



Active Transportation Program (ATP) Caltrans District Training 2015

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



Overview

- Why Public Health
- Elements of a Strong Application
- Review of Cycle 2 ATP Application (Questions 3, 4, 5)
- ATP Non-Infrastructure
- Technical Assistance Resource Center (TARC)

Why is Public Health Involved in ATP?

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

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

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.

NOTE: All answers are expected to follow the  “Special Instructions for all Narrative Questions” included in this section of the application. Failure to follow these special instructions will result in a loss of points.

NOTE: Applicants applying for the disadvantaged community set aside must clearly articulate how stakeholders from the disadvantaged communities were engaged. Failure to respond to the questions with specific details about stakeholder engagement from disadvantaged communities will result in lost points.

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

IMPROVED PUBLIC HEALTH , 0-10 POINTS



NOTE: All answers are expected to follow the “Special Instructions for all Narrative Questions” included in this section of the application. Failure to follow these special instructions will result in a loss of points.

NOTE: Applicants applying for the disadvantaged community set aside must respond to the questions with health data specific to the disadvantaged communities. Failure to do so will result in lost 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

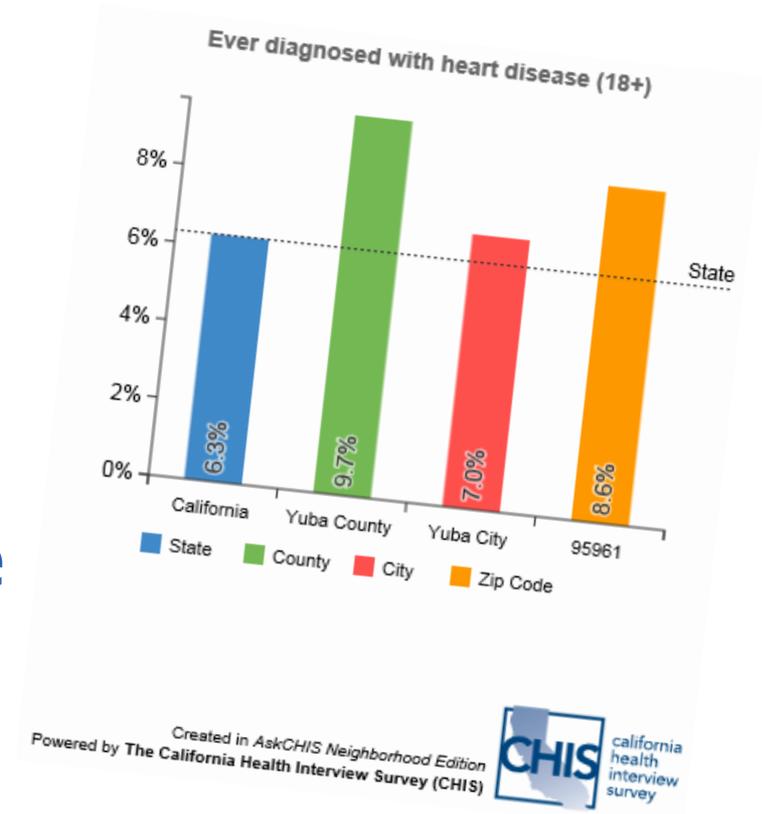
- Statewide health survey
- User-friendly site
- Can obtain chronic disease data, obesity, physical activity, etc.



