the Institute and Safe Routes to School.

## 5:00 PM - ADJOURN

**5:30 pm - Informal Social Gathering:** Chat with your fellow Safe Routes to School enthusiasts as you get a bite to eat. We will gather at O'Doherty's Irish Pub and BBQ, 11723 East Sprague Ave. Food and drinks are on your own.

# INSTITUTE SCHEDULE

August 17<sup>th</sup>, 2012

## 9:00 AM TO 9:45 AM - WELCOME

ROOM A

*Bill Bender (SpokesFest Association)*

## 9:45 AM TO 11:15 AM - SESSION 1

- ROOM A

### **Lessons Learned about the Bike and Pedestrian Safety Education Curriculum:**

*Del Heistand (Wahluke School District); Teresa Raby (Medical Lake School District), Jackie Randall (Spokane Public Schools)*

For the last year and a half, physical education teachers around the state have been teaching 5th-8th graders safe biking and walking skills. A panel of teachers will share their skills of how to make the curriculum relevant for their students, sensitive to an urban or rural context, and techniques to handle classroom management.

- ROOM B

### **Using Audits in Safe Routes to School:**

*Gia Clark (Feet First)*

Learn how to use walking audits to build support within your community, leverage for engineering projects, and pursue funding. Participants will practice these skills around the event site.

## 11:15 AM TO 11:30 AM - BREAK

## 11:30 AM TO 12:45 PM - SESSION 2

- ROOM A

### **IWalk and Encouragement Campaigns:**

*Jen Cole (Feet First)*

October is Walk to School month. Learn about statewide efforts to support walk to school campaigns and hear from a panel of parents and teachers about how they were able to run a successful campaigns.

- ROOM B (AND BIKE RIDE)

### **Building Confidence Riding a Bike:**

*Seth Schromen-Wawrin (Bicycle Alliance of WA)*

In order to teach bike safety skills, you need to feel confident riding. We will go on a little bike ride talking about ways to be safe and feel more comfortable. If you plan to attend this workshop, please bring a functioning bike that fits you and a helmet. If you need a bike or helmet, please contact [SethS@BicycleAlliance.org](mailto:SethS@BicycleAlliance.org).

## 12:45 PM TO 1:30 PM - LUNCH (provided)

### 1:30 PM TO 2:15 PM - SESSION 3

- ROOM A  
**Funding Opportunities for Safe Routes to School:**  
*James Kissee (Washington Department of Health)*  
Some Safe Routes to School work can be done on a shoestring budget. Other times it requires substantial funding. Learn about where to look for different types of funding, and what you can do to improve your odds.

### 2:15 PM TO 3:00 PM - SESSION 4

- ROOM A  
**Aligning Bike and Pedestrian Safety Education with State Standards:**  
*Lisa Rakoz (Office of Superintendent of Public Instruction)*  
This session will discuss how teaching bike and pedestrian safety education can coordinate with state education standards.
- ROOM B  
**Law and Liability:**  
*Jerry Moberg (Canfield)*  
What risks are associated with undertaking safe routes to schools activities? This session will give you a primer on myths about liability, where there may be risks, and what you can do to minimize them.

### 3:00 PM TO 3:15 PM - BREAK

### 3:15 PM TO 4:45 PM - SESSION 5

- ROOM A  
**Bike Sustainability:**  
*Michael Conley (North Division Bicycle Shop)*  
It is hard to teach bike safety skills if the bikes are falling apart. This session will outline methods to assess equipment and options to keep the bikes rolling.
- ROOM B  
**Policy and How It Affects Safe Routes to School**  
*Blake Trask (Bicycle Alliance of WA)*  
Policy can be powerful in supporting or discouraging safe routes to school. Learn about the state of law in Washington State and how policies can be used to support your work.

