2023 Active Transportation Program (Cycle 6)

Central Workshop

February 8, 2022

1:00 pm – 4:00 pm

Program Basics

- Program 4 years of funds
  - Fiscal years 2023-24, 2024-25, 2025-26 and 2026-27

- Anticipate approximately $38,000 in additional federal funding per fiscal year from Infrastructure Investment and Jobs Act, bringing total funding to $597,560.
  - ➢ $138,000 fiscal years 2023-24 and 2024-25
  - ➢ $160,780 fiscal years 2025-26 and 2026-27

Goals for Today

- Finalize Previously Discussed Items
- Discuss Scoring Rubric Changes
- Action Items

2023 ATP Central Workshops

Date	Time	Type	Focus
November 9, 2021	9:30 am – 12:30 pm	Kick-Off	Kick-off
November 17, 2021	1:00 pm – 4:00 pm	Central	Guidelines
December 1, 2021	1:00 pm – 4:00 pm	Central	PSR Equivalent
December 15, 2021	9:30 am – 12:30 pm	Central	Guidelines
January 11, 2022	1:00 pm – 4:00 pm	Central	Guidelines
January 19, 2022	9:30 am – 12:30 pm	Central	Guidelines
February 2, 2022	1:00 pm – 4:00 pm	Central	Application
February 8, 2022	1:00 pm – 4:00 pm	Central	Scoring Rubrics
February 23, 2022	9:30 am – 12:30 pm	Central	Quick-Build Pilot Program

2023 ATP Branch Workshops

Requested Locations

Monterey County	Siskiyou County
San Benito County	Nevada County
Santa Cruz County	Sonoma County
Santa Barbara County	Los Angeles County

To schedule a Branch Workshop, please contact Elika Changizi at Elika.Changizi@catc.ca.gov

Final 2023 ATP Schedule

Topic	Dates
Draft ATP Guidelines presented to Commission	January 26-27, 2022
Draft ATP Fund Estimate presented to Commission	January 26-27, 2022
Commission hearing and adoption of ATP Guidelines	March 16-17, 2022
Commission adopts ATP Fund Estimate	March 16-17, 2022
Call for projects	March 16-17, 2022
Scoring rubrics posted on Commission website	March 29, 2022
Large MPOs submit optional guidelines to Commission	May 13, 2022
Project applications deadline	June 15, 2022
Commission approves or rejects MPO Guidelines	June 29-30, 2022

Final 2023 ATP Schedule (cont.)

Topic	Dates
Staff recommendation for Statewide, Small Urban & Rural components and Quick-Build Pilot Program posted	October 21, 2022
Commission adopts Statewide, Small Urban & Rural components and Quick-Build Pilot Program	December 7-8, 2022
Projects not programmed distributed to large MPOs based on location	December 2022
Deadline for MPO draft project programming recommendations to the Commission	February 20, 2023
Deadline for MPO final project programming recommendations to the Commission	April 21, 2023
Recommendations for MPO Component posted	May 12, 2023
Commission adopts MPO selected projects	June 2023

Finalize Previously Discussed Items

Projects Near Roadways with High Traffic Volumes

- Section 17, Application Submittal Requirements
  - Add the following bullet:
    - All applications for projects within 500 feet of a freeway or roadway with a traffic volume over 125,000 average daily traffic (ADT) must include a description of any project design elements intended to minimize exposure to air pollution and an explanation of the circumstances that make locating project components in close proximity to heavily travelled freeways or roadways unavoidable or an explanation of why this location was chosen.

Application Part A2: General Project Information

- Part A2, Project Location
  - Is this project located within 500 feet of a freeway or roadway with a traffic volume over 125,000 average daily traffic (ADT)?
  - If yes, describe any project design elements intended to minimize exposure to air pollution and circumstances that make locating project components in close proximity to heavily travelled freeways or roadways unavoidable, or explain why this project location was chosen.
- This question will not be scored.
- The application will include a link to an ADT resource.

Public Participation: COVID Challenges

- Original Proposal:
  - Describe any engagement challenges that arose due to the COVID-19 pandemic and the strategies used to address those challenges.

- Revised Proposal:
  - All applications except Plans: What strategies were used to address engagement challenges that arose during the COVID-19 pandemic? Describe any unique engagement challenges that the community faced.
  - Plan applications: Describe the strategies you will use to address engagement challenges that you expect to arise due to the ongoing COVID-19 pandemic.

DAC Data

- Median Household Income
  - Propose to use 2015-2019 American Community Survey
- Free or Reduced Priced School Meals
  - Propose to use the last school year that was not affected by COVID (2018-19).
- CalEnviroScreen 4.0
- Healthy Places Index

Scoring Rubric Updates

Disadvantaged Communities

Tribal Projects (All Applications)

- B: Identification of disadvantaged community
    - **Projects on** federally recognized Tribal Land **or projects submitted by Tribal Governments (federally recognized Native American tribes)**

Need

Community Description & Older Adults/Vulnerable Populations (Small/Med/Large)

- Question 2, Part A prompt reads as follows:
  - Describe **the community** and the issues that this project will address. How will the proposed project benefit the non-motorized users **of all ages and varying abilities?**

- Proposed new language in list of items to discuss:
  - **Community characteristics and context (e.g., urban/rural/suburban, relevant history, socioeconomic characteristics, etc.)**
  - Destinations and key connectivity the project will achieve
  - How the project will increase walking and or biking
  - The lack of mobility if applicable does the population have limited access to cars, bikes, and/or transit?
  - Does the project have an unserved or underserved demand?

