Part B: Narrative Questions

Detailed Instructions for Question #1

<u>**QUESTION #1**</u>

DISADVANTAGED COMMUNITIES (0-10 POINTS)

☐ **This project does not qualify as a Disadvantaged Community.**

If this project does not qualify as a Disadvantaged Community, applicant may skip and move onto question 2.

A. Map of Project Boundaries, Access and Destination (0 points): Required

Provide a scaled map showing the boundaries of the proposed project/program/plan, the geographic boundaries of the disadvantaged community, and disadvantaged community access point(s) and destinations that the program is benefiting.

B. Identification of Disadvantaged Community: (0 points)

Select one of the following 4 options. Must provide information for all Census Tract/Block Group/Place # that the project affects.
- **Median Household Income**
- **CalEnviroScreen**
- **Free or Reduced Priced School Meals** - Applications using this measure must demonstrate how the project benefits the school students in the project area.
- **Other**

Select Option: _____

The <u>Median Household Income</u> (Table ID B19013) is less than 80% of the statewide median based on the most current Census Tract (ID 140) level data from the 2012-2016 American Community Survey (ACS) (<$51,026). Communities with a population less than 15,000 may use data at the Census Block Group (ID 150) level. Unincorporated communities may use data at the Census Place (ID 160) level. Data is available at: http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

Census Tract/Block Group/Place #	Population	MHI	

Lowest median household income from above (autofill): $ _____ (to be used for qualifying as benefiting a DAC only)

Median household income by census tract for the community(ies) benefited by the project: $ _____
(to be used for severity calculation only)

Must attach a copy of FactFinder ACS page for each census tract listed above. Attach all pages as one pdf.

An area identified as among the most disadvantaged 25% in the state according to the CalEPA and based on the California Communities Environmental Health Screening Tool 3.0 (CalEnviroScreen 3.0) scores (score must be greater than or equal to 36.62). This list can be found at the following link under SB 535 List of Disadvantaged Communities:
http://www.calepa.ca.gov/EnvJustice/GHGInvest/

Census Tract/Block Group/Place #	Population	CalEnviroScreen Score	

Highest California Communities Environmental Health Screening Tool 3.0 (CalEnviroScreen) score from above (autofill):
_____ (to be used for qualifying as benefiting a DAC only)

California Communities Environmental Health Screening Tool 3.0 (CalEnviroScreen) score for the community benefited by the project:
_____ (to be used for severity calculation only)

Must attach a copy of CalEnviroScreen 3.0 page for each census tract listed above. Attach all pages as one pdf.

At least 75% of public school students in the project area are eligible to receive free or reduced-price meals under the National School Lunch Program. Data is available at: http://www.cde.ca.gov/ds/sd/sd/filessp.asp (auto filled from Part A). Applicants using this measure must demonstrate how the project benefits the school students in the project area. Project must be located within two miles of the school(s) represented by this criteria.

School Name	School Enrollment	% of Students Eligible for FRPM

Highest percentage of students eligible from above (autofill): _____ (to be used for qualifying as benefiting a DAC only)

Percentage of students eligible for the Free or Reduced Price Meals Programs: _____

(to be used for severity calculation only)

Other

- Projects located within Federally Recognized Tribal Lands (typically within the boundaries of a Reservation or Rancheria?

  ☐ Yes ☐ No

- If a project applicant believes a project benefits a disadvantaged community but the project does not meet the aforementioned criteria due to a lack of accurate Census data or CalEnviroScreen data that represents a small neighborhood or unincorporated area, the applicant must submit for consideration a quantitative assessment to demonstrate that the community's median household income is at or below 80% of that state median household income. (Max of 00 Words)

  Words Remaining: [   ]