### 4:45 PM TO 5:00PM - THANK YOU AND GOODBYE

ROOM A

## CONTACT INFORMATION OF PRESENTERS

Bill Bender  
SpokeFest Association  
Bbender2417@hotmail.com

Gia Clark  
Active Communities Mapping Specialist  
Feet First  
(206) 652-2310  
Gia@FeetFirst.info

Jen Cole  
Safe Routes to School Program Director  
Feet First  
(206) 652-2310  
jen@feetfirst.info

Michael Conley  
North Division Bicycle Shop  
509-467-2453

Jennifer Cook  
Senior Manager, Corporate Communications  
AAA Washington  
(425) 646-2055  
JenniferCook@aaawin.com

Del Heistand  
Physical Education Instructor  
Wahluke School District  
dheistand@wsd73.wednet.edu

James Kissee  
Physical Activity Coordinator  
Washington State Department of Health  
360-236-3623  
james.kissee@doh.wa.gov

Jerry Moberg  
Canfield  
JMoberg@canfieldsolutions.com

Teresa Raby  
Physical Education Instructor  
Medical Lake School District  
TRaby@mlsd.org

Lisa Rakoz  
Health and Fitness Education  
Office of Superintendent of Public Instruction  
(360) 725-4977  
Lisa.rakoz@k12.wa.us

Jackie Randall  
Physical Education Instructor  
Spokane Public Schools  
JackieR@SpokaneSchools.org

Seth Schromen-Wawrin  
Safe Routes to School Program Manager  
Bicycle Alliance of Washington  
(206) 224-9252 x301  
SethS@BicycleAlliance.org

Blake Trask  
Policy Director  
Bicycle Alliance of Washington  
(206) 224-9252 x302  
Blake@BicycleAlliance.org

## **PLANNING COMMITTEE**

Thank you to those who put in the hard work to make this event possible:

Maggie Anderson (King County Food and Fitness Initiative)

Jenny Almgren (Cascade Bicycle Club)

Michel Aoki (Office of Superintendent of Public Instruction)

Jen Cole (Feet First)

Heleen Dewey (Spokane Health District)

Shirley Lee (Lynden School District)

Lisa Quinn (Feet First)

Julie Salathe (Cascade Bicycle Club)

Seth Schromen-Wawrin (Bicycle Alliance of Washington)

### **For information and resources Contact:**

Seth Schromen-Wawrin  
Bicycle Alliance of Washington  
(206) 224-9252 x301  
SethS@BicycleAlliance.org  
[www.BicycleAlliance.org](http://www.BicycleAlliance.org)  
[www.SafeRoutesWA.org](http://www.SafeRoutesWA.org)

# Office of Superintendent of Public Instruction

## Safe Routes to School - Clock Hours Evaluation Form

Program Title: SRTS Bicycle & Pedestrian Safety Education Date: \_\_\_\_\_

Instructor(s): Bicycle Alliance of Washington & Feet First Location: \_\_\_\_\_

Attendee Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

### Training Evaluation:

1. Training had adequate and clearly identifiable goals.
2. Training met my expectations in terms of time allowed.
3. Content was appropriate given the amount of time allowed.
4. Training increased my skills and/or knowledge of bicycle safety.
5. Training increased my skills and/or knowledge of pedestrian safety.
6. Training prepared me to implement the program with middle school students.

Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
4	3	2	1	N/A
4	3	2	1	N/A
4	3	2	1	N/A
4	3	2	1	N/A
4	3	2	1	N/A
4	3	2	1	N/A

### Instructors Evaluation:

7. The **Bicycle Alliance** instructor was organized and prepared.
8. The **Bicycle Alliance** instructor had thorough knowledge of the subject.
9. The **Bicycle Alliance** instructor used effective presentation/teaching strategies.
10. The **Feet First** instructor was organized and prepared.
11. The **Feet First** instructor had thorough knowledge of the subject.
12. The **Feet First** instructor used effective presentation/teaching strategies.

4	3	2	1	N/A
4	3	2	1	N/A
4	3	2	1	N/A
4	3	2	1	N/A
4	3	2	1	N/A
4	3	2	1	N/A

13. Curriculum materials were of high quality and suitable for the program. YES  NO

14. The facility used was suitable for activities. YES  NO

15. Strengths of this program: \_\_\_\_\_

\_\_\_\_\_

16. Suggestions for improvement: \_\_\_\_\_

\_\_\_\_\_

17. Other comments or questions: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Program Implementation Plans

Please describe when and how you plan to implement the **Safe Routes to School Bicycle and Pedestrian Safety Education** program. Include district and school names and months (and dates, if possible), number of students and grade levels.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Summary Report - Sep 24, 2012

Survey: Safe Routes to School: Teacher Survey

School:

