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# **ACTIVE TRANSPORTATION PROGRAM CYCLE 1**

## **APPLICATION Part 2**

**(Includes Narrative Sections II, III & IV)**



\*Shasta Union High School District

Activities include:

- Providing trainings to teachers to incorporate the pedestrian and bicycle safety curriculum
- Providing training for up to two California Conservation Corps (CCC) crews to provide pedestrian safety education (using Safe Moves City equipment) and bicycle safety rodeos
- Celebrating new infrastructure improvements by working with Shasta Living Streets
- Coordinating bicycle and pedestrian counts focusing on new schools
- Involving law enforcement to provide a crossing guard training(s) and assist with the pedestrian and bicycle safety curriculum

In addition to these activities, the SRTS coordinator will work beyond target school districts to address parent concerns regarding safety, help identify needs to improve the built environment/infrastructure, coordinate enforcement needs with local schools/agencies, and expand the number of volunteers and school staff trained in SRTS best practices. At least 20 people will be trained to coordinate Bike to School Day (BTSD) or Walk to School Day (WTSD) events at their schools. Furthermore, a helmet bank will be available and program staff will train volunteers to provide properly fitted helmets at special events such as BTSD and bike safety rodeos. Training individuals helps sustain the program and builds capacity. All materials needed to conduct program activities will be provided by program staff.

The program also includes activities to collaborate with law enforcement and City and/or County Public Works departments to help identify infrastructure needs in school areas.

#### **4. Project Status**

The Pedestrian and Bike Safety education curricula have been developed and piloted. Funding will allow for effective implementation of the curricula to teach students important skills. Parent surveys and/or student tallies have been conducted at 10 of the target schools. This set a baseline and identified needs that will be used to guide implementation efforts. Partners have already agreed to participate (Redding School District, Shasta Union High, Cascade Union, Redding and Anderson Police Departments, and Shasta Living Streets).

Project activities are ready to be carried out. Staff is identified that have expertise and important connections with schools, public works staff, and law enforcement.

### **III. SCREENING CRITERIA**

#### **1. Demonstrated Needs of the Applicant**

Describe the need for the project and/or funding

Previous and current work with schools, parents, and students has demonstrated that providing safety education is much needed. Children do not receive this education in the school system. Families are busy going from activity to activity in cars and parents do not have time, or sometimes knowledge, to teach their children how to walk/bike safely to destinations. In response to this identified need, the program will continue to expand our pedestrian and bicycle safety curricula (present safety information and provide materials, demonstrate helmet fittings and importance, teach simple bicycle maintenance) to new schools and pilot a comprehensive bicycle safety program to high school students. We will provide trainings to CCC crews, teachers, and parents on how to teach bicycle and pedestrian safety and how to coordinate successful WTS and BTS Day events.

Parents have identified “fear of predators” as a reason they do not allow their children to walk and/or bike to school. Program staff will work with schools and law enforcement to form supervised walking school buses. Up to five stipends will be provided for walking school bus leaders. Walking school buses are a best practice to providing supervised routes to school. Such activities are especially helpful in rural areas such as Shasta County where children may live too far to walk the entire distance to school, but can be dropped off closer to school to join the walking school bus. A pilot walking school bus was established at one school, in partnership with the Healthy Students Initiative, to pay paraprofessionals to walk with the students every day from a nearby church. The staff and principal liked the program so much, they are identifying ways to institutionalize it; a further demonstration of the need. This program will support schools that initiate frequent walker programs with promotional materials and incentive items for students.

Likely due to the fact that many of the routes to school often involve busy streets, many school partners have expressed interest in sending staff to a crossing guard training. This program will work with law enforcement to provide a high quality standardized crossing guard training and other trainings as requested.

**2. Consistency with Regional Transportation Plan (100 words or less)**

Explain how this project is consistent with your Regional Transportation Plan (if applicable). Include adoption date of the plan.

The current Regional Transportation Plan for Shasta County does not have an active transportation section.

