Engaging Public Health in the Active Transportation Program: What to Expect and How to Assist Local Applicants

SRTS Technical Assistance Resource Center (TARC)
California Active Communities
Safe and Active Communities Branch
California Department of Public Health

Overview

- Introduction to the Active Transportation Program (ATP)
- Public Health and the ATP
- Elements of a Strong Application
- Brief Review of Cycle 2 ATP Application (Questions 3, 4, 5)
- ATP Non-Infrastructure

What is the ATP?

- In 2013, Senate Bill 99 and Assembly Bill 101 created the ATP to encourage increased use of active modes of transportation, such as walking and bicycling.
- The ATP consolidates existing federal and state transportation programs (e.g., BTA, Rec Trails, fed/state SRTS) into a single program.
- The ATP is overseen by the California Transportation Commission and is administered by the California Department of Transportation.

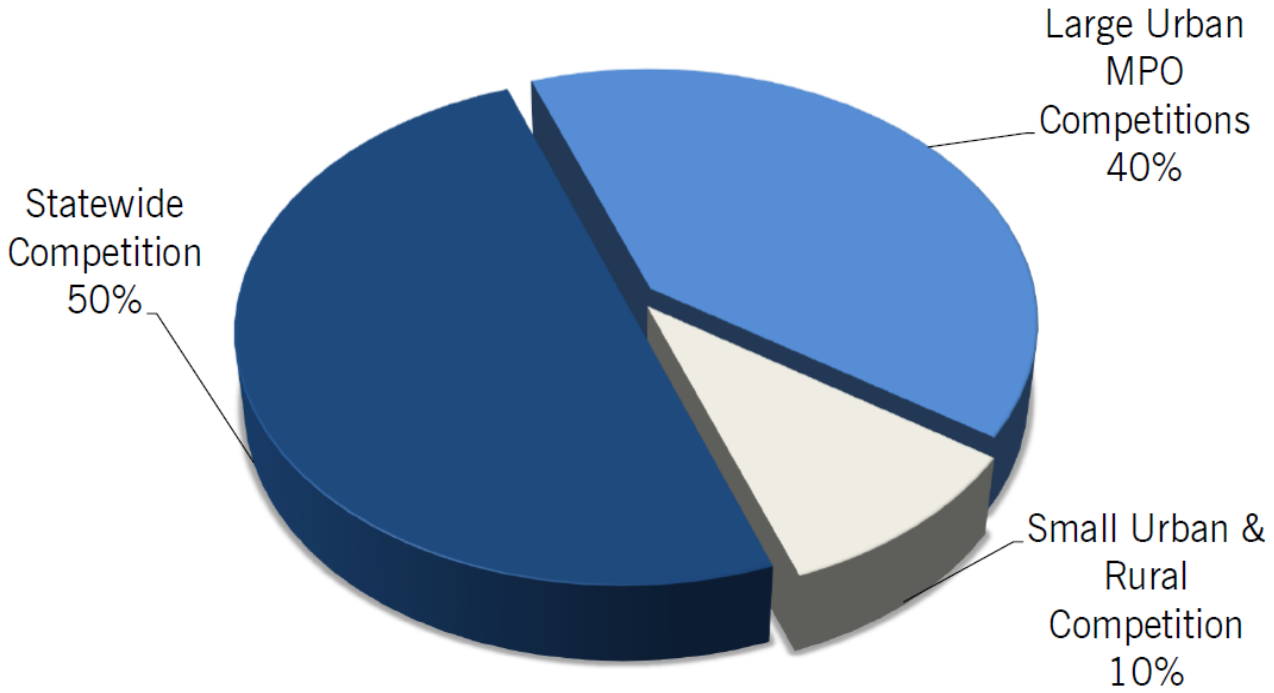
See the Caltrans ATP Cycle 2 website for more details:
http://www.dot.ca.gov/hq/LocalPrograms/atp/cycle-2.html

ATP Goals

- Increase proportion of trips made by bicycling and walking;
- Increase safety and mobility for non-motorized users;
- Advance efforts of regional agencies to achieve greenhouse gas (GHG) reduction goals – pursuant to SB 375 and SB 391;
- Enhance public health, including the reduction of childhood obesity
- Ensure that disadvantaged communities fully share in the benefits of the program; and
- Provide a broad spectrum of projects to benefit many types of active transportation users.

$360 Million Awarded in ATP Cycle 2

Three years of funding (2016/17, 2017/18, 2018/19)



California Transportation Commission (CTC)

- Adopts guidelines and policies for ATP.
- Adopts ATP Fund Estimate.
- Responsible for evaluating, scoring and ranking projects, including forming and facilitating evaluation committees.
- Posts recommendations and final adopted list of approved projects.
- Allocates funds to projects.
- Evaluates and reports to the legislature.

Caltrans

- Administers ATP and provides program and procedural guidance.
- Solicits and performs eligibility and delivery reviews of ATP applications.
- Facilitates ATP Advisory committee
- Tracks, reports, and audits project implementation and completion.
- Recommends project allocations (including funding type) to CTC.
- Administers the contract for the Technical Assistance Resource Center (TARC) at CDPH.