Count	Response
1	Bernice Vossbeck Elementary
1	Bridgeport Middle School
1	Cascade
2	Cascade Middle School
1	Castle Rock Middle School
1	Centennial
1	Creston
1	Elementary
1	Elementary 5th-6th
2	Goldendale Middle School
1	Hough Elem / McLaughlin Middle
1	Isom Elementary
1	Kiona-Benton City Middle School
1	Kiona-Benton Middle School
2	Medical Lake Middle School
1	Monument Elementary
1	Morris Schott Elementary
1	Omak Middle School
1	Preston Hall Middle School
1	Quincy Junior High School
1	Reardan H.S./J.H
1	Waitsburg Elementary

Job title:

Count	Response
1	5-6 classroom teacher
1	7th grade science Health and Fitness Teacher
1	Elementary P.E. Instructor
1	Fitness Instructor
1	Fitness teacher
1	Health and Fitness Teacher
1	Health/Fitness Teacher
1	Math Intervention/PE Teacher
1	P.E. Teacher
1	P.E./Health teacher
4	PE Teacher
1	PE/Health Instructor
1	PE/Health Teacher
1	Physical Ed. Teacher
2	Physical Education Teacher

2	Teacher
1	Teacher/PE
1	Volunteer
1	educator
1	teacher

How many students in each grade participated in the program?:5th grade

Count	Response
3	0
1	10
1	101
2	18
1	200
1	50
1	56
1	69
1	70
1	75

How many students in each grade participated in the program?:6th grade

Count	Response
3	0
1	100
1	103
1	115
1	20
1	200
1	64
1	70
1	8

How many students in each grade participated in the program?:7th grade

Count	Response
1	100
1	104
1	126
1	140
1	26
1	300
1	31
1	330
1	42

1	48
1	49
1	50
1	98

How many students in each grade participated in the program?:8th grade

Count	Response
1	0
1	103
1	150
1	21
1	39
1	45
1	55
1	61

### Training prepared me to...

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Responses
Present in-class lessons with students	64.0% 16	36.0% 9	0.0% 0	0.0% 0	0.0% 0	25
Teach bicycle safety to middle school students during PE classes	52.0% 13	48.0% 12	0.0% 0	0.0% 0	0.0% 0	25
Teach pedestrian safety to middle school students during PE classes	48.0% 12	52.0% 13	0.0% 0	0.0% 0	0.0% 0	25
Complete the program evaluation forms and NCSRTS Student Tally and Parent Survey	56.0% 14	40.0% 10	4.0% 1	0.0% 0	0.0% 0	25

### The grant...

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Responses
Provided adequate resources for purchasing bicycles and a trailer	84.0% 21	12.0% 3	0.0% 0	0.0% 0	4.0% 1	25
Provided adequate resources for purchasing other equipment	40.0% 10	44.0% 11	4.0% 1	0.0% 0	12.0% 3	25
Helped our school establish an adequate maintenance contract for the bikes	12.0% 3	48.0% 12	12.0% 3	4.0% 1	24.0% 6	25

What are the strengths of this program?

Count	Response
1	Getting kids to think about bike safety. Helping kids strengthen their riding skills.
1	Good lessons
1	It teaches life time, practical exercise opportunities. It meets a need.
1	It was nice to have bicycles for everyone
1	Lessons and Parent Quiz. Wow what an eye opener.
1	Letting the students get to ride a properly equipped bicycle.

1	N/A
1	Teaches bicycle and pedestrian safety.
1	The strength are the lessons and the way they are set up in the binder.
1	The strengths of this program are education of students in bicycle and pedestrian safety.
1	The training was excellent! The curriculum is excellent!
1	Well designed, provided useful information, presenters did an excellent job.
1	hands on practice on lane positioning and skill practice
1	the equipment and training
1	the hands on training and explanation of the entire program, from top to bottom.
1	There are alot. It gives the kids some tools for added safety, helps them to understand how the road systems work, how a bike functions, how to make critical decision making skills to improve thier own safety.
1	Promotion of being aware of how to be safer when out on the roads. Specific skills taught to assist with this safety.
1	The students found the activities engaging which motivated them to continue learning bike and pedestrian safety.
1	Opportunity to teach a lifelong skill to students. Ability to have all (or almost all) students on a bike for each lesson.
1	Providing the resources to adequately teach the important lessons of bike safety. The monies to purchase the bikes is huge! I would not have taught the lessons without this program, even though I very strongly know its value. The resources allowed me to do it.
1	The training was outstanding. It provided hands on activities that could be used in the classroom. Also, the students enjoyed riding the bikes. They learned many rules of the road that they did not know before. This is a great program and I hope it continues.
1	It gives us a foundation to teach students the basics of bike and pedestrian safety, as well as great resources and equipment.
1	Providing hands on skills for students to engage in the lesson and increase knowledge of bicycle laws and safety.