The Shasta Regional Transportation Agency is applying for ATP funds to develop a regional non-motorized transportation plan.

The City of Redding's Bikeway Action Plan (2010-2015). Goal 3 of the plan is "develop bicycle-related education, promotion and enforcement activities," including bicycle safety education, emphasizing helmet use, and promote increased bicycle usage.

The City of Anderson's Bikeway Plan (2007) page 5 speaks to bike safety and education with an objective to 'enhance the safety of bicycling for school children.' The objective covers establishing safe direct routes for children to bike to school and, providing helmets and education on proper helmet fitting.

#### **IV. NARRATIVE QUESTIONS**

**1. 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. (0-30 POINTS)**

A. Describe how your project encourages increased walking and bicycling, especially among students.

One of the primary goals of this proposal is to encourage walking and bicycling to school among students.

The program will offer trainings for parents and school staff to coordinate WTS Day and BTS Day events.

Over the past several years this activity has helped introduce walking and biking to 24 schools and over 6000 students. These training opportunities will be expanded to get additional schools on board with building a movement of walking and biking to school. The goal is to reach 10 new schools over the next three National WTS Day and three National BTS Days. Approximately 6000 new students will be reached during these national celebrations in Shasta County. To increase sustainability and impact program staff will also train participants to lead walking school buses/bike trains. Up to five people that attend the training will be eligible to receive a stipend if they also become regular walking school bus or bike train leaders.

Implementation of a pedestrian (2nd grade) and bicycle (6th grade) curriculum, training crossing guards, and other steps to increase safety near schools, will offer parents piece of mind so they are more likely to allow their children to explore their community on foot or by bike. (see question 2 for more details) After the 6th graders have been through their curriculum they are often armed with more information than their parents in regards to how to bicycle safely on streets.

Having crossing guards near schools is an aspect many parents identified in parent surveys as a way to make the area around school safer for walking and bicycling to school. In response, program staff will work with law enforcement to develop and offer standardized quality crossing guard training to all school personnel/volunteers that are interested. Crossing guards not only serve to make it safer for students to

cross in traffic, but also serve as ‘eyes on the street,’ giving peace of mind to parents to allow their children to walk and bike to school.

Lastly, program staff are excited to partner with Shasta Living Streets, an organization that has coordinated four open streets events in our community over the past four years. During these events, roadways are closed to traffic and open to pedestrians, bicyclists and those that just want to visit and play in the street. The most recent Open Streets event was held on a street recently restriped for a ‘road diet.’ The celebration was a great success with over 1000 attendees. They plan to continue offering open street events on roads benefitting from infrastructure improvements such as enhanced crosswalks, added sidewalks, bicycle lanes and or road diets. There are at least three projects slated for new infrastructure near schools during the term of this grant. At least one of these areas will be chosen to offer the open streets event. The program will leverage existing partnerships with the city and school to offer walking and biking safety education at the event and encourage students to walk and bike to school.

**B. Describe the number and type of possible users and their destinations, and the anticipated percentage increase in users upon completion of your project. Data collection methods should be described.**

According to local “Parent surveys about biking and walking to school” only 7.9% of students bike or walk to school (5078 surveys collected, 2009-2012, 28 schools in Shasta County). This is quite a bit lower than students in California at 24%. The program goal is to increase the number of students in Shasta County that walk/bike by 2%. The program will continue to use the National Center for SRTS’s ‘parent survey about biking and walking to school’ and/or student tally survey to determine how students arrive at school. Pre-surveys will be conducted at target schools where data hasn’t been collected. At the end of the project, student tallies and/or parent post-surveys will be conducted to measure changes in students walking/biking to school. Surveying parents using the “parent survey about walking and biking to school” will gather information about changes needed to make it safer for children to walk/bike to school.