TARC

- TARC is housed in the Safe and Active Communities Branch within the California Department of Public Health.
- To date, TARC has provided in depth support for both ATP cycles, including:
  - Development of ATP Guidelines;
  - Development of ATP Applications and Scoring Tools;
  - Review of ATP Cycle 1 Applications; and
  - Triaging technical assistance questions

Why is Public Health Involved in the ATP?

- Our job is to prevent chronic disease and injury and improve health
- Safe, active transportation, *such as walking and bicycling*, help people improve their health and general well-being
- Transportation, Planning, and Public Health are natural partners
- Public Health has been doing this a long time…

ATP Eligible Applicants

- Local, Regional or State Agencies (e.g., cities, counties, MPOs, and RTPAs – this includes public health departments)
- Caltrans and Transit Agencies
- Natural Resources or Public Land Agencies (e.g., park or forest agencies, fish and game or wildlife agencies)
- Federally-recognized Native American Tribes, Public schools or School districts
- Private nonprofit tax-exempt organizations may apply for Recreational Trail Program funds
- Any other entity with responsibility for oversight of transportation/recreation that CTC determines to be eligible

Partnering with Implementing Agencies

- Ineligible entities may partner with an eligible applicant who can implement the project.
- Entities that do not currently posses a Federal Master Agreement are encouraged to partner with an applicant who already does have a Federal Master Agreement, as there is no guarantee that an agency will be able to pass the required pre-agreement audit.
- Entities that are unfamiliar with the requirements to administer a Federal-aid Highway Program project are encouraged to partner with an eligible applicant.
- The implementing agency will be responsible and accountable for the use and expenditure of ATP funds.

Eligible Projects

- Infrastructure (I) - e.g., new bikeways/walkways, improvements to existing bikeways/walkways, installation of traffic control devices/lighting, SRTS, safe routes to transit, secure bicycle parking, shade trees, pedestrian refuges.
- Non-infrastructure (NI) - e.g., education programs to increase bicycling/walking, implementation of bike-to-work/school or walk to work/school day/month programs, walkability and/or bikeability assessments, conducting bicycle/pedestrian safety education programs, school crossing guard training.
- Plans - e.g., development of a community wide bicycle, pedestrian, safe routes to schools, or an active transportation plan.

General Elements of a Strong Application

- Read the instructions and follow them
- Answer all questions and address each point
- Explain ‘how’ and ‘what’
- Be sure project is appropriate and eligible
- Be sure all pages in application are included

Additional Elements of a Strong Application

- Leverage prior planning efforts (SRTS/ATP Plans, strategic plans, workshops, surveys, etc.)
- Multi-site interventions
- Show pre/post evaluations
- Describe in detail how disadvantaged communities are served and involved, if relevant

Additional Elements of a Strong Application…continued

- Include building relationships in work plan
- Show visual graphics directly related to project
- Include multiple data sources and drill down as much as possible (e.g., county, city, zip code level data)
- Include quantitative and qualitative data

- Combination Infrastructure (target highest need sites) and Non-Infrastructure (all sites)

Combination Infrastructure (I) and Non-Infrastructure (NI)

- Adding NI strategies to an I application may make your project stronger and more sustainable.
- NI components can help maximize use of infrastructure investments.
- NI activities can help inform future infrastructure needs and projects.
- Combination projects also will help identify future needs for expanded NI specific projects.

Let's take a look at the application…

QUESTION #3

PUBLIC PARTICIPATION and PLANNING, *0-15 POINTS*

Describe the community based public participation process that culminated in the project/program proposal or will be utilized as part of the development of a plan.

Why is Public Participation and Planning Important

- *The success and safety of ATP projects is dependent on the extent that projects meet the active mobility needs of community residents and expand public access and use. Community-based planning processes are key to this effort.*

- *Public participation is an integral part of the planning process, which helps to ensure that decisions are made in consideration of and to benefit public needs and preferences. This process enables agencies to make better informed decisions through collaborative efforts and builds mutual understanding and trust between the agencies and the public they serve.*

QUESTION #3

PUBLIC PARTICIPATION and PLANNING, *0-15 POINTS*

Describe the community based public participation process that culminated in the project/program proposal or will be utilized as part of the development of a plan.

- A. Who? (5 points)
- B. How? (4 points)
- C. What? (5 points)
- D. Describe stakeholders (1 point)

Question 3 Highlights

- List ALL stakeholders involved
- Describe level of community engagement
- Include letters of support
- Attach meeting announcements, agendas, sign-in sheets, meeting notes, etc.

POINTS will be awarded based on if the stakeholders were engaged

Questions to Consider in Question 3

- What types of meetings or events took place?
- How were meetings or events announced to stakeholders?
- Where did meetings or events take place?
- Were meetings or events accessible by public transportation?
- Were translational services provided at the meetings or events?
- When were meetings or events held?
- Was childcare provided during the meetings or events?
- Were stakeholders part of a decision-making body?