### How could this program be improved?

Count	Response
1	"Eye Ball" lesson needs to be changed to keep the interest of MS aged kids
1	Additional lesson ideas for the years after the first year.
1	Create an assessment
1	Excellent program.
1	Figure out how this program can be conducted without the need for Parent help.
1	I found that there were no weak areas in this program.
1	Improve the in-class assignments
1	Lessons reviewed. They seemed to be better suited for the upper elementary level .
1	More bicycles to ride.
1	N/A
1	Possibly how to adapt it specifically to the amount of students and space we have at our school.
1	Provide you tube videos of teachers who teach the unit.
1	Size of the bikes
1	The class would have been better foe us in the fall.
1	establishing a maintenance plan for the equipment -
1	not sure, it is outstanding
1	More on the bikes time. Better lesson for lines of vision. Maybe after some time I would like that game better..... I would like to buy some smaller bikes for our non-riders and adaptive kids.
1	The one challenge is sharing the equipment between elementary school and middle school. With the weather being a determining factor, this limits the depth of the lesson. Also, I was unaware of the maintenance agreement.
1	The training portion could have been longer. The time spent on the bikes is just as valuable as time spent going over curriculum. This is easily a 2 1/2 day training. Observing a class in action would also be very helpful, especially if it is a first time training.
1	Money for transportation of students to a safer environment after the program to go for a ride. To practice/use skills

	learned. Our school is in a very busy area and we are not comfortable taking them on a ride in an uncontrolled situation when it so busy with so many students.
1	I think there are ways to improve it, however, I need to teach it more and get a better feel about how it could be improved. I have only taught the unit once so far, but felt it went well. It was more about working with the dynamics around my schedule here at my school, and dealing with our lovely, rainy weather that hampered us to only be able to use the bikes on certain days, and it makes it difficult when there are 200 kids to get through the training in X amount of days, and when you have a deadline to have the bikes back over to the middle school.
1	It could be improved by offering the training a lot closer to the time we actually teach the unit. Our training was way too early to retain any of it.

Do you have other feedback you'd like to share with us?

Count	Response
1	I loved his program. It is a permanent part of my curriculum.
1	It is a great program that promotes safety while keeping students highly motivated to learn.
1	Thank you for this opportunity.
1	Thanks for helping our district with the grant.
1	This was great!
1	great opportunity!
1	kids enjoyed it
2	no
1	not at this time.
1	It would be nice to put in a copy of the Drivers manual from this state or at least a copy of the bike rule and laws. Also mention what is the fines if caught not wearing a helmet or riding in correctly.
1	After having difficulty in getting the program going, the teachers at the school really enjoyed the unit. Our principal even joined in on some the activities. Outstanding program.
1	I would change the order of the lessons to complete all the bike lessons and then all the pedestrian lessons, or vice versa. Seems like there is a lot of paperwork involved in the program. I understand that you need the surveys, pre/post tests, etc. for data purposes, but it was cumbersome.
1	Parental support is crucial to the success of this program. At least 2 parents are needed for all of the riding lessons. We also had a police officer assist our classes on their final day of riding. The kids were so proud to show off their newly acquired traffic skills! This grant has been such a valuable addition to our Health/Fitness program. Thank you!
1	It is difficult to teach an entire class of 30, but it is a well needed program and I felt all students benefitted from it.
1	Great program! Kids who participated learned a great deal about bike safety. I had students learn to ride during this course.
1	We loved it and am so happy we have the program. Will implement it with the 9th grade and advanced PE next year!
1	I and my colleague that taught 6,7,8 classes - both missed that we were to complete the second tally right after we had finished the unit.



