2025 Active Transportation Program (Cycle 7)

Central Workshop | February 6, 2024

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Goals for Today

- Recap application workshop

- Discuss changes to scoring rubrics

- Action items

Program Basics

- Program 4 years of funds

  - Fiscal years 2025-26, 2026-27, 2027-28, and 2028-29

- Anticipate approximately $568,700,000 in funding

  - $100,000,000 in fiscal year 2025-26

  - $102,200,000 in fiscal year 2026-27

  - $182,150,000 in fiscal year 2027-28

  - $184,350,000 in fiscal year 2028-29

2025 ATP Virtual Site Visits

- Availabilities each Tuesday and Thursday beginning October 2023 through March 2024

- Register for a site visit using the online form: https://forms.gle/NmxwTLVt36acutsP8

Final 2025 ATP Schedule

Milestone	Date
Draft ATP Guidelines presented to Commission	January 25-26, 2024
Draft ATP Fund Estimate presented to Commission	January 25-26, 2024
Commission hearing and adoption of ATP Guidelines	March 21-22, 2024
Commission adopts ATP Fund Estimate	March 21-22, 2024
Call for projects	March 21-22, 2024
Scoring rubrics posted on Commission website	March 29, 2024
Large MPOs submit optional guidelines to Commission	May 10, 2024
Project application deadline	June 17, 2024
Commission approves or rejects MPO Guidelines	June 27-28, 2024

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Final 2025 ATP Schedule (cont.)

Milestone	Date
Staff recommendation for Statewide, Small Urban & Rural components and Quick-Build projects posted	November 1, 2024
Commission adopts Statewide, Small Urban & Rural components and Quick-Build projects	December 5-6, 2024
Projects not programmed distributed to large MPOs based on location	December 2024
Deadline for MPO draft project programming recommendations to the Commission	February 21, 2025
Deadline for MPO final project programming recommendations to the Commission	April 22, 2025
Recommendations for MPO Component posted	June 2, 2025
Commission adopts MPO selected projects	June 2025

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Application Workshop Recap

Application Workshop Recap

- Submittable trial available in late February/early March

- Submittable workshop in late March

- Very minor changes to application content:

  - Aligned application and scoring rubric language

  - Removed direct references to COVID

  - Added additional non-infrastructure prompts to combination applications

- Action item: Add a new sub-question to safety section on bike facility selection

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New Safety Section Sub-Question (Small, Medium, and Large Applications)

- Part B

  - Does this project propose new or improved bike facilities? (Checkbox)

  - If yes: Describe the issues that were considered when evaluating and selecting the project's bikeway facility type (i.e., Class I, II, III, and/or IV). This may include discussions of:

    - Community input

    - Place type (e.g., rural, suburban, urban)

    - Posted speed limits

    - Traffic volume

    - Proposed operating speed

    - Safety concerns outlined in Part A

    - Traffic calming measures

    - Roadway cross section

    - Right-of-way, utility, and environmental constraints

    - Other considerations

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Disadvantaged Communities

Median Household Income (All Scoring Rubrics)

- Median Household Income: (Table ID B19013) is less than 80% of the statewide median based on the most current Census Tract (ID 140) level data from the 2018-2022 American Community Survey (<$73,524).

Points	Median Household Income (MHI)	Statewide MHI = $91.905, 80% = $73,524	
0	80% or greater of the statewide MHI	$73,524.00 or greater
1	75% to <80% of the statewide MHI	$68,928.75 to $73,523.99
2	70% to <75% of the statewide MHI	$64,333.50 to $68,928.74
3	65% to <70% of the statewide MHI	$59,738.25 to $64,333.49
4	Less than 65% of the statewide MHI	$59,738.24 or less

Climate and Economic Justice Screening Tool (All Scoring Rubrics)

- A census tract identified as disadvantaged in at least one of the tool's ten disadvantaged community categories (climate change, energy, health, housing, legacy pollution, transportation, water and wastewater, workforce development, Tribal overlap, and neighboring disadvantaged tracts).