POINTS will be awarded based on the level of community outreach and meeting/event accessibility

Question 3 continued…

- Describe stakeholders' feedback, include any new alternatives or major revisions that were identified through the stakeholder participation process.
- Describe how projects/programs/plans were modified and developed to "increase use of active modes of transportation" and support one or more of the corresponding ATP goals.
- Describe how the highest community wide/regional active transportation priorities were identified and addressed in the proposed project as a result of the public participation and planning process.

POINTS will be awarded based on the extent that public participation and planning was utilized to identify the highest community/regional ATP priorities

More Helpful Tips for Question 3

- Answer every question and use the application outline (A, B, C, D) to answer each question. Don't make the reviewer search for information.
- Use the **application instructions** provided to help guide and formulate your responses.
- These points aren't terribly arduous to acquire. And now is a great time to start!
- List ALL participating agencies or people. Don't make the reviewer search for information.

QUESTION #4 (A, B)

IMPROVED PUBLIC HEALTH , *0-10 POINTS*

Enhanced Public Health is one of ATP Program Goals

SB99, Ch.8.2380(d):

Enhance Public Health, including reduction of childhood obesity through the use of programs including, but not limited to, projects eligible for Safe Routes to School Program funding.

QUESTION #4

IMPROVED PUBLIC HEALTH , *0-10 POINTS*

- A. Describe the health status of the targeted users of the project/program/plan. (3 points)
- B. Describe how you expect your project/proposal/plan to enhance public health (7 points)

Question 4 Highlights

- Provide at least 2 health statistics or data points with citations to describe the health status of the targeted users of the project/program/plan. Attach relevant maps, data, or references to academic articles.
- Describe, based on the health status (e.g., obesity/overweight, asthma, type II diabetes, etc.), other health statistics (e.g., physical activity/inactivity levels, life expectancy, etc.) or other local conditions that may impact health (e.g. air pollution, access to parks, etc.) of target users.
- Describe how the health status or need of the target users compares to the health status of surrounding communities.
- Include local health department/organization names or titles

Points will be awarded for providing health statistics/data points and for identifying who from the local health department or other health organization was contacted.

Question 4 Highlights continued…

- Describe how you expect your project/proposal/plan to enhance public health.
- Identify the intended health outcomes (e.g. increased physical activity, decreased rates of obesity/overweight) of implementing the project/program/plan, including WHY you expect these outcomes.
- For those project/programs/plans that are consistent with and fulfill a portion of an existing local health plan, goal, or initiative include its name and describe how the intended health outcomes align.

Points will be awarded based on the identification of intended health outcomes and the discussion of why the intended health outcomes are expected.

Other Useful Data Resources

- California Health Interview Survey
- CDPH - Healthy Community Indicators
- Robert Wood Johnson Foundation - County Health Rankings and Roadmaps
- California Department of Education – Physical Fitness Testing
- Lucile Packard Foundation for Childrens' Health - Kidsdata.org
- CDPH - EpiCenter (county level injury data)
- Local Community Needs Assessments
- Student travel tallies and parent SRTS surveys

California Health Interview Survey

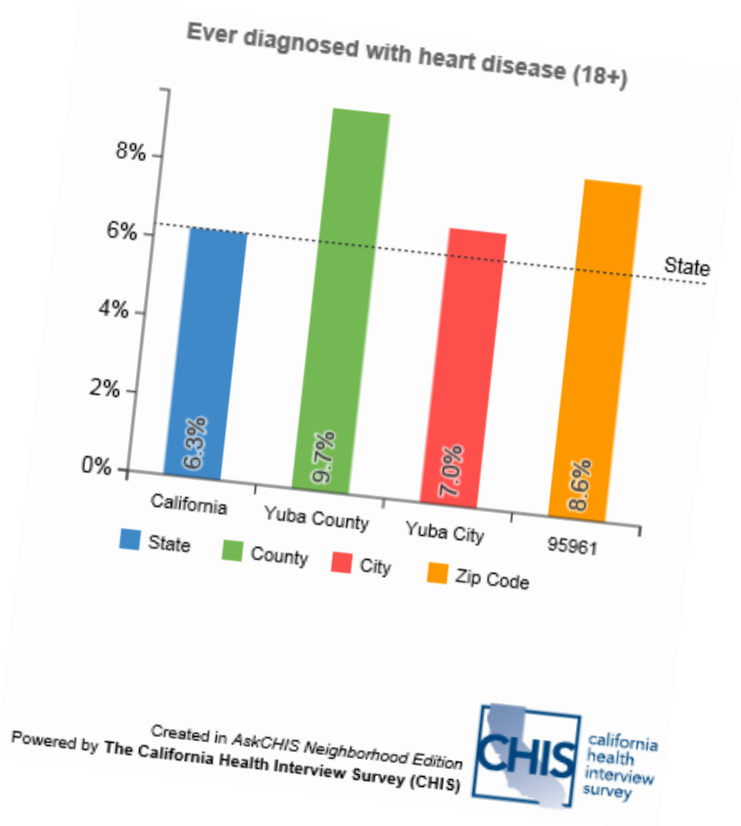
www.chis.ucla.edu

- Statewide health survey
- User-friendly site
- Can obtain chronic disease data, obesity, physical activity, etc.