## Summary Report - Sep 24, 2012

Survey: Safe Routes to School: Teacher Survey 2

### School:

Count	Response
3	Cascade
1	Cascade Middle
1	Centennial
2	Creston
2	Hough
2	Kiona-Benton City Middle School
1	Kiona-Benton Middle School
2	Medical Lake Middle School
2	Middle School
1	Monument Elementary
1	Morris Schott Elementary
1	Pateros Elementary/High School
1	QJH
1	Quincy Junior High
1	Zillah School District
1	anderson
1	qjhs

### Job title:

Count	Response
1	Firefighter
1	K-5 PE Teacher
1	Math & Fitness Teacher
2	P.E. teacher
1	P.E./Health Teacher
1	PE & Health Teacher
1	Physical Education Teacher
1	School safety instructor
6	Teacher
1	Teacher/ P.E.&Health
1	pe
6	teacher
1	teacher - science and fitness/health

### The Program has allowed us to...

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Responses
	70.0%	20.0%	0.0%	0.0%	0.0%	

1. Help students practice bicycle safety.	19.2%	20.8%	0.0%	0.0%	0.0%	24
	19	5	0	0	0	
2. Help students practice pedestrian safety.	54.2%	45.8%	0.0%	0.0%	0.0%	24
	13	11	0	0	0	
3. Continue offering lessons to the students beyond initial program implementation.	29.2%	45.8%	12.5%	4.2%	8.3%	24
	7	11	3	1	2	
4. Use surveys from the National Center for Safe Routes to School (NCSRTS) as a resource. (NCSRTS Student Tally and Parent Survey)	20.8%	58.3%	12.5%	8.3%	0.0%	24
	5	14	3	2	0	

### Equipment purchases...

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Responses
5. The bicycles (and other equipment) are continuing to be used.	62.5%	33.3%	4.2%	0.0%	0.0%	24
	15	8	1	0	0	
6. The trailer has worked adequately for storing and transporting the bicycles.	75.0%	25.0%	0.0%	0.0%	0.0%	24
	18	6	0	0	0	
7. Our school will be able to maintain the equipment adequately.	20.8%	50.0%	25.0%	4.2%	0.0%	24
	5	12	6	1	0	

### What are the strengths of this program?

Count	Response
1	FUN
1	Instructions are clear.
1	It allows us to teach bicycle and pedestrian safety in school.
1	Riding a bike is fun and it is different then what is normally done in the PE enviroment.
1	Safety all around, pedestrian, bike, and around town, and how to teach others how to ride a bike.
1	Teaches bicycle and pedestrian safety.
1	Teaching kids safety
1	Teaching of skills and education of rules of the road when on a bike.
1	The detailed lessons and great training
1	The equipment provided.
1	The instruction provided in order to teach the lessons.
1	Well-planned activities Quality equipment - bikes, trailer, helmets Quality training
1	fitness, safety, community, traffic control
1	great training & resources
1	introduction to rules of the road.
1	quality equipment and good initial instruction.
1	traffic safety awareness
1	the program provides teachers with knowledge to teach students how to safely ride bikes in their communities.
1	The program offers lessons to be taught that will help students learn safety while walking or using a bike.
1	The program allowed students to develop an applied knowledge to bicycle and pedestrian safety by modeling correct behavior on the roadway. Students were introduced to bicycles safety that normally the majority of students wouldn't have the opportunity to learn such valuable skills outside of the curriculum. Students were motivated to practice their road safety skills outside of the classroom on their own bicycles.
1	Staff development training; purchasing of bikes and equipment for school; Information kids may not get elsewhere
1	The lessons are appropriate and fun for the students. The student learned so much by actually riding the bikes. The class management techniques taught worked perfectly.

### How could this program be improved?



Count	Response
1	Add laws pertinent to bicycles
1	Biek stands. The wind has blowover the bikes and it was a domino effect.
1	By including more staff members to encourage students towards bike and ped safety.
1	I think the program is great how it is.
1	Include bicycle laws
1	Law in and around Washington and Counties on helmet use and bike laws.
1	More funding
1	More time to ride.
1	No suggestions at this time.
1	Not sure
1	Revision of a couple lessons
1	Smaller classes with more room to ride
1	Some of the lessons could be improved or tweaked to fit the middle school level (grades 7/8) more
1	bike maintenance program
1	maintenance plan for the equipment and reaching out to more teachers.
1	more programs to do several schools
1	none
1	The program is great. We at Ki-Be need to work on having a system for getting the bikes in and out of the building each day.
1	School wide budget cuts make it impossible to upkeep bicycles when it comes to in shop repairs. Furthermore, the original grant provided funds for repairs only to later take away such funds; thus we have several bikes that are unoperational.