From annual bicycle and pedestrian counts conducted by Healthy Shasta, we know that in Redding bicycling increased 6% and pedestrian traffic increased 22% between 2012 to 2013 at the locations counted. This data is limited to commute times over the course of 3 days per year. The annual bicycle and pedestrian count started in 2008. Staff will add key intersections near schools to the annual bike/pedestrian count to track number of student and community members walking and biking. Conducting bike and pedestrian counts give us data on bike and pedestrian trends in our community.

**C. Describe how this project improves walking and bicycling routes to and from, connects to, or is part of a school or school facility, transit facility, community center, employment center, state or national trail system, points of interest, and/or park.**

The program will provide many opportunities to improve walking/biking routes through events and activities such as WTS and BTS Days, walking school buses, and providing our pedestrian and bike safety curriculum. By working with the schools to gather information from parents and students on how to make areas around the school safer for walking/biking the program is responsive rather than prescriptive. Program staff serve as liaison to share the information from schools and parents to public works officials. Redding School District (RSD) is slated for infrastructure improvements in front of three schools, which will add bike lanes and crosswalks. This will make it easier and safer for students that live in these neighborhoods around the schools to walk and bike to school. According to parent surveys conducted at one of these schools, Bonnyview School, many parents commented that they do not let their children walk to school because there are no sidewalks on the road in front of the school. “We would walk everyday if there were sidewalks,” one parent reported. Staff communicated these survey results and gave input on how to improve the area around the school for bikers and walkers to public works officials, who submitted an infrastructure proposal to get new sidewalks in front Bonnyview School. New infrastructure will be constructed by 2015.

- D. Describe how this project increases and/or improves connectivity, removes a barrier to mobility and/or closes a gap in a non-motorized facility.

Three schools in the RSD will have new infrastructure projects constructed during this grant timeframe, which will improve connectivity from students' homes to school. Sidewalks, bike lanes and enhanced crosswalks will be added near or on the street in front of the school. Infrastructure projects are only good if they are used. To ensure use, staff will organize a celebration activity with schools as each project is completed. Our celebration efforts will show students the enhancements and demonstrate the improved connectivity of the school to homes and services.

As mentioned above, we plan to partner with Shasta Living Streets to provide at least one open streets event near a school that has had infrastructure improvements making it easier and safer for students to walk and bike to school.

- Projects with significant potential- 21 to 30 points
- Projects with moderate potential- 11 to 20 points
- Projects with minimal potential- 1 to 10 points
- Projects with no potential- 0 points

#### **IV. NARRATIVE QUESTIONS- continued**

##### **2. 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. (0-25 POINTS)**

A. Describe the potential of the project to reduce pedestrian and/or bicycle injuries or fatalities.

Teaching children pedestrian and bicycle safety skills is very important to educating the community to reduce injuries and fatalities. Pedestrian and bicycle education is not taught any other place in our community other than through the SRTS program. Fewer children are being educated by their parents on this topic as fewer families walk and bike to get places. Nationally in 1969, 48% of trips to school were made by walking/biking by children ages 5-14. In 2009, only 14% of trips to school were made by walking/biking. Additionally, fewer high school students are taking driver's education in the schools, therefore they are less familiar with the rules of the road, which transfers to biking and walking.

In previous grant cycles, this program successfully piloted a pedestrian (2nd graders) and bicycle safety (6th graders) education curriculum. The current round of funding will allow the program to expand to schools in the RSD, Cascade Union Elementary School District in Anderson, and to other schools throughout the County as requested. The pedestrian curriculum offers an Asimo Pedestrian Safety DVD, safety discussion and interactive scenarios, including a walk off campus. The bicycle safety curriculum offers the Bike Safe Bike Smart DVD, information on helmet importance and fitting, bicycle maintenance, and rules of the road. Providing safety education has been identified as a strong need in this community; often mentioned at community meetings and events. As children's knowledge of bicycle and pedestrian safety practices increase, they are more likely to include safety into their behaviors thereby reducing injury and risk of death.