Points	Climate and Economic Justice Screening Tool (CEJST)
0	Weighted average of the number of DAC categories project census tracts qualify under is less than 1
1	Weighted average of the number of DAC categories project census tracts qualify under is at least 1 and less than 3
2	Weighted average of the number of DAC categories project census tracts qualify under is at least 3 and less than 5
3	Weighted average of the number of DAC categories project census tracts qualify under is at least 5 and less than 7
4	Weighted average of the number of DAC categories project census tracts qualify under is 7 or greater

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US DOT Equitable Transportation Community Explorer (All Scoring Rubrics)

- USDOT Equitable Transportation Community (ETC) Explorer: A census tract identified as among the most disadvantaged 25% in the State according to the ETC Explorer State Results (final index score must be greater than or equal to 3.43447).

Points	USDOT Equitable Transportation Community (ETC) Explorer	
0	Above 25% most disadvantaged	Less than 3.43447
1	20% to 25% most disadvantaged	3.43447 to 3.53701
2	15% to <20% most disadvantaged	3.53702 to 3.65156
3	10% to <15% most disadvantaged	3.65157 to 3.78569
4	<10% most disadvantaged	3.78570 or greater

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Other DAC Severity Point Tables (All Scoring Rubrics)

- No changes to:
    - CalEnviroScreen 4.0
    - Healthy Places Index 3.0
    - National School Lunch Program/Free and Reduced Price Meals
        - *Note: Using new data year*

DAC Map (All Scoring Rubrics)

- Revise map instructions to match new application language

  - If the applicant does not check the box "This project does not qualify as a Disadvantaged Community," they are required to provide project map(s) and provide the DAC information as required in both A & B.

    - Maps should include all census tracts/schools that the project reaches, not just the ones that are disadvantaged. <u>All census tracts/schools must be clearly labeled</u>.

Part C: Direct Benefit (Small Scoring Rubric)

- Revise question to match the application.

  - Explain how the project closes a gap, provides connections to, and/or addresses a deficiency in an active transportation network, and how the improvements meet an important need of the disadvantaged community. Address any issues of displacement that may occur as a result of this project, if applicable. If displacement is not an issue, explain why it is not a concern for the community.

  - <u>For combined I/NI projects, describe how non-infrastructure events and programs will be targeted toward the disadvantaged community whom the project benefits.</u>

Part C: Direct Benefit (Medium & Large Scoring Rubrics)

- Revise question C1 to match the application

  - Current language:

    - Explain how the project closes a gap, provides connections to, or addresses a deficiency in an active transportation network or meets an important community need.

  - Proposed language:

    - Explain how the project closes a gap, provides connections to, and/or addresses a deficiency in an active transportation network and how the improvements meet an important need of the disadvantaged community.

- Add question C4

  - For combined I/NI projects, describe how non-infrastructure events and programs will be targeted toward the disadvantaged community whom the project benefits.

Special Instructions & Expectations for Evaluators (Small Scoring Rubric)

- Add the following language:

  - For combined I/NI projects, applicants should explain how non-infrastructure events and programs will be targeted toward the disadvantaged community. This should include discussions of strategies that will be used to ensure that the non-infrastructure programming is easily accessible to the disadvantaged community and relevant to their needs (e.g., development of community-relevant content, choice of venue, methods used to promote the program, materials in appropriate languages, etc.)

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Special Instructions & Expectations for Evaluators (Medium & Large Scoring Rubrics)

- For combined I/NI projects, when evaluating the fourth part of sub-question C, the evaluator should consider:

  □ Did the applicant explain how non-infrastructure events and programs will be targeted toward the disadvantaged community?

  □ What strategies will be used to ensure that the non-infrastructure events and programs will be easily accessible to the disadvantaged community? How did the applicant ensure that the non-infrastructure events and programs are relevant to the needs of the disadvantaged community? (e.g., development of community-relevant content, choice of venue, methods used to promote the program, materials in appropriate languages, etc.)

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Part C: Direct Benefit Scoring (Small Scoring Rubric)

Points	Applicant's ability to demonstrate the project will result in a direct benefit to the Disadvantaged Community.
4	The application **clearly and convincingly** explains how the project closes a gap, provides connections to, or addresses a deficiency in an active transportation network, and/or meets an important disadvantaged community need; <u>and for combined I/NI projects, how the non-infrastructure events and programs will be targeted towards the disadvantaged community</u>.