Community Description & Older Adults (Small/Medium/Large)

- Question 2, Part B, Special Instructions & Expectations for Evaluators:
  - "Need" must be considered in the context of the "potential for increased walking and bicycling" **for all ages and varying abilities.**
  - "The proposed project will address" must be considered in all of the following "needs":
    - the lack of connectivity,
    - the lack of mobility for non-motorized users,
    - local health concerns
  - To receive the maximum points, applicants must demonstrate all of the above aspects of "need" for each improvement category.
    - Since each category addresses a different need, the answers provided should be specific to the improvement category.
  - **The applicant should discuss how the project meets the needs of vulnerable and underserved populations, including disadvantaged communities (if applicable), older adults, and persons with disabilities.**

Other Changes to Need Question (All Applications)

- Remove enforcement from current prompts so they read as follows:
  - For combined I/NI projects: discuss how the encouragement **and** education, ~~and/or enforcement~~ program will help address the needs.
- Add NI prompts in alignment with those added to the applications.
- Change "local non-profits" to "community-based organizations."

Safety

Older Adults/Vulnerable Populations (Small/Medium/Large)

- Question 3, Part A, <u>Special Instructions & Expectations for Evaluators</u>:
  - The following checks and analysis must be done by the evaluator prior to awarding points:
    - The applicant demonstrated that they analyzed the past crash/safety data to identify the specific crash-type trends which will likely occur in the future if no action is taken.
    - The applicant demonstrated there are significant safety threats to pedestrians and/or bicycles which can be mitigated by ATP eligible improvements. **<u>The applicant should discuss safety threats to vulnerable and underserved communities, including disadvantaged communities (if applicable), students, older adults, and persons with disabilities.</u>**

Older Adults/Vulnerable Populations (Small/Medium/Large)

- Question 3, Part A, Scoring Breakdown
  - The application clearly and convincingly shows:
    - That the past crash/safety data was analyzed by the applicant to identify the specific crash-type trends that will likely occur in the future if no action is taken,
    - Collision types and collision details will be positively impacted by the proposed safety improvements.
    - There are significant safety threats to pedestrians and/or bicycles that can be mitigated by ATP eligible improvements.
    - **That the applicant considered safety threats to vulnerable and underserved populations.**
  - AND if applicable
    - For NI components – clearly explains how the project educates bicyclists, pedestrians, and/or drivers about safety hazards and encourages safe behavior.

Other Changes to Safety Question (All Applications)

- Remove enforcement from current prompts so they read as follows:
  - For NI components – clearly explains how the project educates bicyclists, pedestrians, and/or drivers about safety hazards and encourages safe behavior, ~~which includes through enforcement.~~
- Add NI prompts in alignment with those added to the applications.

Public Participation

COVID (All Applications)

- General Guidance Section
  - The following should be considered by the evaluator prior to awarding points:
    - Community stakeholders can include, but are not limited to, residents, targeted end-users, community leaders, elected officials, **community-based organizations**, advocacy organizations, local businesses, and members of vulnerable or underserved populations (e.g., older adults, youth, persons with disabilities, members of disadvantaged communities).
    - Governmental stakeholders can include other departments, agencies, jurisdictions, etc. impacted by the proposed project that are NOT the applicant (these can include, but are not limited to transportation agencies, local health departments, schools/school districts, emergency services, metropolitan planning organizations, law enforcement, etc.)

COVID (All Applications)

- General Guidance Section
  - **In-person or virtual** meetings and/or events. How many were held to engage stakeholders is key to public participation. These can include, but are not limited to:
    - *The type of meetings or events:* open houses, community charrettes, city council meetings, planning commission meetings, tables or booths at farmer's markets **and other community events**, door-to-door solicitation, **walk or bike audits**, etc.
    - *How the meetings or events were noticed:* local newspapers, agency websites, radio announcements, social media posts on Facebook, Twitter, Instagram, etc., school parents group meetings, places of worship, local publications in other languages, flyers, etc.

COVID (All Applications)

- General Guidance Section (continued)
  - **In-person or virtual** meetings and/or events. How many were held to engage stakeholders is key to public participation. These can include, but are not limited to:
    - *How the meetings or events were documented:* Meeting sign-in sheets, meeting notes, **virtual participant lists, virtual chat logs**, letters of support, photos, etc.
    - *Where the meetings or events took place:* **Virtual meeting platforms**, schools, community centers, city council hall, p**arks or other outdoor locations to accommodate safe in-person gathering and social distancing**, etc.