The current program design will also pilot a bike safety workshop with parents and children to teach them how to ride safely together on the roadway. Program staff have found that often times parents are uncomfortable biking on roads themselves and don't know how to teach their children to ride in traffic.

The bike safety workshop will build parents confidence to allow their children to ride on the road. Through

activities like this, as parents and children spend more time biking on the road, they incorporate safe practices thereby reducing the likelihood of injury or death.

An additional item identified as a need in the community is a standardized quality training for crossing guards. Program staff will work with law enforcement to offer training to all interested school personnel/volunteers. Having crossing guards near schools will make the area around school safer for walking/biking to school. Providing supervision and having crossing guards with safety equipment such as vests and signs makes children in crossing areas more visible, thereby reducing the risk of injury or death. Additionally, these kinds of programs offer parents additional peace of mind which is often the barrier to allowing their children to explore their community on foot or by bike.

**B. Describe if/how your project will achieve any or all of the following:**

- Reduces speed or volume of motor vehicles
- Improves sight distance and visibility
- Improves compliance with local traffic laws
- Eliminates behaviors that lead to collisions
- Addresses inadequate traffic control devices
- Addresses inadequate bicycle facilities, crosswalks or sidewalks

This project addresses the topics of inadequate bicycle facilities, crosswalks/sidewalks; compliance with local traffic laws; and speed and volume of motor vehicles. All are covered in the pedestrian and bicycle safety education curriculum and WTS and BTS Day trainings. Walk and bike audits will be encouraged at those trainings for schools to give input and information back to public works departments. At events celebrating new infrastructure, program staff will deliver safety education and outreach activities which will address speed/volume of motor vehicles, sight distance and visibility, collision prevention, and encourage families to use the new facilities to get to school.

As staff presents the pedestrian and bicycle safety curriculum, any areas of concern parents or school staff identify, such as lack of sidewalks/crosswalks staff will address with public works and school officials. Staff

will also encourage parents/school staff that are working on WTS and BTS Day to work with public works and school officials to address inadequate facilities.

- C. Describe the location's history of events and the source(s) of data used (e.g. collision reports, community observation, surveys, audits) if data is not available include a description of safety hazard(s) and photos.

According to SWITERS, in 2007-2011, in the City of Redding, there were 73 pedestrian and bike collisions, with 16 “wrong side of road” and 14 “pedestrian violation” for children age 5-18. The City of Anderson had 13 pedestrian and bike collisions for children age 5-18. Four of these were “wrong side of road” bicyclists. Providing bicycle and pedestrian education to students in Anderson and Redding is expected to have an impact on cyclists learning to ride safely and pedestrians being more attentive and avoiding collisions.

Bicycle safety efforts with high school students will also educate them about rules of the road, importance of safe speeds, compliance with traffic laws while walking/biking/driving – all contributing to safety near campus.

- Projects with significant potential- 16 to 25 points
- Projects with moderate potential- 8 to 15 points
- Projects with minimal potential- 1 to 7 points
- Projects with no potential- 0 points

#### IV. NARRATIVE QUESTIONS- continued

##### **3. PUBLIC PARTICIPATION and PLANNING (0-15 POINTS)**

- A. Describe the community based public participation process that culminated in the project proposal or plan, such as noticed meetings/public hearings, consultation with stakeholders, etc.

The agency hosted a public participation meeting on April 8, 2014. Fourteen people attended and offered input into this application as well as applications of the other agencies applying. For those that could not attend the meeting, phone calls and emails were exchanged to discuss the application. School districts, community partners (such as Shasta Living Streets and the Teen Center), Caltrans, law enforcement, and public works departments from the county and three incorporated cities attended the meeting (or provided input by phone or email). Partners expressed their support and commitment to making our streets safer for children to walk/bike to school. By organizing all the partners and sharing agency's intents, a more comprehensive SRTS plan for the community has been developed and opportunities to work with our partners to support their efforts and avoid duplication have been identified and addressed proactively.