- Language to be replicated in remaining score ranges

Part C: Direct Benefit Scoring (Medium & Large Scoring Rubrics)

Points	Applicant's ability to demonstrate the project will result in a direct benefit to the Disadvantaged Community.
4	The application **clearly and convincingly** addresses **all** of the following: • Explains how the project closes a gap, provides connections to, or addresses a deficiency in an active transportation network, or meets an important community need. <u>AND</u> • Explains how the disadvantaged community residents will have physical access to the project. <u>AND</u> • Illustrates and documents how the project was requested or supported by the disadvantaged community residents <u>AND</u> • The applicant included **attachments** that show **evidence of thorough** engagement and outreach resulting in input and buy-in from the disadvantaged community. <u>For combined I/NI projects, the applicant also clearly and convincingly addresses how the non-infrastructure events and programs will be targeted towards the disadvantaged community.</u>

• Language to be replicated in remaining score ranges

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Potential to Increase Walking and Biking (Need)

Part B Question Summary (Small, Medium, and Large Scoring Rubrics)

- Add new sub-question.

  - Describe the non-infrastructure program, the population it will serve, and how the program will use education and encouragement to address the needs identified in Part A.

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Special Instructions & Expectations for Evaluators (Small, Medium, and Large Scoring Rubrics)

- Add the following language:

  - For combined I/NI projects, evaluators should evaluate how the non-infrastructure programming will address the needs identified in Part A. Applicants should discuss how the non-infrastructure program will:

    - provide new skills and familiarity to the community

    - induce mode shift

    - enhance connectivity, mobility, and health

    - introduce the community to existing and new improvements

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Part B Scoring (Small, Medium, and Large Scoring Rubrics)

Points	Applicant's ability to make a case that the project will address the need for active transportation.
20-25, 16-19, or 16-18	The application **clearly and convincingly demonstrates** that the **project will best** address the active transportation need that was presented in part A by: • creating or improving links or connections, • encouraging the use of routes to very important destinations and community-identified destinations. <u>Additionally:</u> • <u>For combined I/NI projects, implementing a non-infrastructure program that provides new skills and familiarity to the community.</u>

- Language to be replicated in remaining score ranges

Safety

Safety Question Summary (Small, Medium, and Large Scoring Rubrics)

- Add bikeway and NI prompts to Part B question overview.

  - Describe how the project improvements will remedy one or more potential safety hazards that contribute to pedestrian and/or bicyclist injuries or fatalities. Referencing the information you provided in Part A, demonstrate how the proposed countermeasures directly address the underlying factors that are contributing to the occurrence of pedestrian and/or bicyclist collisions.

  - <u>For projects proposing new or improved bikeways, describe the issues that were considered when evaluating and selecting the project's bikeway facility type (i.e., Class I, II, III, and/or IV).</u>

  - <u>For combined I/NI projects, describe how the non-infrastructure encouragement and education programs address the safety issues identified in Part A.</u>

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Special Instructions & Expectations for Evaluators (Small, Medium, and Large Scoring Rubrics)

- Add the following language:

  - For combined I/NI projects, evaluators should evaluate the extent to which the non-infrastructure program will address the safety concerns outlined in Part A by encouraging safe behaviors, educating users about safety hazards, and/or complementing infrastructure improvements.

Special Instructions & Expectations for Evaluators (Small, Medium, and Large Scoring Rubrics)

- Add the following language:

  - For projects proposing new or improved bikeways, evaluators should evaluate the extent to which the applicant evaluated and selected appropriate bikeway types given the context of the project and any constraints the applicant faced. This can include but is not limited to:

    - Community input
    - Place type (e.g., rural, suburban, urban)
    - Posted speed limits
    - Proposed operating speed
    - Roadway cross section
    - Traffic volume
    - Safety concerns outlined in Part A
    - Traffic calming measures
    - Right-of-way, utility, and environmental constraints
    - Other considerations

