



PROJECT IDENTIFICATION FORM (PIF)

**INSTRUCTIONS: Please complete all sections thoroughly.
See the end of this document for required distribution.**

1. **Date of Submittal:** 11-14-14

2. **Initial or Revised PIF?** Initial PIF.

3. **Is this project phased? No. If phased:** Enter phase number and total # of phases.

4. **Sponsoring public entity:** City of Albuquerque Parks and Recreation dept. 5. **Project Name:** AMPA Wide Youth bike/Ped safety program

Note: per MAP-21, Non-Profit Organizations cannot be lead agencies, but they can contribute to projects.

6. **Is the project on the ICIP? No. If yes, year and priority #:** Year, priority # (if available)

7. **Is the project in or consistent with a MPO/RTPO/Local planning document? Yes.**

If yes, which document (MTP/SLRP/TTP/etc.): 2035 MTP Pages 20-22 2014 Bikeways and Trails Facility Plan pages 83-85 2010 Update NM Comprehensive Transportation Safety Plan pages 9-1 and 10-8

8. **Is the project in the TIP/STIP? No. If yes, year(s):** The program has been in the TIP/STIP since 1996, in 2014 the City of Albuquerque Parks and Recreation Dept. return money to for go later money

Control #: last control number is A300713

9. **Is the project on the MPO TIP/RTPO RTIPR? No. If yes, which year(s):** See above comments

Notes: Please contact your MPO/RTPO planner if this project is not in any local planning documents; if it is, please include the first page and the page on which the project is listed for any relevant documents.

10. **County:** Bernalillo

11. **US Congressional District:** 1

12. **New Mexico House District:** Multiple

13. **New Mexico Senate District:** Multiple

14. **Contact Person and/or PDE:** Chuck Malagodi

15. **Address:** 1801 Fourth St NW Building A

16. **Phone:** 505-768-2453

17. **Fax:** 505-768-5305

18. **E-mail:** cmalagodi@cabq.gov

19. **MPO or RTPO:** Mid Region MPO

20. **NMDOT District #:** 3

Project Description

21. **In the space below, please provide a narrative describing the Project, its Purpose and Need, i.e., the rationale behind the project. If this project has or will go through the NEPA process, the description below should match the NEPA description as closely as possible.**

This is a programmatic youth education program that is provided throughout the AMPA. The program consists of two parts. A roving Bike/ped safety education program that services schools, governmental agencies and civic groups, and a Community bike shop. The main goal of the program is to introduce safe alternative forms of transportation.

22. Select an Improvement Type for the project: 38 Safety and Education for Pedestrians/Bicyclists

Notes: See FMS Improvement Type Codes for complete improvement descriptions. List additional improvement types here: **Enter improvement type(s), including improvement type number.**

Project Details (fill out where applicable)

23. Route # (or Street) Name: 24. Length (mi.):
25. Begin mile post/intersection: 26. End mile post/intersect.:
27. Directions from nearest major intersection or landmark:
28. Google Maps link (see tutorial for help):
29. Roadway FHWA Functional Classification(s):

Funding Information

30. Has this project received Federal funding previously? Yes. If yes, which years? Since 1996
 Which program(s)? AMPA Wide Youth Bike/Ped safety program

In the table below, please itemize the total project cost by type and funding source.

	Federal	State	Local*	Tribal	Other	
31. Environmental/Planning	\$Amount	\$Amount	\$Amount	\$Amount	\$Amount	
32. Preliminary Engineering	\$Amount	\$Amount	\$Amount	\$Amount	\$Amount	
33. Design	\$Amount	\$Amount	\$Amount	\$Amount	\$Amount	
34. Right-Of-Way	\$Amount	\$Amount	\$Amount	\$Amount	\$Amount	
35. Construction	\$Amount	\$Amount	\$Amount	\$Amount	\$Amount	Total
36. Other Process	\$Amount	\$Amount	\$Amount	\$Amount	\$Amount	\$Amount

* Identify the specific local/ city/ county/ tribal government fund(s) source, such as gas tax, sales tax, etc.

Project Readiness

This is a list of certifications, clearances, and other processes that could apply to the project. These steps may not be required at this time, but could be necessary at a later date. Identify the **date** that the certification or clearance was received **OR** if a certification/ clearance is under way **OR** will be started in the future **OR** the step is not applicable (N/A). **Do not leave any field blank.**

37. Public Involvement:
38. Right of Way:
39. Design:
40. Environmental Certification**:
41. Utility Clearances:
42. ITS Clearances:

43. **Railroad Clearances:** Date completed, under way, to be started, OR N/A.

44. **Other Clearances:** Date completed, under way, to be started, OR N/A.

** NEPA assessment may evaluate: Threatened & Endangered Species, Surface Water Quality (Clean Water Act), Ground Water Quality, Wetlands, NPDES Permit, Noxious weeds, Air Quality Analysis, Noise Analysis, Hazardous Materials Analysis, and other areas; 4-F properties. NHPA Section 106 Cultural Resources Investigation may include: coordination with land management agencies and State Historic Preservation Officer, Cultural Properties Inventory (buildings recorded), Traditional Cultural Property Inventory (consult with appropriate Native American tribes), Tribal Historic Preservation Officer and State Historic Preservation Officer. **For a full list of environmental and cultural areas that may be evaluated, see the Tribal/Local Public Agency Handbook.**

Project Planning Factors

Below are the federally mandated planning factors for all transportation projects. Please check all that apply and provide a brief explanation of how the project addresses the factor. Comment area will expand as needed. **NOTE: if you are applying for TAP or RTP funds, leave this section blank and complete the supplemental TAP or RTP application.**

45. **Economic Vitality:** See supplemental

46. **Safety for Motorized and Non-motorized Users:** Type explanation.