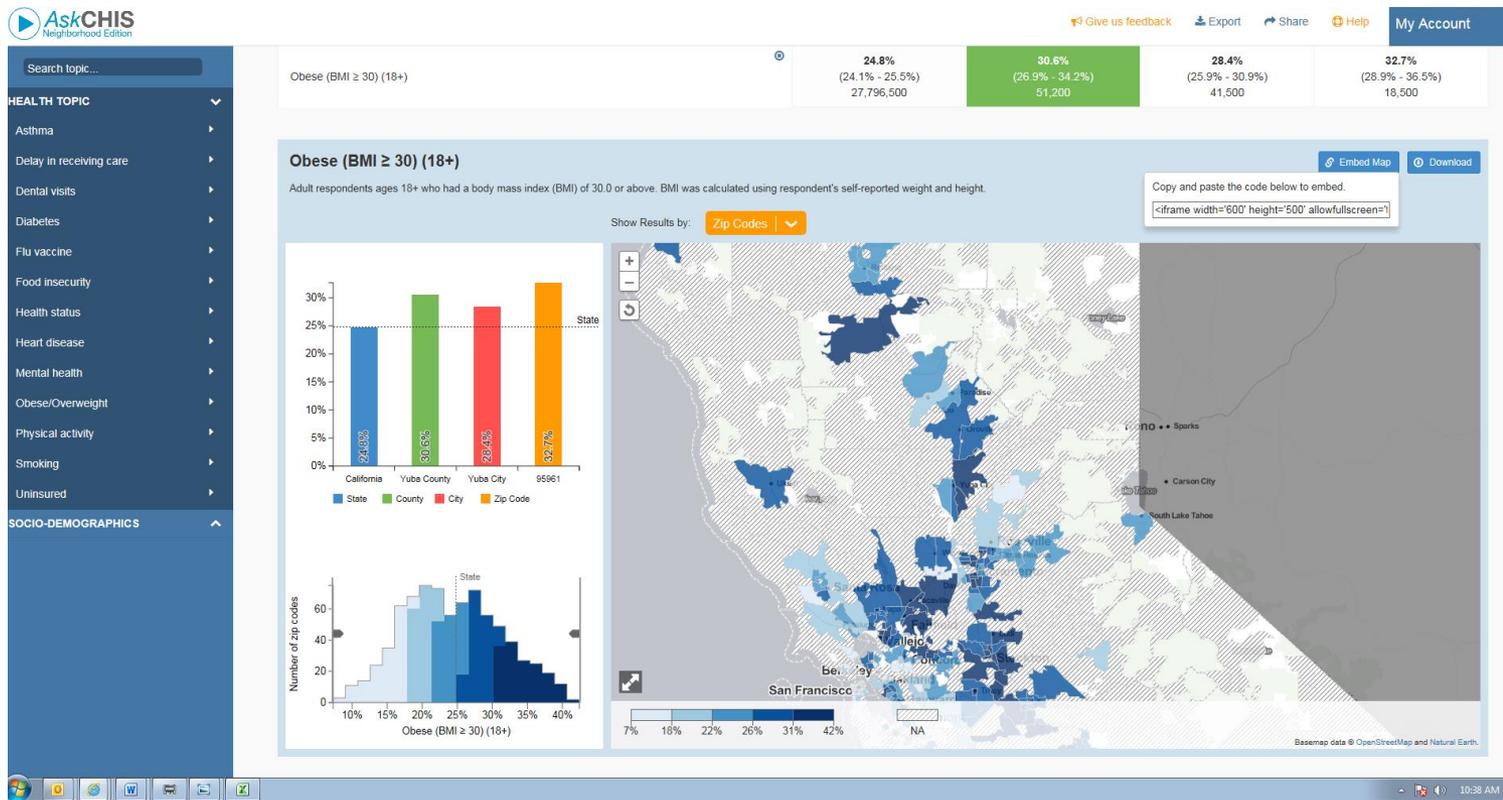
AskCHIS Neighborhood Edition

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



California Department of
Public Health 

[Home](#) | [Programs](#) | [Services](#) | [Health Information](#) | [Certificates & Licenses](#) | [Publications & Forms](#) | [Data](#)

en Español
↳ Su salud en su idioma

Most Popular Links

- ↳ Birth, Death, & Marriage Certificates
- ↳ Licensing and Certification
- ↳ WIC