- Regional Definition: For the statewide and small urban & rural competitive portions of the Active Transportation Program a regional definition of disadvantaged communities must be adopted as part of a regular 4-year cycle adoption of a Regional Transportation Plan (RTP)/ Sustainable Communities Strategy (SCS) by an MPO or RTPA per obligations with Title VI of the Federal Civil Rights Act of 1964. Any regional definition, such as "environmental justice communities" or "communities of concern," must document a robust public outreach process that includes the input of community stakeholders, and be stratified based on severity. Justification for a regional definition, including RTP/SCS adopting actions, public outreach documentation, and severity stratification, must be submitted to the California Transportation Commission (CTC) no later than the adoption date of the statewide ATP guidelines in order to be considered for use. CTC staff will make the final determination of the eligibility of regional definitions at least one month prior to the statewide application due date. (Max of 00 Words)

  It is the intent of the Commission that if a region elects to adopt a regional definition of disadvantaged communities that this definition will be used for the region's broader planning purposes rather than only for Active Transportation Program grant funding.

  Words Remaining: [   ]

C. Direct Benefit: (0 - 4 points)

1. Explain how the program addresses an important need of the disadvantaged community, how it was requested or supported by the disadvantaged community residents, and how the disadvantaged community residents will be included.

   (Max of 00 Words)

   Words Remaining: [   ]

D. Project Location: (0 - 2 points)

1. Is your project located within a disadvantaged community? _____

E. Severity: (0 - 4 points)

   a. Auto calculated

Part B: Narrative Questions
Question #2

QUESTION #2

POTENTIAL FOR INCREASED WALKING AND BICYCLING, ESPECIALLY AMONG STUDENTS, INCLUDING THE IDENTIFICATION OF WALKING AND BICYCLING ROUTES TO AND FROM SCHOOLS, TRANSIT FACILITIES, COMMUNITY CENTERS, EMPLOYMENT CENTERS, AND OTHER DESTINATIONS; AND INCLUDING INCREASING AND IMPROVING CONNECTIVITY AND MOBILITY OF NON-MOTORIZED USERS. (0- 40 POINTS)

Please provide the following information:

# of Users	Pedestrian	Bicycle	Date of Counts	Mark here if N/A to project
Current	-	-		☐

Safe Routes to School projects: The following information related to the Safe Routes to School Projects data was already entered in part 3 of the application.

School	Total Student Enrollment	Approx. # of Students Living Along School Route Proposed	# of Students Currently Walking/Biking to School
Total	**0**	**0**	**0**

Document the methodologies used to establish the **current** count data. (Max of 00 Words)   **Words Remaining:**

A. **Statement of Need.** Explain why this program is needed. Describe the issue(s) that this program will address. Include the challenges and barriers to increasing walking and/or biking in the program area. **(20 points max)**

Discuss:

- Current or proposed pedestrian and/or bicycle infrastructure in the program area
- Connectivity and mobility by active transportation to community identified destinations (such as schools, transit facilities, community centers, employment centers, and other destinations.)
- Perceived personal safety of walking and/or biking
- The **local** health concerns (responses should focus on a specific concern(s) affecting the program area population, not a general ATP benefit)
    - Healthy Places Index (HPI) http://phasocal.org/ (Optional): Discuss specific indicators in the HPI and/or from the local Health Department that are impacting the program area population in which this program aims to address.
- Other

(Max of 00 Words)   **Words Remaining:**

B. **Addressing the Need:** Describe the program, the population it will serve, and how the program will use encouragement, education, and /or enforcement to address each of the need(s) identified above with the goal of increasing walking and/or biking to community identified destinations within the program area. (20 points max)

(Max of 00 Words) **Words Remaining:**

C. **Check the box that best describes the non-infrastructure program (check all that apply)**
- ☐ Start-up program (no program currently exists)
- ☐ Expansion of an existing program
- ☐ New components to an existing program

Populate only if box 2 or 3 is selected:
Explain what the new or expanded components are, why they are needed, and if applicable, how they support the existing NI program. Include how the existing program is being sustained.

