



APPENDIX B

Transportation Alternatives Program

STP Set-aside Scoring Criteria

(NON-INFRASTRUCTURE Projects only)

Summary Sheet

Project Name _____

Project Sponsor _____

Evaluator _____ Total Score _____

<i>Criteria</i>	<i>Possible Points (80 max.)</i>	<i>Points Awarded</i>
1. Reduction of Vehicle Dependence Program	10	
2. Student Safety Education	10	
3. Public Support / Community Values	10	
4. Knowledge and Skills	10	
5. Program Performance	10	
6. Improves Safety of the Transportation System for Non-Motorized Users	10	
7. Local Agency Approval	10	
8. Meet National Goals-safety, congestion reduction, system reliability, freight movement, economic vitality, environmental sustainability	10	
	TOTAL POINTS >>	

Instructions: Please use whole numbers. Zero can be used and 10 points is the maximum awarded per question.

Please note: Non-infrastructure funding may only be used for projects affecting students in grades K-8. Funding is not eligible for any other age group. In addition, funding is only allowed for activities related to education, encouragement, enforcement and evaluation. Non-infrastructure funding may also be used for planning activities only as it relates to student trips to and from school by foot or bike.

Additional information can be found on the TAP webpage at www.nevadadot.com/tap

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Transportation Alternatives/STP Set-aside Program Scoring Criteria

Worksheets

Criteria <u>Non-Infrastructure</u>	Points
<p>1)Reduction of Vehicle Dependence Program</p> <p>*Does this project reduce the number of vehicular trips to and from school only as it relates to student trips to and from school by foot or bike. (grades K-8 students)?</p> <p>The proposed program or plan <u>will</u> reduce the number of vehicular trips to and from school (8-10 points).</p> <p>The proposed program or plan <u>may</u> reduce the number of vehicular trips to and from school (4-7 points).</p> <p>The proposed program or plan <u>will not</u> reduce the number of vehicular trips to and from school (0-3 points).</p>	
<p>2) Student Safety Education</p> <p>Will the proposed activities significantly improve the safety education of students (grade K-8) using non-motorized modes of transportation?</p> <p>The proposed program or plan <u>will</u> significantly improve safety education, of students walking or bicycling to/from school (8-10 points).</p> <p>The proposed program or plan <u>may</u> significantly improve safety education, either real or perceived, of students walking or bicycling to/from school (4-7points).</p> <p>The proposed program or plan <u>will not</u> significantly improve safety education, either real or perceived, of students walking or bicycling to/from school (0-3 points).</p>	

<p>3) Public Support / Community Values</p> <p>Does this project have documented support (i.e. with support letters, through meetings and/or included in bike and pedestrian studies/plans, school district transportation and/or safety plans and/or complete streets plans)?</p> <p>The proposed program or plan has <u>strong</u> support from the community (8-10 points).</p> <p>The proposed program or plan has <u>limited</u> support from the community (4-7 points).</p> <p>The proposed program or plan has <u>minimal</u> support from the community (0-3 points).</p>	
<p>4) Knowledge and Skills</p> <p>Will the project improve the knowledge and skills needed for students to safely walk and bike to school?</p> <p>The proposed program or plan <u>will</u> improve knowledge and skills to create a better walking and bicycling environment (8-10 points).</p> <p>The proposed program or plan <u>may</u> improve knowledge and skills to create a better walking and bicycling environment (4-7 points).</p> <p>The proposed program or plan <u>will not</u> improve knowledge and skills to create a better walking and bicycling environment (0-3 points).</p>	
<p>5) Program Performance</p> <p>Will the results of this program be evaluated and documented (This can only be evaluated, under the objectives of SRTS, based on mode shift on trips to and from school)?</p> <p>The proposed program or plan <u>will</u> provide for a process to determine performance (6-10 points).</p> <p>The proposed program or plan <u>will not</u> provide for a process to determine performance (0-5 points).</p>	

<p>6) Level of Local Match</p> <p>Does this program have a larger than required local match?</p> <p>The proposed program or plan <u>will have</u> a significantly larger local match than required (8-10 points).</p> <p>The proposed program or plan <u>will have</u> limited additional local match than required (4-7 points).</p> <p>The proposed program or plan <u>will have</u> the local match required (0-3 points).</p>	
<p>7) Local Agency Approval</p> <p>Does this program or plan have documented support from their local agency(s) (this includes non-profit programs, school district programs and law enforcement initiatives)?</p> <p>The proposed program or plan has <u>strong</u> support from their local agency(s) (8-10 points).</p> <p>The proposed program or plan has <u>limited</u> support from their local agency(s) (4-7 points).</p> <p>The proposed program or plan has <u>minimal</u> support from their local agency(s) (0-3 points).</p>	
<p>8. Meet National Goals-for safety, infrastructure, congestion reduction, system reliability, freight movement, economic vitality, and environmental sustainability</p> <p>Does the project meet National Goals-safety, infrastructure, congestion reduction, system reliability, freight movement, economic vitality, environmental sustainability</p> <p>The proposed project meets three or more of the National Goals (8-10 points)</p> <p>The proposed project meets two or more of the National Goals (4-7 points)</p> <p>The proposed project meets at least one of the National Goals (0-3 points)</p>	

* Please note the concept of “perceived” safety is a key component in the FHWA Safe Routes National Training Program. Many times safety programs will have to target issues that may, or may not, be documented, but per FHWA and SRTS these “perceived” issues may be greater hindrances to kids walking and biking than actual safety messaging. Please see national SRTS training curricula developed by the FHWA.