Do you have other feedback you'd like to share with us?

Count	Response
1	I just wish it was easier to and quicker to get them out and redy to go.
1	It is a fabulous program for our school. The students responded positively and learned so much.
1	I think that this is well suited for the 7th grade.
1	My students learned a lot and enjoyed the unit.
2	No
1	Thank you for this opportunity.
1	no
1	none
1	students enjoy it
1	thank you...this program has been great.
1	In my area I found I had 5 girls that had never rode a bike before. It took the longest one two days to learn to ride and the other no more than 20min. to learn. I wish I knew the skill of teaching others to ride a bike before, I had thought my son!
1	Kids really enjoyed the program; there were a couple kids who did not know how to ride a bike at the start and by the end felt more comfortable
1	I was able to see students in fifth and sixth grade who had never been given the opportunity to ride a bike, be able to ride at the end of the unit. I was able to see learning taking place while the students gained experience and confidence on the bikes.
1	Vancouver School District would not have been able to offer this to their students without the help of our non profit, Bike Clark County to facilitate instruction and maintain the equipment
1	It's a great program and todays kids need to learn road safety and manners. We have to big of classes to really get out and stretch our legs. Supervision is a problem with large groups 35 plus



## Summary Report - Sep 18, 2012

Survey: Safe Routes to School: Administrator Survey

### School:

Count	Response
1	Bridgeport Elementary
1	CMS
1	Castle Rock Elementary/Middle
2	Creston Elementary and Junior High School
1	District
1	District Wide
1	Hough/McLoughlin
1	Isom Elementary
2	Kiona-Benton City Middle School
1	Langley Middle School
1	Medical Lake Middle School
1	Pateros Elementary /secondary
1	Preston Hall Middle School
1	Reardan HS/JH
1	Tekoa Elementary School
1	WAHLUKE
1	Zillah Middle School

### Job title:

Count	Response
1	8th PE Teacher
2	AED for Learning Programs
1	District Coordinator, FCRCs
2	Grant Manager
1	P.E. Teacher
1	P.E. Teacher/Para Educator
2	PEP Grant Coordinator
4	Principal
2	Superintendent/Principal
4	Superintendent
2	Transportation Director
2	grants manager

### The Program has allowed us to...

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Responses
<b>1. Help students practice bicycle safety.</b>	<b>75.0%</b>	<b>25.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>24</b>
	18	6	0	0	0	
SRTS Program Evaluation Report Appendix C	66.7%	22.2%	0.0%	0.0%	0.0%	

2. Help students practice pedestrian safety.	00.1%	33.3%	0.0%	0.0%	0.0%	24
	16	8	0	0	0	
3. Continue offering lessons to the students beyond initial program implementation.	54.2%	37.5%	8.3%	0.0%	0.0%	24
	13	9	2	0	0	
4. Use surveys from the National Center for Safe Routes to School (NCSRTS) as a resource. (NCSRTS Student Tally and Parent Survey)	33.3%	45.8%	16.7%	0.0%	4.2%	24
	8	11	4	0	1	

### Equipment purchases...

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable	Responses
5. The bicycles (and other equipment) are continuing to be used.	79.2%	20.8%	0.0%	0.0%	0.0%	24
	19	5	0	0	0	
6. The trailer has worked adequately for storing and transporting the bicycles.	58.3%	25.0%	4.2%	0.0%	12.5%	24
	14	6	1	0	3	
7. Our school will be able to maintain the equipment adequately.	54.2%	41.7%	4.2%	0.0%	0.0%	24
	13	10	1	0	0	