(Max of 00 Words) **Words Remaining:**

Part B: Narrative Questions
Detailed Instructions for Question #3

<u>QUESTION #3</u>

POTENTIAL FOR REDUCING THE NUMBER AND/OR RATE OF PEDESTRIAN AND BICYCLIST FATALITIES AND INJURIES, INCLUDING THE IDENTIFICATION OF SAFETY HAZARDS FOR PEDESTRIANS AND BICYCLISTS. (0-10 POINTS)

A. **Describe the program area's history of pedestrian and bicycle collisions resulting in fatalities and injuries to non-motorized users that this program will mitigate. (10 points max)**

   Applicants are encouraged to use the new UC Berkeley SafeTREC TIMS tool which was specifically designed for the ATP to produce these documents in an efficient manner. Applicants with access to alternative collision data tools and training can utilize their choice of methods/tools. Applicants must respond to question 1 or 2, and have the option to respond to both.

   1. For applications using the TIMS ATP tool, attach the following:
       a. **Collison Heat-map of the program boundary – demonstrating the relative collision history within that boundary in relation to the overall jurisdiction's/community's collision history**
       b. **Program Area Collision Map – identifying the past crash locations with the program boundary**
       c. **Collision Summaries and collision lists/reports – demonstrating collision trends, collision types, and collision details**

   Combine the various maps/summaries into one PDF file and attach it in the field below.

   2. Applications that do not have collision data OR that prefer to provide additional collision data and/or safety data in a different format can provide this data below. (Examples include: Collision Rates, Community observation, surveys, audits, etc.)

   The data and corresponding methodologies can be included in written/text form and/or via a separate attachment in the field below. (optional)

   (Max of 00 Words)   **Words Remaining:**

   Data and methodologies attachment (optional)

   3. From the program area collision summaries/data provided in questions 1 and/or 2, enter the total reported pedestrian and bicycle collisions within the last 5 years.

# of Collisions	Pedestrian	Bicycle	Total
Fatalities			0
Injuries			0
Total	**0**	**0**	**0**

4. Referencing the heat-maps, collision map and collision summaries provided in above, discuss why your agency chose this program area as a priority for addressing ongoing safety and discuss how the program corresponds to the types and locations of the past collisions. (10 points max)

As appropriate, description may include how NI program elements:

- educate pedestrians, bicyclists and/or drivers about safety hazards for pedestrians and bicyclists

- encourage safer behavior, including through enforcement.

(Max of 00 Words)   **Words Remaining:**

Part B: Narrative Questions

Detailed Instructions for Question #4

QUESTION #4

PUBLIC PARTICIPATION and PLANNING (0- 15 POINTS)

Describe the community based public participation process that culminated in the program proposal.

A. 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? (5 points max)

(Max of 00 Words)   **Words Remaining:**

B. Describe how stakeholders will continue to be engaged in the implementation of the program. Include which agencies and stakeholder groups (public health, law enforcement, NGOs and non-traditional partners like faith groups, elder/senior intergenerational groups) will be involved in implementing the program? (10 points max)

(Max of 00 Words)   **Words Remaining:**

Part B: Narrative Questions

Detailed Instructions for Question #5

QUESTION #5

EVALUATION and SUSTAINABILITY (0- 10 POINTS)

A. How will the effectiveness of the program be measured? Describe the effectiveness measures that will be evaluated (public support, mode shift, safety, etc.) and the tools that will be used (such as surveys, counts, observations etc.) to quantify the success. (5 points max) (Max of 00 words)

Words Remaining:

B. How will the program be sustained after completion? (5 points max) (Max of 00 words)

Words Remaining:

Part B: Narrative Questions

Detailed Instructions for Question #6

INNOVATIVE PROGRAM ELEMENTS (0-5 POINTS)

A. Does this program propose any elements that are new to the region? AND/OR does this program utilize any recognized best practices that have been proven successful in a similar local community context? Explain why the program chose these elements (5 points max) (Max of 00 words)

Words Remaining:

Part B: Narrative Questions
Detailed Instructions for Question #7

QUESTION #7

PROGRAM SCOPE AND IMPLEMENTATION (0- 10 POINTS)

A. Complete the 22-R. (10 points)

ATP applications must develop and document the proposed program's scope, cost and schedule in the 22-R.