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Part B: Safety Countermeasures Scoring (Small, Medium, & Large Scoring Rubrics)

Points	Applicant's ability to demonstrate the project will remedy (one or more) potential safety hazards with the project limits.
9-10 or 11-13	**The applicant clearly and convincingly demonstrates** that: • the proposed countermeasure(s) have a **proven track record** for addressing the past crash/safety needs addressed in Part A; • the applicant has described remedies for **each** need addressed in Part A; <u>**AND**</u> • the proposed implementation of the countermeasure(s) should **fully mitigate** the potential for future non-motorized crashes in the area of the project. <u>Additionally:</u> • <u>For projects with new or improved bicycle facilities, the applicant evaluated and selected appropriate bikeway types.</u> • <u>For combined I/NI projects, the proposed non-infrastructure programming will address the safety needs discussed in Part A by encouraging safe behaviors, educating users on safety hazards, and/or complementing infrastructure improvements.</u>

• Language to be replicated in remaining score ranges

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Public Participation & Planning

COVID-19 Language (All Scoring Rubrics)

- Replace COVID-specific language with general language about unique community challenges.

  - Current language:

    - Applicants have faced unprecedented community engagement challenges due to COVID-19. Evaluators should consider the strategies that applicants used to overcome these challenges and any unique challenges related to community context (e.g., lack of reliable broadband, higher levels of COVID-19 infections, etc.) when evaluating this question. However, the level of community engagement should still be appropriate for the magnitude and complexity of the project.

  - Proposed language:

    - Evaluators should consider strategies that applicants used to overcome unique community challenges (e.g., recent natural disasters, continued impacts from COVID-19, etc.) when evaluating this question. However, the level of community engagement should still be appropriate for the magnitude and complexity of the project.

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COVID-19 Language (All Scoring Rubrics)

- Small

  - What was the process to prepare for existing and future needs of users of this project? Who was engaged in the public participation and planning process? How will stakeholders continue to be engaged in the implementation of the project? ~~What strategies were used to address engagement challenges that arose during the COVID-19 pandemic?~~ **If applicable,** describe any unique engagement challenges that the community faced **and how they were addressed.**

- Medium

  - Describe who was/will be engaged in the identification and development of this project. Describe how stakeholders will continue to be engaged in the implementation of the project. ~~What strategies were used to address engagement challenges that arose during the COVID-19 pandemic?~~ **If applicable,** describe any unique engagement challenges that the community faced **and how they were addressed**. Additionally, describe the feedback received during the stakeholder engagement process, if applicable.

- Large

  - Describe who was/will be engaged in the identification and development of this project and how they were engaged. Describe and provide documentation of the type, extent, and duration of outreach and engagement conducted to relevant stakeholders. ~~What strategies were used to address engagement challenges that arose during the COVID-19 pandemic?~~ **If applicable,** describe any unique engagement challenges that the community faced **and how they were addressed.**

COVID-19 Language (All Scoring Rubrics)

- Non-Infrastructure

    - Describe who was engaged in the identification and development of this program. How were they engaged? Describe the type, extent, and duration of outreach and engagement conducted to relevant stakeholders. What was their feedback, and how was it incorporated into the program proposal? **If applicable**, describe ~~the strategies used to address engagement challenges that arose due to the COVID-19 pandemic and~~ any unique engagement challenges that the community faced **and how they were addressed**.

- Plan

    - Describe how stakeholders will be engaged in the development of the plan. Describe your intended outreach methods during the plan's development (e.g., charrettes; community workshops; pop-up events; social media, etc.), including the number of outreach activities and estimated number of people reached. How will you maximize the accessibility of the community engagement process? (e.g., providing translation, interpretation, and child care services; selecting times/locations convenient to the general public; ensuring culturally/linguistically appropriate materials). ~~Describe the strategies you will use to address engagement challenges that you expect to arise due to the ongoing COVID-19 pandemic.~~ **If applicable, describe strategies you will use to address any unique engagement challenges you expect to arise (e.g., challenges related to ongoing natural disaster or COVID-19 impacts).**

COVID-19 Language (All Scoring Rubrics)

- Keep references to virtual participation options and other tools used to engage the community

  - In-person, virtual or **hybrid** meetings and/or events

  - Other methods used to engage and obtain input from the community ~~during the COVID-19 pandemic~~, such as crowdsourcing maps and surveys.