Quick Links

- ↳ About Us
- ↳ CDPH Open Data Portal
- ↳ Decisions Pending & Opportunities for Public Participation
- ↳ Diseases & Conditions
- ↳ Job Opportunities
- ↳ Local Health Services
- ↳ Newsroom
- ↳ Public Availability of Documents

Related Links

- ↳ California Health and Human Services Agency
- ↳ Department of Health Care Services (includes Medi-Cal)
- ↳ State Agencies Directory

Home > Programs

Healthy Communities Data and Indicators Project (HCI)

Goals

The goal of HCI is to enhance public health by providing data, a standardized set of statistical measures, and tools that a broad array of sectors can use for planning healthy communities and evaluating of California. San Francisco (UCSF) with funding by the Strategic Growth Council (SGC), to create and disseminate indicators linked to the [Healthy Communities Framework](#). This framework was developed

Project Description

[Project Summary and Background \(PDF, 41KB\)](#)
[Core List of Indicators \(10/17/2014\) \(PDF, 302KB\)](#)

Products

[Data and Indicators Now Available:](#) Excel files with data for California, its counties, cities, towns, and census tracts (depending on availability) and narrative pdf files for each indicator.
[Users' Tool Kit:](#) creating maps, graphs, tables, and explanatory texts with the indicators' data files.
[Technical Information:](#) detailed information about the project, indicator production, and SAS code.

Contact

Please send your comments or questions to HCIOHE@cdph.ca.gov.

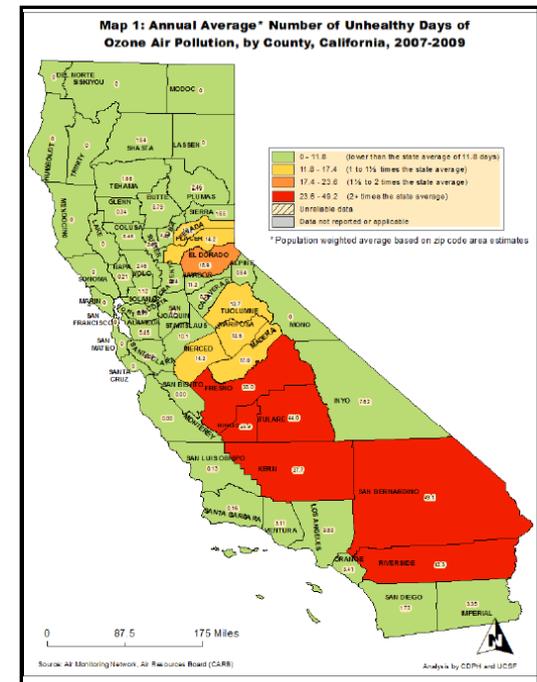
[Back to Office of Health Equity Home Page](#)

Healthy Communities Framework

What is a Healthy Community?

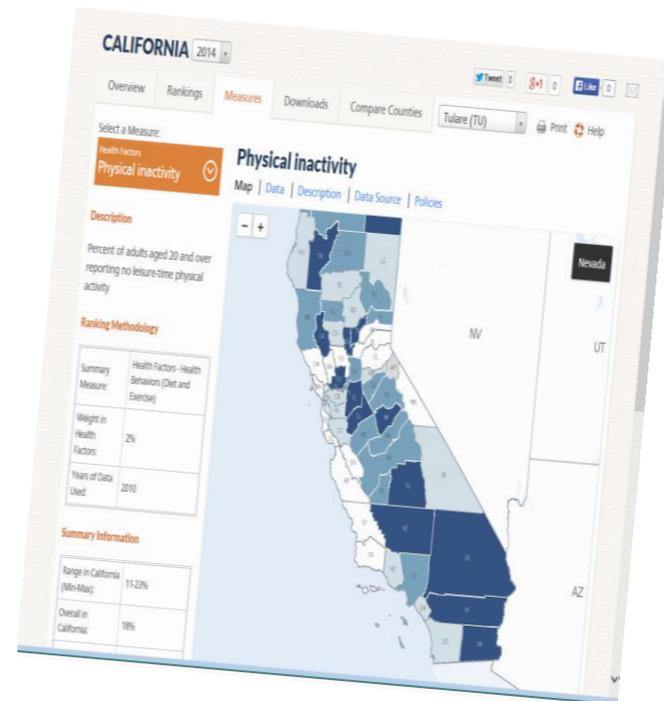
A Healthy Community provides for the following through all stages of life:

<p>MEETS BASIC NEEDS OF ALL</p> <ul style="list-style-type: none"> · Safe, sustainable, accessible, and affordable transportation options · Affordable, accessible and nutritious foods, and safe drinkable water · Affordable, high quality, socially integrated, and location-efficient housing · Affordable, accessible and 	<p>QUALITY AND SUSTAINABILITY OF ENVIRONMENT</p> <ul style="list-style-type: none"> · Clean air, soil and water, and environments free of excessive noise · Tobacco- and smoke-free · Green and open spaces, including healthy tree canopy and agricultural lands · Minimized toxics, green house 	<p>HEALTH AND SOCIAL EQUITY</p> <p>SOCIAL RELATIONSHIPS THAT ARE SUPPORTIVE AND RESPECTFUL</p> <ul style="list-style-type: none"> · Robust social and civic engagement · Socially cohesive and supportive relationships, families, homes and neighborhoods
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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
Statewide Assessment Division
Prepared: 4/25/2011 8:23:28 PM
State: **California**
County: **Butte**
District: **Thermalito Union**
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	Total ¹ Tested	Grade 5		Grade 7		Grade 9		
		% In HFZ	% Not in HFZ	% In HFZ	% Not in HFZ	Total ¹ Tested	% In HFZ	% Not in HFZ
Aerobic Capacity	49	30.6	69.4	0	0.0	0	0.0	0.0
Body Composition	49	63.3	36.7	0	0.0	0	0.0	0.0
Abdominal Strength	49	75.5	24.5	0	0.0	0	0.0	0.0
Trunk Extensor Strength	49	86.0	14.0	0	0.0	0	0.0	0.0
Upper Body Strength	49	36.7	63.3	0	0.0	0	0.0	0.0
Flexibility	49	71.4	28.6	0	0.0	0	0.0	0.0
Number of Physical Fitness Areas Meeting the Healthy Fitness Zone								
6 of 6 fitness criteria	0	0.0	0.0	0	0.0	0	0.0	0.0
5 of 6 fitness criteria	6	12.2	12.2	0	0.0	0	0.0	0.0
4 of 6 fitness criteria	10	20.4	32.6	0	0.0	0	0.0	0.0
3 of 6 fitness criteria	13	26.5	59.1	0	0.0	0	0.0	0.0
2 of 6 fitness criteria	9	18.4	77.5	0	0.0	0	0.0	0.0
1 of 6 fitness criteria	8	16.3	93.8	0	0.0	0	0.0	0.0
0 of 6 fitness criteria	3	6.1	99.9	0	0.0	0	0.0	0.0
Total tested	49	100.0	99.9	0	0.0	0	0.0	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

The screenshot shows the homepage of kidsdata.org. The header features the logo 'kidsdata.org' in orange and blue, followed by several cartoon characters representing data. To the right is the Lucile Packard Foundation logo. Below the header is a navigation bar with links for 'Regions', 'Demographic Groups', 'Topics', 'Research & Links', and 'Blog'. A search bar with the text 'Enter search term here' and a 'go' button is also present, along with an 'A to Z index' link.

Regions

Select a region below. Click on to select a specific county, city, or school district. You also may [view all regions](#).