The 22-R will be evaluated for:
- How well it reflects the applicant's responses throughout this application
- How well the overall scope meets the Purpose and Goals for the ATP, as defined CTC Guidelines
- Compliance with the ATP Non-Infrastructure Program Guidance

Part B: Narrative Questions
Detailed Instructions for Question #8

QUESTION #8

USE OF CALIFORNIA CONSERVATION CORPS (CCC) OR A CERTIFIED COMMUNITY CONSERVATION CORPS (0 or -5 POINTS)

- For project "Plan" types, this section is not required. -

☐ Applicant has not coordinated with both corps, or Tribal Corps (if applicable) (-5 points)

☐ Applicant contacted the corps; but does not intend to partner with any corps (-5 points)

Step 1: The applicant must submit the following information via email concurrently to both the CCC AND certified community conservation corps at least 5 days prior to application submittal to Caltrans. The CCC and certified community conservation corps will respond within five (5) business days from receipt of the information.

- Project Title
- Project Description
- Detailed Estimate
- Project Schedule
- Project Map
- Preliminary Plan

Click on the following links for the California Conservation Corps and community conservation corps Representative ATP contact information:
http://calocalcorps.org/active-transportation-program/
http://www.ccc.ca.gov/work/programs/ATP/Pages/ATP%20home.aspx

The applicant must also attach any email correspondence from the CCC and certified community conservation corps or Tribal corps (if applicable) to the application verifying communication/participation. Failure to attach their email responses will result in a loss of 5 points.

Attach submittal email, response email and any attachment(s) from the CCC:

Attach submittal email, response email and any attachment(s) from the certified community conservation corps:

Attach submittal email, response email and any attachment(s) from the Tribal corps (If applicable):

Step 2: The applicant has coordinated with the CCC AND with the certified community conservation corps, or the Tribal corps and determined the following: (check appropriate box)

☐ Applicant intends to utilize the CCC, certified community conservation corps, or the Tribal corps on the following items listed below. (0 points) (Max of 50 Words)

Words Remaining:

☐ No corps can participate in the project. (0 points)

☐ At the time that the application was submitted, the applicant had not received a response from the following corps: (0 points)
  ☐ the CCC ☐ the community conservation corps ☐ the Tribal corps (if applicable)

Part B: Narrative Questions
Detailed Instructions for Question #9

QUESTION #9

APPLICANT'S PERFORMANCE ON PAST ATP FUNDED PROJECTS (0 to -10 points)

For Caltrans use only.

Part C: Application Attachments

Applicants must ensure all data in this part of the application is fully consistent with the other parts of the application. See the Application Instructions and Guidance document for more information and requirements related to Part C.

List of Application Attachments

The following attachment names and order must be maintained for all applications. Depending on the Project Type (I, NI or Plans) some attachments will be intentionally left blank. All non-blank attachments must be identified in hard-copy applications using "tabs" with appropriate letter designations

Application Signature Page (Required for all applications) **Attachment A**

Engineer's Checklist (Required for Infrastructure & Combo Projects) **Attachment B**

Project Location Map (Required for all applications) **Attachment C**

Project Map/Plans showing existing and proposed conditions **Attachment D**
(Required for all Infrastructure Projects; Optional for 'Non-Infrastructure' and 'Plan' Projects)

Photos of Existing Conditions (Required for all applications) **Attachment E**

Project Estimate (Required for all Infrastructure Projects) **Attachment F**

Non-Infrastructure Work Plan (Form 22-R) **Attachment G**
(Required for all projects with Non-Infrastructure Elements)

Plan Cost Estimate (Form 22-PLAN) **Attachment G**
(Required for all projects with Plan Elements)

Letters of Support (10 maximum) **Attachment H**
(Required or recommended for all projects as designated in the instructions) (All letters must be scanned into one document.)

Exhibit 22-F State Funding **Attachment I**

Additional Attachments **Attachment J**
(Additional attachments may be included. They should be organized in a way that allows application reviews easy identification and review of the information.) (All additional attachments must be scanned into one document.)

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