COVID (All Applications)

- General Guidance Section (continued)
  - **In-person or virtual** meetings and/or events. How many were held to engage stakeholders is key to public participation. These can include, but are not limited to:
    - *The accessibility of the meetings or events:* accessible by public transportation, translation services provided, child care provided, time of day the meetings or events were held that best meet the needs of the community, **virtual accessibility features such as captioning and interpretation,** food provided, etc.
    - *The stakeholders' involvement in the decision-making body:* technical advisory committee, citizens' advisory committee, etc.
- **Other methods used to engage and obtain input from the community during the COVID-19 pandemic, such as crowdsourcing maps and surveys.**

COVID (All Application Types)

- Special Instructions & Expectations for Evaluators:
  - Add the following bullet:
    - **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.**

Projects in Planning Documents (Large)

- Question 4, Part E
  - Special Instructions and Expectations for Evaluators
    - **Applicants may use an Active Transportation Plan or a similar plan to qualify for this point and must justify how a "similar" plan qualifies.**
    - **All plans must have been developed through a robust public engagement process and the applicant should provide a brief description of this process.**
    - **Projects that are included in plans that are in progress but have not been approved may qualify for this point if the plan will be approved within a reasonable timeframe.**

Other Changes to Public Participation Question (All Applications)

- Add NI prompts in alignment with those added to the applications.

Context Sensitivity & Innovative Project Elements

Older Adults & Low-Stress Networks (Medium/Large)

- Question 5, Special Instructions & Expectations for Evaluators
  - The following checks and analysis must be done by the evaluator prior to awarding points:
    - The project satisfies the purpose and needs of a full range of stakeholders, **including users of all ages and abilities.**
    - The project is a safe facility for both the user and the community.
    - **The project creates, expands on, or fits within the community's vision for a low-stress active transportation network.**
    - The project is in harmony with the community, and it preserves environmental, scenic, aesthetic, historic, and natural resource values of the area.
    - The project exceeds the expectations of both designers and stakeholders and achieves a level of excellence in people's minds.

NI Evaluation (Medium/Large)

- Question 5, Special Instructions & Expectations for Evaluators (*continued*)
  - The project involves efficient and effective use of the resources (time, budget, community) of all involved parties.
    - The project is designed and built with minimal disruption to the community.
    - The project is seen as having added lasting value to the community.
    - **For combined I/NI projects, the evaluator should consider:**
      - **The amount of times the program is evaluated (before, during, after).**
      - **Whether the evaluation tools/method can be replicated.**
      - **Whether the evaluation tools/methods described are realistic and doable.**
      - **Whether the program is seen as having added lasting value to the community.**
      - **Whether the described sustainability plan is realistic and doable.**

Other Changes to Context Sensitivity/Innovation (Medium/Large)

- Add NI prompts in alignment with those added to the applications.

Transformative Projects

Housing & Local Ordinances (Large)

- Question 6, Special Instructions & Expectations for Evaluators
  - The following checks and analysis must be done by the evaluator prior to awarding points:
    - Does the applicant have local adopted policies **and/or ordinances** in place to support the project's potential to create transformative mode-shift?
    - Did the applicant attach samples of adopted policies **and/or ordinances** that impact the non-motorized environment?
    - Does the applicant have goals, objectives, and performance measures for a complete walking and/or biking network, e.g., a Complete Streets policy?
    - Does the applicant have goals, objectives, and performance measures for reducing pedestrian and/or bicyclist fatalities and serious injuries?

Housing & Local Ordinances (Large)

- Question 6, Special Instructions & Expectations for Evaluators *(continued)*
  - The following checks and analysis must be done by the evaluator prior to awarding points:
    - Did the applicant discuss land use zoning and other development standards?
    - Does the applicant have supportive policy tools, such as planning checklists, project development checklists, and facility design guidelines?
    - Is there potential for the project to support existing and planned housing, especially affordable housing? **If housing is not an issue, the applicant must explain why it is not a concern for the community.**

Housing & Local Ordinances (Large)

- Question 6, Scoring Breakdown
  - 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.

Other Changes to Transformative Projects (Large)

- Add NI prompts in alignment with those added to the applications.

Scope & Plan Layout Consistency

Combo NI 25-R (Small/Med/Large)

- For Combo Projects (projects with Infrastructure and Non-Infrastructure elements), evaluators will also evaluate the Exhibit 25-R for:
  - **A complete, clear, and detailed scope;**
  - **How well it reflects the applicant's responses throughout the application; and**
  - **How well the overall scope meets the purpose and goals of the ATP.**

NI Evaluation & Sustainability

Evaluation (NI)

- Part A:
  - How will the effectiveness of the program be measured? Describe the effectiveness measures that will be evaluated (public support, mode shift, **knowledge increase,** safety, etc.) and the tools that will be used (such as surveys, counts, observations etc.) to quantify the success.

- Part B
  - How will the program be sustained after completion? As you address this question, **consider the following:**
    - **Train the Trainer**
    - **"How-to" toolkits and guides to transfer program materials and equipment to another party (e.g., teachers, school district, parent volunteers, PTA, an after-school program, community volunteers, community organization, etc.)**
    - **Other sources of funding**

Action Items

Next Steps

- Central Workshop – Quick-Build Pilot & Wrap Up
  February 23, 2022
  9:30 am – 12:30 pm

Staff Contact

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Thank You

More Information

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