Question Summary (Small Scoring Rubric)

- Revise to include non-infrastructure prompt:

  - Describe the community based public participation process that culminated in the project. Combined I/NI projects should address both infrastructure and non-infrastructure elements.

  - Discuss the following topics:

    - What was the process to prepare for existing and future needs of users of this project?

    - Who was engaged in the public participation and planning process?

    - How will stakeholders continue to be engaged in the implementation of the project?

    - Describe any unique engagement challenges that the community faced.

    - <u>For combined I/NI projects, describe any public input on the development of the encouragement and education programming.</u>

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Part B Question Summary (Medium Scoring Rubric)

- Revise to include non-infrastructure prompt:
  - Describe who was/will be engaged in the identification and development of this project. Describe how stakeholders will continue to be engaged in the implementation of the project. Describe any unique engagement challenges that the community faced. <u>For combined I/NI projects, describe any public input on the development of the encouragement and education programming.</u>

Part C Question Summary (Large Scoring Rubric)

- Revise to include non-infrastructure prompt:

  - Describe the feedback received during the stakeholder engagement process and describe how the public participation and planning process has improved the project's overall effectiveness at meeting the purpose and goals of the ATP. <u>For combined I/NI projects, describe any public input on the development of the encouragement and education programming.</u>

Public Participation & Planning Scoring (Small Scoring Rubric)

Points	Applicant's ability to demonstrate what the process to prepare for existing and future needs of users of this project was, who was engaged in the public participation and planning process and how the stakeholders will continue to be engaged in the implementation of the project.
9-10	The applicant **clearly and convincingly demonstrates** that: • The project scope was developed through a comprehensive technical planning process (appropriate for the complexity and magnitude of the project). • The planning process considered the existing and future needs of the project users and transportation system • The planning process was **effectively** integrated into the public participation process and reached out to all necessary stakeholders. • AND the applicant attached documentation that supports a thorough and effective public engagement process. Additionally: • For combined I/NI projects, public input was considered in the development of the non-infrastructure encouragement and education programming.

• Language to be replicated in remaining score ranges

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Part B Scoring (Medium Scoring Rubric)

Points	Applicant's ability to illustrate who was/will be engaged in the development of the project and describe how stakeholders will continue to be engaged in the implementation of the project.
4	**The applicant clearly and convincingly demonstrates** that: • Describes **who** was engaged in the identification and development of the project, • Describes how stakeholders will continue to be engaged, • The project scope was developed through a **comprehensive** public participation process which included **all** appropriate levels of public and governmental stakeholders and was appropriate with the magnitude of the project, • If applicable, fully described feedback from the community received during the engagement process Additionally: • For combined I/NI projects, public input was considered in the development of the non-infrastructure encouragement and education programming.

• Language to be replicated in remaining score ranges

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Part C Scoring (Large Scoring Rubric)

Points	Applicant's ability to demonstrate that feedback was received and how it was/will be used to improve the project's overall effectiveness.
2	**The applicant clearly and convincingly demonstrates** that: • The project scope is **fully** supported by the feedback received during the public participation and planning process, • This process was **fully** utilized to identify and improve the project's overall effectiveness, • The public participation and planning process was **fully** utilized to ensure the project is one of the highest community vs. regional active transportation priorities. <u>Additionally:</u> • <u>**For combined I/NI projects, public input was considered in the development of the non-infrastructure encouragement and education programming.**</u>

• Language to be replicated in remaining score ranges

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Context Sensitivity & Innovation

Part B Question Summary (Medium & Large Scoring Rubrics)

- Revise to include non-infrastructure prompt:

  - Does this project propose any solutions that are new to the region? Were any innovative elements considered, but not selected? Explain why they were not selected. <u>Combined I/NI projects should address both infrastructure and non-infrastructure elements. Are any elements of the non-infrastructure program innovative or new to the region?</u>