The Redding School District Leadership Team provided input on May 13, 2014. At that time, RSD committed to continuing bike and walk to school days, safety curriculum and getting more of their schools involved once new infrastructure is in place.

Additionally staff received input from City of Anderson public works employees, law enforcement officers and school officials about activities to provide in the South County. These agencies expressed enthusiasm for continuing and expanding the project activities in Anderson.

- B. Describe the local participation process that resulted in the identification and prioritization of the project:

Several Shasta County agencies and partners are applying for ATP funds. This program will work closely with City of Redding, Anderson, Shasta Lake, Shasta County and the Shasta Regional Transportation Agency to tie the education, encouragement, and safety programs to their funded infrastructure projects. Most of the infrastructure projects are on routes that students could use to walk/bike to school. The Shasta

Safe Routes to School program has strong relationships with local schools, law enforcement, and public works agencies, and has received broad support in applying for funding to implement the SRTS activities outlined in this proposal. Providing injury prevention efforts, as well as promoting walking and bicycling, among students is a priority in our community.

C. Is the project cost over \$1 Million? NO

#### **IV. NARRATIVE QUESTIONS- continued**

##### **4. COST EFFECTIVENESS (0-10 POINTS)**

- A. Describe the alternatives that were considered. Discuss the relative costs and benefits of all the alternatives and explain why the nominated one was chosen.

There is no other agency or organization in Shasta County that provides bike and pedestrian safety education to children in the schools. This program is the only one in Shasta County that actively encourages children to walk and bike to school as a means to be physically active and to reduce pollution and traffic congestion. If this proposal were not funded, bicycle and pedestrian education would not be provided to students and walking and biking to school would decrease.

- B. Calculate the ratio of the benefits of the project relative to both the total project cost and funds requested (i.e.,  $\frac{\text{Benefit}^*}{\text{Total Project Cost}}$  and  $\frac{\text{Benefit}^*}{\text{Program Funds Requested}}$ ).

The project cost is \$500,000 and plans to reach 7,500 students. This equates to \$66 per student served. Benefits of this project to students are many: increased physical activity which reduces chronic disease and illness (heart disease, diabetes, depression, asthma). Nearly 35% of Shasta County children 6-17 years of age are overweight or obese. By encouraging students to walk or bike to school, it not only encourages the act of walking and bike to school, but also plants the seed that walking and biking can be a mode of transportation to other destinations as well. By giving students safety tools to walk and bike safely, it increases their confidence (and the confidence of their parents) to move about town on foot or bike and reduces the risk of injury and death. As there are more walkers and bikers, visibility and driver awareness increases. Drivers tend to slow down and be more aware of pedestrians and bicyclists, which also leads to fewer deaths and injuries.

\*Benefits must directly relate to the goals of the Active Transportation Program.

- Applicant considers alternatives and exceptionally justifies the project nominated - 5 points
- Applicant considers alternatives and adequately justifies the project nominated - 3 to 4 points
- Applicant considers alternatives and minimally justifies the project nominated - 1 to 2 points

- Applicant did not consider alternatives or justify the project nominated - 0 points

- Applicant logically described how project benefits were quantified and has a benefit-cost ratio greater than 1 - 5 points
- Applicant logically described how project benefits were quantified and has benefit-cost ratio less than 1- 3 points
- Applicant did not logically describe how project benefits were quantified - 0 points

#### **IV. NARRATIVE QUESTIONS- continued**

##### **5. IMPROVED PUBLIC HEALTH (0-10 points)**

- A. Describe how the project will improve public health, i.e. through the targeting of populations who have a high risk factor for obesity, physical inactivity, asthma, or other health issues.

According to the 2009 California Health Interview Survey, Shasta County currently has fewer people walking 'for transportation, fun, exercise, with 69% of Shasta County residents reporting they 'walk for transportation, fun, exercise' compared to 77% statewide. More students walking and biking will improve this statistic.