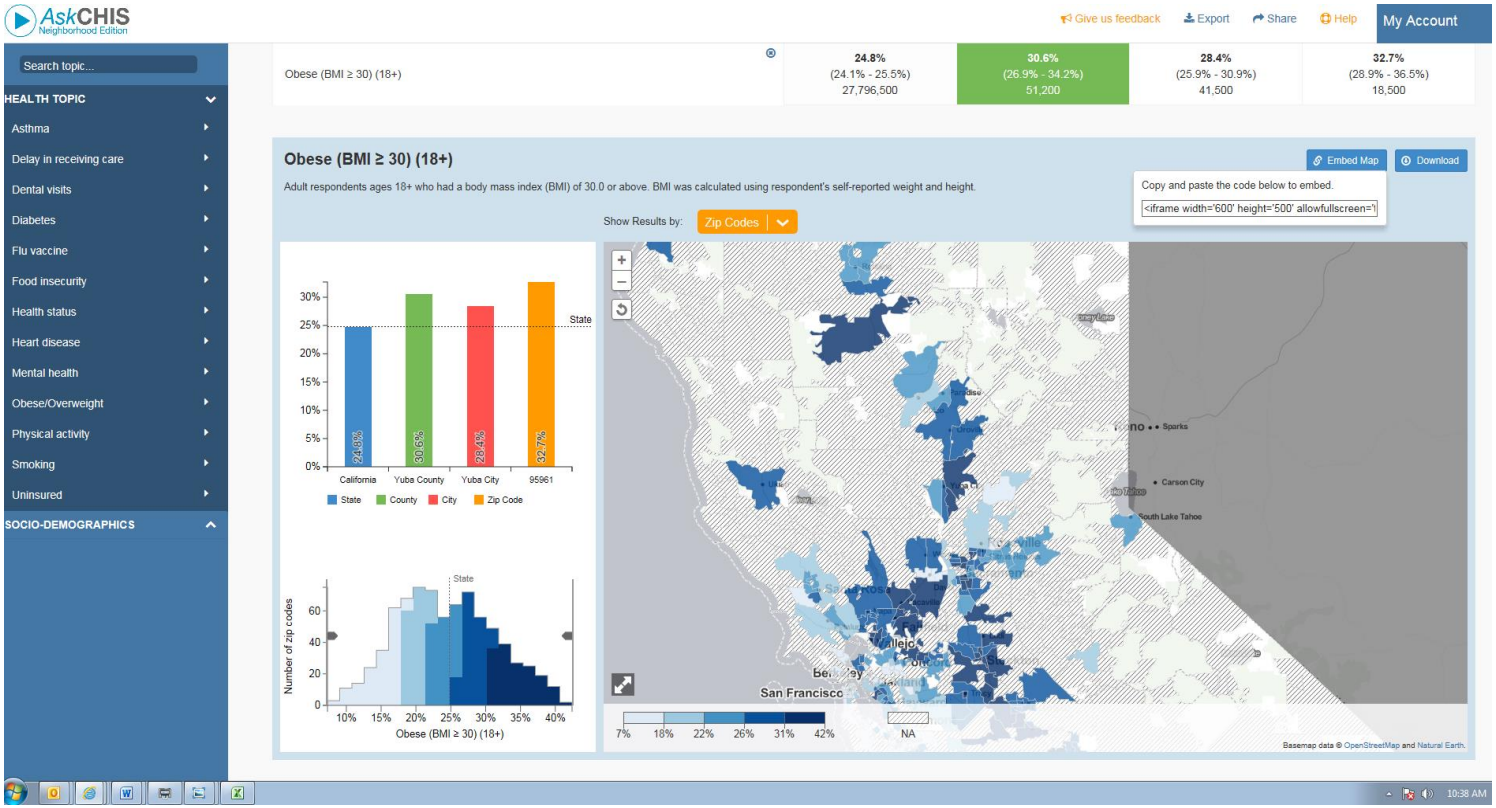
AskCHIS Neighborhood Edition

New data included:

- Provides data at zip-code level
- Can visually compare up to 5 regions

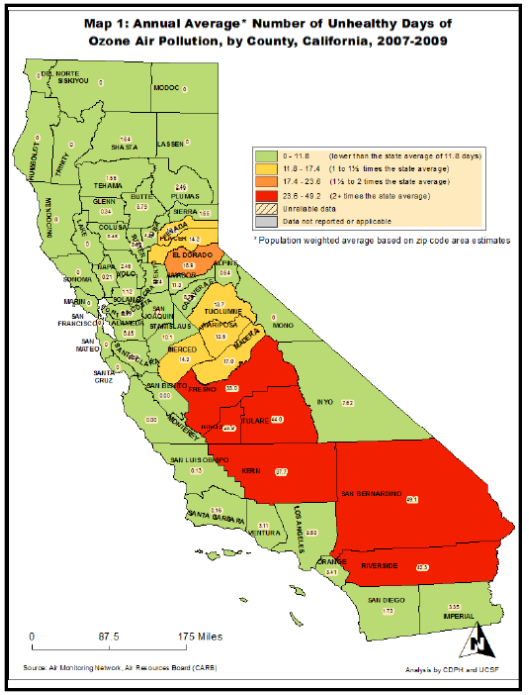


AskCHIS – Sample outputs



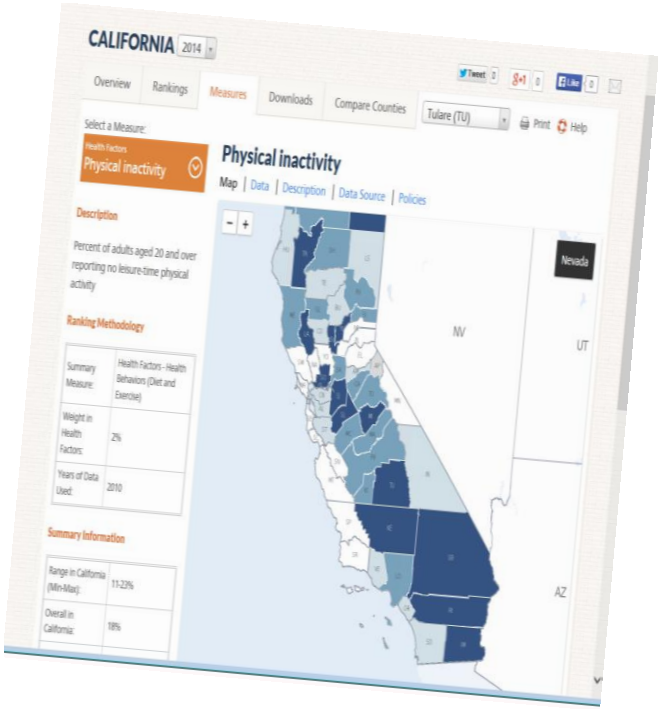
www.cdph.ca.gov/programs/Pages/HealthyCommunityIndicators.aspx

Example indicator: Air Quality



Robert Wood Johnson Foundation's County Health Rankings and Road Maps

- National database
- Ranks counties by
  -health factors
  -health outcomes



www.countyhealthrankings.org

CA Department of Education - Physical Fitness Testing

http://www.cde.ca.gov/ta/tg/pf/pftresults.asp

California Department of Education
EDUCATION

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Curriculum & Instruction | Testing & Accountability | Professional Development
Finance & Grants | Data & Statistics | Learning Support | Specialized Programs

Printer-friendly version

Home » Testing & Accountability » Testing » Physical Fitness Testing (PFT)

PFT Results

PFT results for 2009-10 and prior years are now available. The 2010 PFT summary results are posted to DataQuest.

DataQuest PFT Summary Results

PFT 2010 DataQuest Reports
View schools, districts, counties, and state results. Results are available by gender and ethnic groups.

PFT Research Files and File Layouts
View statewide PFT data with file layout.

PFT 2009-10 News Release (March 24, 2011)

San Joaquin County Office of Education PFT Results

District Reports (Outside Source)
PFT district coordinators can access downloadable district data files from San Joaquin County Office of Education including individual student reports (ISRs). Please note access to this site requires login and password.

Contact Information

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Assessment and Accountability Division
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Sacramento, CA 95814
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E-mail: PFT@cde.ca.gov

California Department of Education
Statewide Assessment Division
Prepared: 4/25/2011 8:23:28 PM

State: California
County: Butte
District: Thermalito Unio
School: SIERRA AVENUE ELE

Additional information can be found at the Statewide Assessment Division's California Physical Fitness Test site.