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Context Sensitivity and Innovation Scoring (Medium & Large Scoring Rubrics)

Points	The applicant's ability to demonstrate that the "recognized best" solutions employed in this project are appropriate to maximize user comfort and are appropriate to the local community context AND the applicant's ability to explain what innovative elements are being utilized, or *why* innovative elements were *not* selected.
5	**The applicant clearly and convincingly demonstrates** that: • Recognized best solutions were employed in this project, and • The project is proposing innovative solutions to best address the project's issues/needs, **or** • Recognized best solutions were employed, and innovative elements were considered, and the reason for not selecting the innovative elements is **very clear and compelling**. <u>Additionally:</u> • <u>For combined I/NI projects, the applicant included and/or considered innovative elements in the non-infrastructure programming.</u>

• Language to be replicated in remaining score ranges

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Transformative Projects

Part A Question Summary (Large Scoring Rubric)

- Revise to include non-infrastructure prompt:

  - Describe how your project will transform the non-motorized environment. Address the potential for this project to support existing and planned housing, especially affordable housing. Applicants are encouraged to apply for the California Department of Housing and Community Development's (HCD) Prohousing Designation Program and to describe how local policies align with prohousing criteria. If housing is not an issue for the community, explain why it is not a concern. <u>For combined I/NI projects, discuss how the non-infrastructure education/encouragement program will be transformative.</u>

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Transformative Projects (Large Scoring Rubric)

Points	Transforming the non-motorized environment and how other new or proposed funded projects or policies in the vicinity of this project will attribute to the transformative nature of this project
5	**The applicant clearly and convincingly demonstrates** that: • The project is transforming the non-motorized environment, and/or • This project is being combined with other projects, policies, and/or ordinances to make a transformative change, • The applicant **clearly** addressed the potential for the project to support the existing and planned housing developments, especially affordable housing. • Additionally • <u>For combined I/NI projects, the non-infrastructure program will contribute to the transformative nature of the project</u>.

- Language to be replicated in remaining score ranges

Leveraging

Leveraging Table (Medium & Large Scoring Rubrics)

- Fix error in leveraging table

Points	Amount Leveraged
1	1% to 5% of total project cost
2	More than 5% to ~~less than~~ 10% of total project cost
3	More than 10% to 15% of total project cost
4	More than 15% to 20% of total project cost
5	More than 20% of total project cost

Leveraging Table (Medium & Large Scoring Rubrics)

- Revise notes to match 2025 ATP Guidelines

  - Applicants must attach a signed letter of commitment indicating the amounts and sources of leveraged funds. <u>**Applicants without a signed letter of commitment will not receive leveraging points.**</u> Applicants may also include other documentation to substantiate leveraging, including meeting minutes from a governing body, a budget sheet, a board or council resolution, etc.

Quick-Build Scoring Rubric

Quick-Build Scoring Rubric

Scoring Topic	Subtopics	Points
Need & Safety	Evidence that the project will benefit people walking and biking, including students, older adults, and disadvantaged communities.	25
	Evidence that the project will quickly address an urgent safety need.	20
Community Engagement & Interagency Support	Evidence of community engagement in the identification and initial planning of the project.	8
	Evidence of planned continuous community engagement for the duration of the project, including a process for testing project configurations and integrating community feedback.	8
	Evidence of support from critical partners such as public works departments, transportation departments, transit agencies, emergency services, community groups, and business associations.	5
Project Flexibility	Evidence that the project scope is flexible and adjustable based on community testing and feedback.	9
Performance Metrics	Evidence of how the quick-build project's progress and performance will be measured.	7
Potential for Permanent Project	Evidence of how the quick-build project will provide the foundation for a potential permanent infrastructure project.	3
Funding Strategy	Evidence of a long-term funding strategy for a permanent project in place.	3
Maintenance Strategy	Evidence of a maintenance strategy in place.	3
Project Readiness	Project can be implemented quickly to address an immediate need	9

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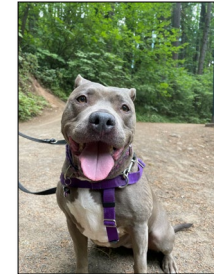
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