### What are the strengths of this program?

Count	Response
1	1. Equipment 2. Training 3. Curriculum
1	Active, real life experience under supervision of trained instructors.
1	Awareness and motivation to walk or ride bike as form of transportation.
1	Decrease risk of injury or death
1	Having the equipment and curriculum to teach the program.
1	Helps with promoting other ways to school by giving students safety skills.
1	It allows students who cannot afford a bike one to use during their training
1	It is a good idea and need of our students.
1	The training was fantastic. Of course the initial equipment purchase was wonderful.
1	The training and equipment. The curriculum.
1	To offer a more variety of fitness and a background of knowledge and safety of bike riding.
1	Very good instructional lessons and guidance from grant.
1	Teaching students and parents bicycle and pedestrian safety. Giving the students an opportunity who have never ridden a bike.
1	Providing the specific lessons to the students. Students learn to ride bikes and may not have been taught the rules of the road. It has been very beneficial.
1	In a small community with a student base that primarily walks or rides a bike to school, the strength is teaching the safety component.
1	1. Engaging students in lifestyle fitness 2. Require students to wear helmets during program 3. Educate students on bicycle safety 4. Prepare future drivers on rules of the road 5. Have fun!
1	This program supplies schools with resources necessary to not only teach kids about bike and pedestrian safety but also practicing those activities. The exposure to a wonderful lifelong activity such as biking is an asset to our community. The feasibility of using a bike as transportation in our community is reinforced with our students when they participate in this program.
1	Of course the equipment was wonderful! It will be a great resource for years to come. Additionally, the support and training through the bicycle alliance was well done. Once our teachers participated in the training, they were confident in presenting the curriculum.
1	I really appreciate the lesson designs, they are simple, easy to follow, easily implemented and very informative. After our kids receive a couple years of this education, they should be more than able to bike around our town safely.
1	The fact that the equipment and training was quality. This will help the program last for years to come.
1	The strengths are that the program is systematic in teaching and modeling safe practices in biking and promoting riding bikes.

## How could this program be improved?

Count	Response
1	At this time the program highly meets our needs.
1	I am not sure how. The follow up was great!
1	I would leave this question up to the folks that are doing the training.
1	NA
1	No suggestions.
1	Organized walks for part of pedestrian units...examples of group walks.
1	Purchasing experiences was challenging due to governmental regulations.
1	The initial management of the grant was flawed but got corrected.
1	Think it is a solid program and we are happy to have received this.
1	Trailer space is way too small.
1	We really need to have a small portion of the grant money to be used for maintenance
1	I do not think the program could be improved. Through the course of conversation with PE teachers, perhaps more teachers will see the value in building this program into their instruction.
1	Ensure that training and materials are up and going for the beginning of school. It is difficult to implement in late spring after the thaw.
1	Ensure that the equipment arrival and the training is scheduled so that a training cycle in the school can happen immediately after the training.
1	I think that the lessons could be condensed/alterd to be more grade level specific. Maybe a "phase in" multi-year process would be better where as, the first year, you taught the 5th grade, second year, 5th/6th, third year, 5th/6th/7th and so on.
1	Difficult to share among schools given limited nice weather days. So, broader district scope in initial grant to include more bikes, trailers based on number of campuses.
1	Make it not snow in the winter in Washington. The only major concern we had other than having to bullet-proof the tires for the indigenous tack weed here was adapting the curriculum in our 5th grade elementary program. We would love to hear from other folks how they execute the curriculum in an environment where they only see each 5th grade class for PE once a week. We ended up buying substitute time so the PE teacher could spend a 1/2 day at a time with each class to make it through the curriculum.
1	We are very satisfied with this program from the professional development for teachers to implementation with students.
1	I think that fitting 10 full days into a PE curriculum is difficult, especially when contact time is only 1 or 2 times a week.

## Do you have other feedback you'd like to share with us?

Count	Response
1	Great administrative help from Seth Schromen-Wawrin
1	Thanks so much for letting us participate!
1	Thanks!
2	no
1	I think the surveys and support provided by the bicycle alliance has been outstanding, we would not have been able to do the data collection on our own. I would also like to reconsider the age group for the bikes, the span of 5-8 grade is pretty wide. We had a lot of 5th/6th graders who had difficulty fitting on the bikes properly.
1	The challenge of buy-in, funding and logistics for on-going training, program support and bicycle maintenance puts this program at risk of not being sustainable.
1	Nothing more than our sincere gratitude for allowing us to participate in this grant. We are hoping that this will reduce (if not eliminate) our high rate of accidents with child pedestrians/bicyclists.
1	Weather is constantly an issue. Would like to know how districts are dealing with risk management issues.??
1	Great program - my training staff are servicing and inventoring the bicycles and equipment today (school was out on Friday).