2009-10 California Physical Fitness Report
Summary of Results

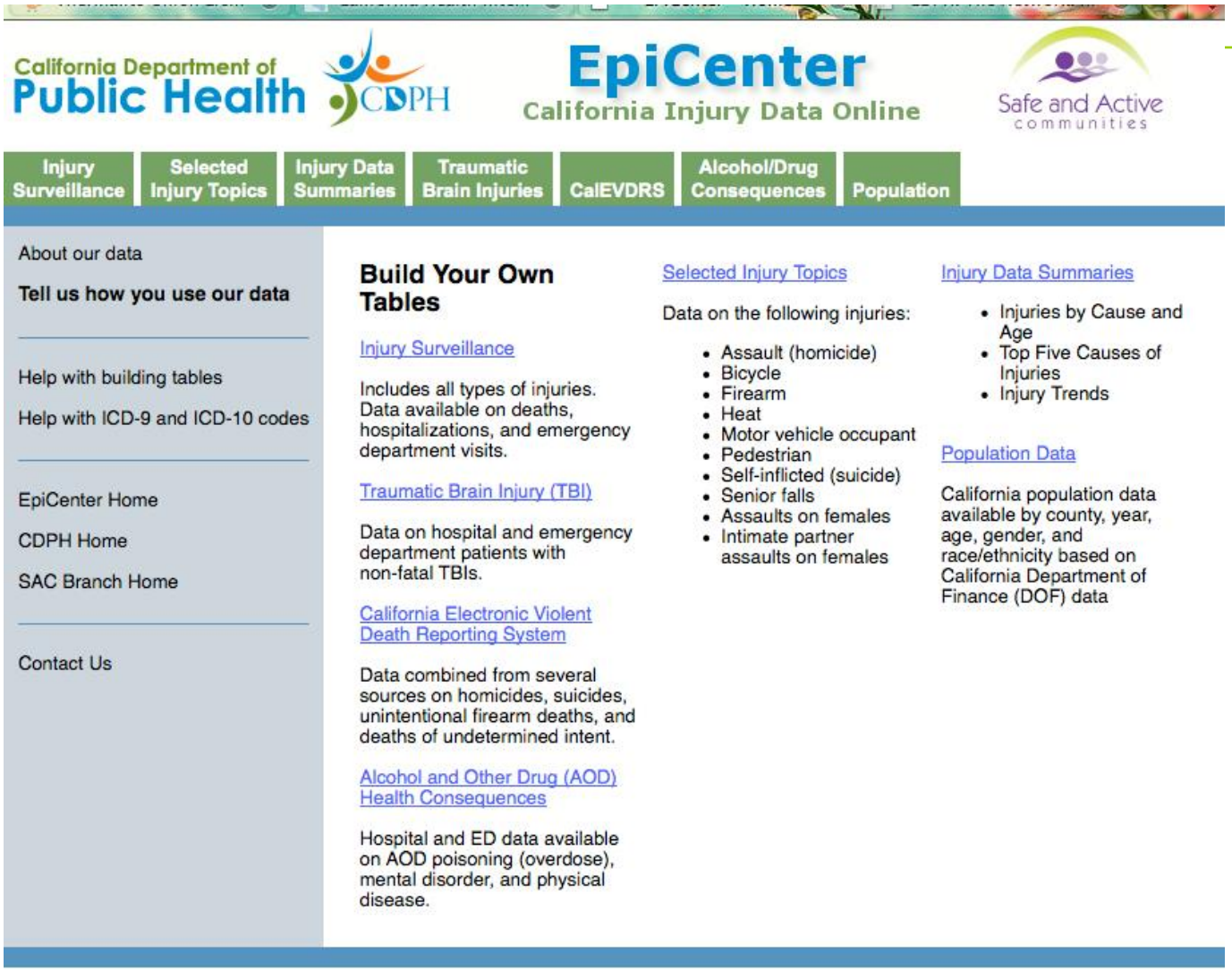
Physical Fitness Area	Grade 5 Total[1] Tested	Grade 5 % In HFZ	Grade 5 % Not in HFZ	Grade 7 Total[1] Tested	Grade 7 % In HFZ	Grade 7 % Not in HFZ	Grade 9 Total[1] Tested	Grade 9 % In HFZ	Grade 9 % Not in HFZ
Aerobic Capacity	49	30.6	69.4	0	0.0	0.0	0	0.0	0.0
Body Composition	49	63.3	36.7	0	0.0	0.0	0	0.0	0.0
Abdominal Strength	49	75.5	24.5	0	0.0	0.0	0	0.0	0.0
Trunk Extensor Strength	49	98.0	2.0	0	0.0	0.0	0	0.0	0.0
Upper Body Strength	49	36.7	63.3	0	0.0	0.0	0	0.0	0.0
Flexibility	49	71.4	28.6	0	0.0	0.0	0	0.0	0.0

Number of Physical Fitness Areas Meeting the Healthy Fitness Zone	Grade 5 Number	Grade 5 Percent	Grade 5 Cum. Percent	Grade 7 Number	Grade 7 Percent	Grade 7 Cum. Percent	Grade 9 Number	Grade 9 Percent	Grade 9 Cum. Percent
6 of 6 fitness criteria	6	12.2	12.2	0	**	**	0	**	**
5 of 6 fitness criteria	10	20.4	32.6	0	**	**	0	**	**
4 of 6 fitness criteria	13	26.5	59.1	0	**	**	0	**	**
3 of 6 fitness criteria	9	18.4	77.5	0	**	**	0	**	**
2 of 6 fitness criteria	8	16.3	93.8	0	**	**	0	**	**
1 of 6 fitness criteria	3	6.1	99.9	0	**	**	0	**	**
0 of 6 fitness criteria	0	0.0	99.9	0	**	**	0	**	**
Total tested	49	100.0		0	**	**	0	**	**

[1] Includes partially tested students
** To protect confidentiality scores are not shown when the number of students tested is 10 or less.

Lucile Packard Foundation for Childrens' Health - Kidsdata.org

epicenter.cdph.ca.gov



Local Community Needs Assessments

- Another opportunity to work with your local public health department

-- A Community Needs Assessment identifies and describes factors that affect the health of a population, and factors that determine the availability of resources within the community to adequately address health concerns

Gather Data Now: Student Travel Tallies and Parent Surveys

- Requires time and planning to administer, but acquiring current student commute data gives an accurate baseline that can help determine the potential increased active transportation for students.
- National Center for SRTS forms and instructions available at:

  www.saferoutesinfo.org/data-central/data-collection-forms

Student Travel Tallies and Parent Surveys

- Helpful resources to get started:
  - Webinar, **Tips and Tools for Getting Great Results From Your Student and Parent Surveys** www.casaferoutestoschool.org/get-assistance/webinars/
  - **Guide to Conducting a Student Commute Study** sfsaferoutestoschool.org/wp-content/uploads/2011/09/Commute-Study-Guide_Safe-Routes.pdf

More Helpful Tips for Question 4

- Answer every question and use the application outline (A, B) to answer each question. Don't make the reviewer search for information.
- Use the **application instructions** provided to help guide and formulate your responses.
- These points aren't terribly arduous to acquire. And now is a great time to start!