More than 1 in 3 low-income school-age children and teens (5-19) in Shasta County are overweight/obese according to the 2010 Pediatric Nutrition Surveillance System (PedNSS). Twenty nine percent (29%) of Shasta County seventh and ninth graders and 27% of Shasta County 11th graders are overweight or obese (2006-2007 California Healthy Kids Survey). This project will increase children walking/biking to school and within the community to increase physical activity, thereby helping children control their weight and risk factors for chronic disease.

Shasta County's childhood asthma hospitalization rates (2009-2011) were 110.7 per 10,000 children ages 0-4 years, higher than the Healthy People 2020 goal of 95.6 per 10,000 children (OSHPDD 2005-2011 primary diagnosis ICD-9 code 493). Among all ages, 18.4% of individuals interviewed reported they 'had ever been

diagnosed with asthma,' higher than the 14.1% in California as a whole. Encouraging students to walk or bike to school supports decreased traffic congestion, a factor in air quality and connected to asthma rates.

- Applicant exceptionally described how the project will improve public health and addresses high risk populations- 7 to 10 points
- Applicant adequately described how the project will improve public health and addresses high risk populations - 4 to 6 points
- Applicant minimally described how the project will improve public health - 1 to 3 points
- Applicant did not describe how the project will improve public health - 0 points

**IV. NARRATIVE QUESTIONS- continued**

**6. BENEFIT TO DISADVANTAGED COMMUNITIES (0-10 points)**

- A. I. Is the project located in a disadvantaged community? YES
- II. Does the project significantly benefit a disadvantaged community? YES

a. Which criteria does the project meet? (Answer all that apply)

- o Median household income for the community benefited by the project:

\$44,369 in Shasta County (72%); \$43,667 (71%) in Redding; 41,376 in RSD; 46,342 in the Shasta Union HS District; \$35,630 in the Cascade Union Elementary School District

- o California Communities Environmental Health Screen Tool (CalEnvironScreen) score for the community benefited by the project: \_\_\_\_\_

For projects that benefit public school students, percentage of students eligible for the Free or Reduced Price Meals Programs: \_\_\_\_\_ %

There are several schools that fall into these criteria within the school districts we plan to work in: Redding

School District: Juniper 78.2%, Cypress 80%, Sycamore 75.6%;

Cascade Elementary District: Meadow Lane 76.89% (October 2012)

- b. Should the community benefitting from the project be considered disadvantaged based on criteria not specified in the program guidelines? If so, provide data for all criteria above and a quantitative assessment of why the community should be considered disadvantaged.

Community is considered disadvantaged. In Redding, 41% of households with children and a single female adult live in poverty (compared to 32% in California as a whole). These families face daily struggles living in poverty, with transportation costs having a large impact on family budget and funds available for nutritious food, healthcare and other costs.

- B. Describe how the project demonstrates a clear benefit to a disadvantaged community and what percentage of the project funding will benefit that community, for projects using the school based criteria describe specifically the school students and community will benefit.**

Providing safe infrastructure to walk and bike places is about equity. Walkers and bikers should have the same opportunities to easily and safely travel to and from school, work, and recreational opportunities as motorists. Transportation costs are the second largest expense to households after housing. Nationally households living in auto-dependent locations spend 25 percent of its income on transportation costs. Many disadvantaged people have no choice but to walk and bike to get to their destinations and having non-motorized options provides opportunity for students to travel affordably to the school that best meets their needs. Providing opportunities such as walking school buses and crossing guard trainings, Bike to School Day (where helmets are given to those students that need them), and making pedestrian and bicycle safety education available, are important to provide to people that may need these services and information to get to and from school safely. When the community is safe for one population, it's safer for all members in the community.

