Part B: Narrative Questions

Detailed Instructions for Question #1

QUESTION #1

DISADVANTAGED COMMUNITIES (0-30 POINTS)

A. **Map of Plan Area Boundaries (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 project/program/plan 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 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 2011-2015 American Community Survey (ACS) (<$49,454). 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 2.0 (CalEnviroScreen 2.0) 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 2.0 (CalEnviroScreen) score from above (autofill):
_____ (to be used for qualifying as benefiting a DAC only)

California Communities Environmental Health Screening Tool 2.0 (CalEnviroScreen) score for the community benefited by the project:
_____ (to be used for severity calculation only)

Must attach a copy of CalEnviroScreen 2.0 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. Plan Area: (0 - 15 points)

1. Percentage of census tracts within the plan area that qualify as a disadvantaged community _____

   - 75-100%   *(15 points)*
   - 50-74%   *(13 points)*
   - 25-49%   *(10 points)*
   - 10-24%   *(5 points)*
   - <10%   *(0 points)*

D. Severity: (0 - 15 points)

   a.   Auto calculated

Part B: Narrative Questions
Question #2

QUESTION #2

PRIORITY TO FUND THE DEVELOPMENT OF COMMUNITY-WIDE ACTIVE TRANSPORTATION PLANS WITHIN OR, FOR AREA-WIDE PLANS, ENCOMPASSING DISADVANTAGED COMMUNITIES, INCLUDING PEDESTRIAN, BICYCLE, SAFE ROUTES TO SCHOOLS, OR COMPREHENSIVE ACTIVE TRANSPORTATION PLANS. (0-20 POINTS)

A. Select one: (0-10 points)

___ Applicant has neither a pedestrian plan, a bicycle plan, a safe routes to schools plan, nor a comprehensive active transportation plan. *(10 points)*

___ Applicant has a bicycle, pedestrian, or safe route to schools plan but not all. *(7 points)*

___ Applicant is seeking to update a pedestrian, bicycle, safe routes to school, or comprehensive active transportation plan that is older than 5 years. *(4 points)*

___ Applicant is seeking to update a pedestrian, bicycle, safe routes to school, or comprehensive active transportation plan that is less than 5 years old. *(1 point)*

B. Statement of Need. Describe the active transportation problems or deficiencies within the plan area. Include the community's active transportation needs and why this plan is necessary to meet those needs. **(0-10 points)**

Discussions:

- Lack of or insufficient non-motorized infrastructure for users
- Number of collisions resulting in injuries or fatalities to non-motorized users
- Lack of connectivity and mobility by active transportation to key destinations (such as schools, transit facilities, community centers, employment centers, and other destinations.)
- 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 plan area in which this plan aims to address.
- Other

Words Remaining: [   ]

Part B: Narrative Questions
Detailed Instructions for Question #3

QUESTION #3

PUBLIC PARTICIPATION (0-25 POINTS)

Describe the community based public participation process that will be utilized as part of the development of a plan.

A. Describe who will be engaged in the creation of the plan. Identify key community stakeholders, key government stakeholders, and any other stakeholders. (5 points max) (Max of 00 words)

Words Remaining:

B. 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). (15 points max) (Max of 00 words)

Words Remaining:

C. Describe how you intend to maintain ongoing outreach with stakeholders to communicate changes to the draft plan and how the stakeholders' input was addressed. In addition, how do you intend to keep the community and stakeholders updated following plan adoption? (5 points max) (Max of 00 words)

Words Remaining:

Part B: Narrative Questions
Detailed Instructions for Question #4

<u>**QUESTION #4**</u>

PLAN DEVELOPMENT AND IMPLEMENTATION (0-25 POINTS)

A. **Complete the 22-Plan. (15 points)**
   The 22-Plan will be evaluated for how well it reflects the responses in this application, and how the plan meets the required components outlined in the CTC Guidelines.

B. **Describe how the plan will lead to implementation of the identified projects. (10 points max)** (Max of 00 words)

   Discuss:

   • How the final plan will result in specific projects that can lead to future ATP applications.

   • How you will prepare to implement projects identified in the plan? (e.g. adopting supportive policies, programming projects into the Regional Transportation Plan, etc.)

   • How you will quickly translate the projects and programs identified in the plan into tangible programs and infrastructure?

   • Identify any specific funding sources (aside from the ATP) that would be available to fund the implementation of infrastructure projects and non-infrastructure programs identified in the plan.

   Words Remaining:

Part B: Narrative Questions

Detailed Instructions for Question #9

<u>**QUESTION #9**</u>

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) replaced with new template (SOW)   **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.)