Applicants are Coming to YOU!!

- We want applicants to make the connection between active transportation and improved public health.
- Local Public Health Department contact information has been disseminated to potential ATP applicants.
- And they're hearing the following…

Local Public Health Department

- Seek out department contacts in the areas of Physical Activity/Active Transportation, Obesity, Asthma, Health Promotion/Education, Injury Prevention, and Epidemiology/Surveillance
- Inform your Local Public Health Department staff about your project
- Ask about the Department's staff capacity now and in the future

PUBLIC HEALTH

QUESTION #5

BENEFIT TO DISADVANTAGED COMMUNITIES, *0-10 POINTS*

Why is Benefit to Disadvantage Communities (DAC) Important?

- Investing in DACs ensures that all Californians have access to safe, walkable and bikeable communities regardless of race, place, or income*

*Source: PolicyLink

QUESTION #5

BENEFIT TO DISADVANTAGED COMMUNITIES, *0-10 POINTS*

- A. Identification of disadvantaged communities (0 points – SCREENING ONLY)
- B. For proposals located within disadvantage community (5 points)
- C. Describe how the project/program/plan provides (for plans: will provide) a direct, meaningful, and assured benefit to members of the disadvantaged community (5 points)

QUESTION #5

BENEFIT TO DISADVANTAGED COMMUNITIES, *0-10 POINTS*

To receive disadvantaged community points, the project/program must be located within and provide a direct, meaningful and assured benefit to a disadvantaged community:

- Median household income
- CalEnvironScreen score
- 75% of students eligible for the FRPM program
- Or, submit a quantitative assessment addressing why the community is disadvantaged

QUESTION #5

BENEFIT TO DISADVANTAGED COMMUNITIES, *0-10 POINTS*

- ***For proposals located within disadvantage community:***
  - POINTS will be awarded based on the % of project costs that correlate to improvements/expenditures that are physically within the limits of a disadvantaged community

QUESTION #5

BENEFIT TO DISADVANTAGED COMMUNITIES, *0-10 POINTS*

- Describe how the project/program/plan provides (for plans: will provide) a direct, meaningful, and assured benefit to members of the disadvantaged community.

- ***All proposals may respond to this question, whether or not they are located within a disadvantaged community***

Question 5 Highlights

- Describe what infrastructure, safety, access points, barriers and/or public health challenges/barriers are present within the disadvantaged community that contribute to the need for the project/program

- Describe how disadvantaged community residents have daily access to the project site or will be targeted by the NI program

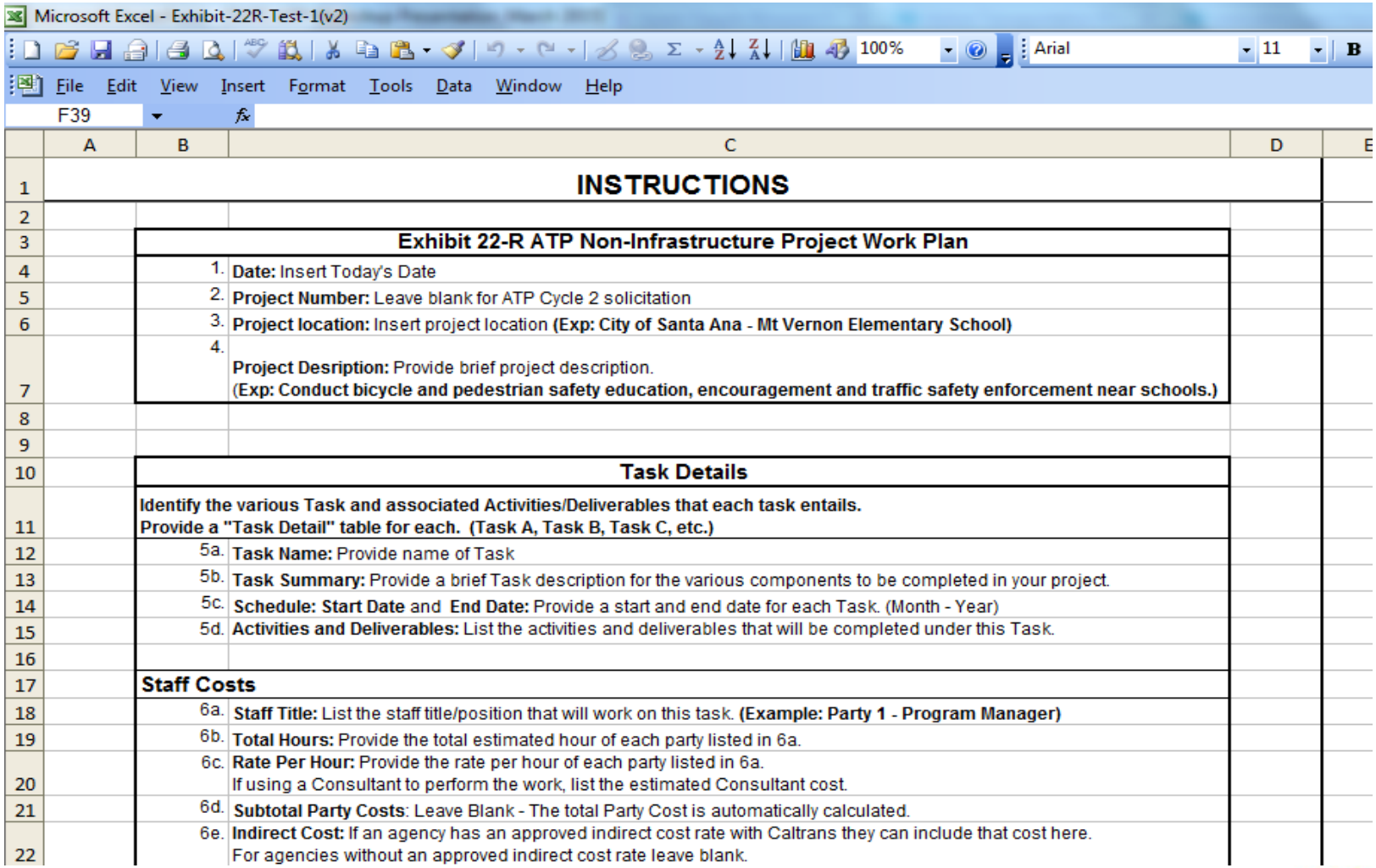
- For SRTS projects discuss how the school students and community specifically benefit from the project