- Project clearly and significantly addresses health, safety, and/or infrastructure challenges in the disadvantaged community- 5 points
- Project adequately addresses health, safety, and/or infrastructure challenges in the disadvantaged community - 3 points
- Project minimally addresses health, safety, and/or infrastructure challenges in the disadvantaged community - 1 points

- 80% to 100% of project funding benefits the disadvantaged community- 5 points
- 60% to 79% of project funding benefits the disadvantaged community- 4 points
- 40% to 59% of project funding benefits the disadvantaged community- 3 points
- 20% to 39% of project funding benefits the disadvantaged community- 2 points
- 1% to 19% of project funding benefits the disadvantaged community- 1 points
- 0% of project benefits the disadvantaged community- 0 points

**IV. NARRATIVE QUESTIONS- continued**

**7. USE OF CALIFORNIA CONSERVATION CORPS (CCC) OR A CERTIFIED COMMUNITY CONSERVATION CORPS (0 to -5 points)**

The applicant must send the following information to the CCC and CALCC prior to application submittal to Caltrans:

Project Description  
Project Map

Detailed Estimate  
Preliminary Plan

Project Schedule

The corps agencies can be contacted at:

California Conservation Corps at: [www.ccc.ca.gov](http://www.ccc.ca.gov)

Community Conservation Corps at: <http://calocalcorps.org>

- A. The applicant has coordinated with the CCC to identify how a state conservation corps can be a partner of the project. YES

Name, e-mail, and phone # of the person contacted and the date the information was submitted to them: Lynda Burkhalter, 530-241-3030, [Lynda.Burkhalter@CCC.CA.GOV](mailto:Lynda.Burkhalter@CCC.CA.GOV), submitted 4/30/14

- B. The applicant has coordinated with a representative from the California Association of Local Conservation Corps (CALCC) to identify how a certified community conservation corps can be a partner of the project. YES

Name, e-mail, and phone # of the person contacted and the date the information was submitted to them: Cynthia Vitale, Email: [calocalcorps@gmail.com](mailto:calocalcorps@gmail.com), Phone: 916/558-1516

Response: Cynthia immediately responded to the email that the Conservation Corps could absolutely assist with this type of work, however Shasta is outside the service area of any of the local conservation corps, but one of the state corps could potentially help. She referred me to Virginia Clark. Applicant sent email request on 4/25/14.

- C. The applicant intends to utilize the CCC or a certified community conservation corps on all items where participation is indicated? YES

During planning, staff coordinated with a representative of the CCC who indicated a willingness to provide pedestrian safety education using Safe Moves City equipment and bicycle safety rodeos at various schools and/or community events. Program staff plan to train up to two 12 person crews to educate children on the Safe Moves City pedestrian curriculum and bicycle rodeo stations. Crews will provide 5-10 safety sessions.

I have coordinated with a representative of the CALCC; and the following are project items that they are qualified to partner on:

Shasta is outside the service area as mentioned above.

**Points will be deducted if an applicant does not seek corps participation or if an applicant intends not to utilize a corps in a project in which the corps can participate\*.**

- The applicant intends to partner with a conservation corps to the maximum extent possible- 0 points
- The applicant did not seek partnership with a conservation corps, or indicated that they do not intend to partner with the corps to the maximum extent possible- (-)5 points

*\*If the applicant has indicated intended use of the CCC or CALCC in the approved application, a copy of the agreement between the implementing agency and the CCC or CALCC must be provided by the implementing agency, and will be incorporated as part of the original application, prior to request for authorization of funds for construction.*

#### **IV. NARRATIVE QUESTIONS- continued**

##### **8. APPLICANT'S PERFORMANCE ON PAST GRANTS** ( 0 to -10 points)

- A. Describe any of your agency's ATP type grant failures during the past 5 years, and what changes your agency will take in order to deliver this project.

No failures occurred. SCPH has received two previous SRTS grants. During the first grant, all reports were completed on time and scope of work was completed. SCPH is still working on the Cycle 3 SRTS grant.

Work is on schedule and reports have been submitted on time.

- The applicant has no past grant experience or has performed satisfactorily on past grants - 0 points
- The applicant has not performed satisfactorily on past grants and/or has not adequately described how they will deliver this project (-)10 points