- California**
 - Alameda County**
 - [County-Level Data](#)
 - Cities**
 - School Districts**
 - [Alameda City Unified](#)
 - [Alameda County Office of Education](#)
 - [Albany City Unified](#)
 - [Berkeley Unified](#)
 - [California School for the Blind](#)
 - [California School for the Deaf-Fremont](#)
 - [Castro Valley Unified](#)
 - [Dublin Unified](#)
 - [Emery Unified](#)
 - [Fremont Unified](#)
 - [Hayward Unified](#)
 - [Livermore Valley Joint Unified](#)
 - [Mountain House Elementary](#)
 - [New Haven Unified](#)
 - [Newark Unified](#)
 - [Oakland Unified](#)
 - [Piedmont City Unified](#)
 - [Pleasanton Unified](#)
 - [San Leandro Unified](#)
 - [San Lorenzo Unified](#)
 - [SBE - Livermore Valley Charter](#)
 - [Sunol Glen Unified](#)
 - Alpine County**
 - Amador County**
 - Butte County**
 - Calaveras County**
 - Colusa County**
 - Contra Costa County**
 - Del Norte County**
 - El Dorado County**
 - Fresno County**
 - Glenn County**
 - Humboldt County**



epicenter.cdph.ca.gov



Injury Surveillance	Selected Injury Topics	Injury Data Summaries	Traumatic Brain Injuries	CalEVDRS	Alcohol/Drug Consequences	Population
<p>About our data</p> <p>Tell us how you use our data</p> <hr/> <p>Help with building tables</p> <p>Help with ICD-9 and ICD-10 codes</p> <hr/> <p>EpiCenter Home</p> <p>CDPH Home</p> <p>SAC Branch Home</p> <hr/> <p>Contact Us</p>	<p>Build Your Own Tables</p> <p>Injury Surveillance</p> <p>Includes all types of injuries. Data available on deaths, hospitalizations, and emergency department visits.</p> <p>Traumatic Brain Injury (TBI)</p> <p>Data on hospital and emergency department patients with non-fatal TBIs.</p> <p>California Electronic Violent Death Reporting System</p> <p>Data combined from several sources on homicides, suicides, unintentional firearm deaths, and deaths of undetermined intent.</p> <p>Alcohol and Other Drug (AOD) Health Consequences</p> <p>Hospital and ED data available on AOD poisoning (overdose), mental disorder, and physical disease.</p>	<p>Selected Injury Topics</p> <p>Data on the following injuries:</p> <ul style="list-style-type: none">• Assault (homicide)• Bicycle• Firearm• Heat• Motor vehicle occupant• Pedestrian• Self-inflicted (suicide)• Senior falls• Assaults on females• Intimate partner assaults on females	<p>Injury Data Summaries</p> <ul style="list-style-type: none">• Injuries by Cause and Age• Top Five Causes of Injuries• Injury Trends <p>Population Data</p> <p>California population data available by county, year, age, gender, and race/ethnicity based on California Department of Finance (DOF) data</p>			



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](http://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!

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

BENEFIT TO DISADVANTAGED COMMUNITIES, *0-10 POINTS*



NOTE: All answers are expected to follow the “Special Instructions for all Narrative Questions” included in this section of the application. Failure to follow these special instructions will result in a loss of points.

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

	A	B	C	D	E
1	INSTRUCTIONS				
2	Exhibit 22-R ATP Non-Infrastructure Project Work Plan				
3					
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 Description: 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



California Safe Routes to School
Technical Assistance Resource Center

A program of
California Active
Communities

HOME

SRTS BASICS

WHAT'S HAPPENING IN CA

GET ASSISTANCE

NEW TOOLS

CALTRANS AWARDEES

search...

SEARCH

Welcome to the
California SRTS
Technical Assistance
Resource Center

News and Events

Getting Your Foot in the Door with Principals and School Boards: Resources and Lessons Learned
Join us for the TARC SRTS Non-Infrastructure Networking Call on January 27. Space is limited. The call will take place [...]



New Tools

SRTS Basics

What's Happening in CA

Get Assistance

Caltrans Awardees

www.casaferoutestoschool.org



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