More Helpful Tips for Question 5

- Answer every question and use the application outline (A, B, C) to answer each question. **Don't make the reviewer search for information.**

- Use the **application instructions** provided to help guide and formulate your responses.

Exhibit 22-R: ATP NI Work Plan



Microsoft Excel - Exhibit-22R-Test-1(v2)

File Edit View Insert Format Tools Data Window Help

F39

	A	B	C	D
1			**INSTRUCTIONS**	
2				
3			**Exhibit 22-R ATP Non-Infrastructure Project Work Plan**	
4		1.	**Date:** Insert Today's Date	
5		2.	**Project Number:** Leave blank for ATP Cycle 2 solicitation	
6		3.	**Project location:** Insert project location **(Exp: City of Santa Ana - Mt Vernon Elementary School)**	
7		4.	**Project Desription:** Provide brief project description. **(Exp: Conduct bicycle and pedestrian safety education, encouragement and traffic safety enforcement near schools.)**	
8				
9				
10			**Task Details**	
11			**Identify the various Task and associated Activities/Deliverables that each task entails.** **Provide a "Task Detail" table for each. (Task A, Task B, Task C, etc.)**	
12		5a.	**Task Name:** Provide name of Task	
13		5b.	**Task Summary:** Provide a brief Task description for the various components to be completed in your project.	
14		5c.	**Schedule: Start Date** and **End Date:** Provide a start and end date for each Task. (Month - Year)	
15		5d.	**Activities and Deliverables:** List the activities and deliverables that will be completed under this Task.	
16				
17		**Staff Costs**		
18		6a.	**Staff Title:** List the staff title/position that will work on this task. **(Example: Party 1 - Program Manager)**	
19		6b.	**Total Hours:** Provide the total estimated hour of each party listed in 6a.	
20		6c.	**Rate Per Hour:** Provide the rate per hour of each party listed in 6a. If using a Consultant to perform the work, list the estimated Consultant cost.	
21		6d.	**Subtotal Party Costs**: Leave Blank - The total Party Cost is automatically calculated.	
22		6e.	**Indirect Cost:** If an agency has an approved indirect cost rate with Caltrans they can include that cost here. For agencies without an approved indirect cost rate leave blank.	

Eligible NI Expenses Examples

- Salaries/benefits for a SRTS Program Manager
- Graphic design and printing costs associated with education and encouragement materials
- Safety items such as bike reflectors, helmets, reflective sneaker tags, pins or badges
- Bike rodeo fees (e.g., event insurance)
- Costs for additional law enforcement needed for SRTS enforcement activities
- See latest ATP NI Eligible Costs Sheet

Eligible NI Exceptions

- If applicants believe their proposed project and target users would significantly benefit through the use of activities that are not explicitly stated, then the applicant may choose to pursue a formal exception from Caltrans

- Applicants choosing to pursue an exception must follow the following requirements:
  1. Prepare a thorough description and justification of each of the proposed activities they are seeking an exception for. Each activity must be justified separately and the cost must be included. The justifications must tie to the proposed overall project scope
  2. Submit this package to Caltrans, ATP Manager for approval
  3. Receive approval from ATP Manager before incurring any cost(s).

One Last Tip . . .

- Review Cycle 1 successful applications: www.catc.ca.gov/programs/ATP/2014_Project_Apps.html

For more information or assistance contact TARC

www.casaferoutestoschool.org

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