<b>1</b>	Creston was the Incident Command Center for the Apache Pass Fire. The gymnasium, locker rooms and library were not available for classroom use. Mr. Boyd, our P.E. teacher, was able to use the Bicycle and Pedestrian Safety curriculum and equipment to begin the training early. It is two weeks after the Incident Command left and the training continues. It is a great and comfortable curriculum and training regiment.
<b>1</b>	For our students, the bike sizes were not necessarily appropriate for our younger, 5th and 6th grade population.
<b>1</b>	Surprisingly, we had at least 10 middle school students who had never ridden a bicycle before. Imagine how this program impacted those kids! During the summer, our school board and city council received reports on the success of this program and were appreciative of the results.
<b>1</b>	This has been a great opportunity for the students of Wahluke school District. At least half the students had never rode a bike or owned one.

# PRE-SURVEY: STUDENT SELF-REPORTED BEHAVIOR SURVEY

Students complete this survey **BEFORE BEGINNING** the education program.

School Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Check off the box on each line that best describes your current behavior.

IN GENERAL, HOW LIKELY ARE YOU TO...	NEVER	I THINK ABOUT IT	SOME OF THE TIME	ALWAYS	DOES NOT APPLY TO ME
1. Walk to school?					
2. Ride a bicycle to school?					

WHEN YOU WALK, HOW LIKELY ARE YOU TO...	NEVER	I THINK ABOUT IT	SOME OF THE TIME	ALWAYS	DOES NOT APPLY TO ME
3. Go to a corner to cross rather than crossing in the middle of a block?					
4. Make eye contact with a driver before crossing the street?					
5. Walk on the left side of the street if there is no sidewalk					
6. Notice how things in your environment affect your safety?					
7. Keep looking for cars as you cross the street?					

WHEN YOU RIDE A BICYCLE, HOW LIKELY ARE YOU TO...	NEVER	I THINK ABOUT IT	SOME OF THE TIME	ALWAYS	DOES NOT APPLY TO ME
8. Wear a helmet?					
9. Use hand signals to tell others where you are going next?					
10. Ride on the right side of the road?					
11. Stop and look before riding into a street from a driveway or alley?					
12. Make a full stop at a stop sign?					

# POST-SURVEY: STUDENT SELF-REPORTED BEHAVIOR SURVEY

Students complete this survey **AFTER COMPLETING** the education program.

School Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Check off the box on each line that best describes your current behavior.

IN GENERAL, HOW LIKELY ARE YOU TO...	NEVER	I THINK ABOUT IT	SOME OF THE TIME	ALWAYS	DOES NOT APPLY TO ME
1. Walk to school?					
2. Ride a bicycle to school?					

WHEN YOU WALK, HOW LIKELY ARE YOU TO...	NEVER	I THINK ABOUT IT	SOME OF THE TIME	ALWAYS	DOES NOT APPLY TO ME
3. Go to a corner to cross rather than crossing in the middle of a block?					
4. Make eye contact with a driver before crossing the street?					
5. Walk on the left side of the street if there is no sidewalk					
6. Notice how things in your environment affect your safety?					
7. Keep looking for cars as you cross the street?					

WHEN YOU RIDE A BICYCLE, HOW LIKELY ARE YOU TO...	NEVER	I THINK ABOUT IT	SOME OF THE TIME	ALWAYS	DOES NOT APPLY TO ME
8. Wear a helmet?					
9. Use hand signals to tell others where you are going next?					
10. Ride on the right side of the road?					
11. Stop and look before riding into a street from a driveway or alley?					
12. Make a full stop at a stop sign?					





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

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

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

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

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

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

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

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

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

- Strongly Encourages  Encourages  Neither  Discourages  Strongly Discourages

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

- Very Fun  Fun  Neutral  Boring  Very Boring

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

- Very Healthy  Healthy  Neutral  Unhealthy  Very Unhealthy

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

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

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

16. Please provide any additional comments below.

--	--

# Safe Routes to School Students Arrival and Departure Tally Sheet

+	<b>CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY</b>	+	
School Name:		Teacher's First Name:	Teacher's Last Name:
<input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 40px; height: 20px; border: 1px solid black;" type="text"/>		<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 30px; height: 20px; border: 1px solid black;" type="text"/>
Grade: (PK,K,1,2,3...)	Monday's Date (Week count was conducted)	Number of Students Enrolled in Class:	
<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	<input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/> <input style="width: 20px; height: 20px; border: 1px solid black;" type="text"/>	
0 2	M M D D Y Y Y Y	1 5	

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

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

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

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

+		+
---	--	---