47. **Security for Motorized and Non-motorized Users:** Type explanation.

48. **Accessibility and Mobility of People and Freight:** Type explanation.

49. **Environment, Energy Conservation, Quality of Life:** Type explanation.

50. **Integration and Connectivity:** Type explanation.

51. **System Management and Operation:** Type explanation.

52. **System Preservation:** Type explanation.

REQUIRED DISTRIBUTION

53. **Send a completed electronic version** to appropriate MPO/RTPO, District staff, and NMDOT Planning liaison.



TRANSPORTATION ALTERNATIVES PROGRAM (TAP) APPLICATION

INSTRUCTIONS: Applicants are required to read through the FFY16/17 New Mexico TAP Guide prior to completing this application. Please complete the Project Identification Form (PIF) first, and then complete this TAP application form.

Introduction

As outlined in the FFY16/17 NM TAP Guide, this application will be completed by entities applying for TAP funds, and used by the statewide selection committee to score and rank projects submitted for TAP funding. The process is competitive and the highest scoring projects will be the first priority for funding. This application may also be used by MRMPO and EPMPO in their TAP application processes.

Please refer to the FFY16/17 New Mexico TAP Guide when filling out this application. The Guide provides information on the application questions, the overall TAP process, eligible entities, and eligible projects. *Before submitting an application, if in an RTPO, applicants are required to complete the PFF process and must have District recommendation. If within an MPO, please first consult with your MPO planner to ensure project feasibility and eligibility.*

Basic Project Information

A. Date of Submittal: 11-14-14

B. Sponsoring entity: City of Albuquerque

C. Project Name: AMPA Wide Youth Bike/Ped Education Program

D. If located within an RTPO, was the project recommended by the District Representative via the PFF process? **Yes or No**

E. Total amount of TAP funding requested (*do not include local match or other sources of funding*). Please separately indicate amounts for FFY16 and FFY17: 220000

Planning

Planning is a critical factor in project development, and the TAP projects must be included in or consistent with the local ICIP and/or other eligible planning documents. The selection committee will score the planning factor based upon the information provided on your PIF (page 1) and the supporting documentation. *Applicants must provide documentation of all plans in which the project is identified.* Please include the cover sheet and the page(s) where the project is referenced. *Do not send entire plans.* If documentation is provided indicating that the project is in the ICIP, the application will receive 5 points. Two additional points will be awarded for each additional plan that includes the project, up to a maximum of 4 points. For a list of eligible planning documents, refer to page 14 of the NM TAP Guide.

Additional Scoring Factors

Beyond planning, TAP projects are evaluated on the following considerations, which are adapted from the “planning factors” outlined in Federal transportation legislation. Responses to the questions will be scored according to the following scale:

- 3 points: The application demonstrates a thorough understanding of how this factor applies, and provides clear and compelling documentation on how the project meets and exceeds the factor.
- 2 points: The application demonstrates a basic understanding of this factor, and provides minimal documentation on how the project meets the factor.

1 point: The application demonstrates very little understanding of this factor, and does not provide any documentation on how the project meets the factor.

0 points: Does not meet factor.

In your application packet, provide any supporting documentation that is referenced in your responses to 1-6 below.

*Your responses are **limited to 250 words** for each question below.*

1. Economic Vitality

Provide detailed information on how your eligible TAP project will benefit local, regional and/or state economic development efforts. Please cite and provide any supporting documents or studies.

In 2009 the League of American Bicyclists conducted a study researching the economic benefits of bicycling. The results were astounding. Here are some highlights from the study: Colorado's economy benefited over 1 billion dollars from bicycle manufacturing, retail, tourism and bicycle races. Boulder, Colorado supported 330 jobs in the bike industry. Washington DC's bike share users are 83% more likely to patronize a business close to a bike share station. The value of homes increased 11% for every 1/2 mile they are closer to a trail. The Milwaukee Sentinel reported that cycling had surpassed deer hunting in economic impact. The Non-Profit Times reports that 111.6 million people participated in 36000 events across the nation in 2011, grossing over 1.698 million. The Bicycle and Pedestrian Safety Education Program (BPSEP) encourages and instills a mindset with our youth that bicycling is a fun, viable transportation option in their daily lives. Cycling and walking education programs, started at a young age, promotes healthier adults who walk and bike. Education is essential in encouraging and supporting safe behaviors. Unfortunately, no statistics have been done on the economic impact of cycling in New Mexico, but it is believed that our communities follow these national trends. The BPSEP and the Esperanza Community Bike shop (ECBS) continue to support the educational needs of Albuquerque's current and future bicycle commuters and promotes a lifelong interest in cycling. The ECBS fills a much needed role in the lives of area cyclists because there is no bike shop within a 6 mile radius. BPSEP and the ECBS continue to introduce safe cycling to thousands of youth who will be future consumers of retail bicycles, bike accessories and community cycling events.

2. Safety and Security

Please explain the safety issue you are trying to address and provide any available data. Describe how your eligible TAP project will increase the safety and security of different user groups by making it safe for them to walk, bicycle or access public transit in their community. Please cite and provide any supporting documents or studies.

BPSEP has placed a strong emphasis on introducing the youth of our community to the safe fundamentals of walking and bicycling safely. BPSEP currently provides over 160 bicycle safety rodeos per year to over 10,000 youth. It also operates the Esperanza Community Bike Shop (ECBS), which provides additional bicycle safety and mechanical support to cyclists within the AMPA. BPSEP emphasizes the importance of head safety and provides over 1000 helmets to youth per year. Along with verbal instruction, this program allows youth to practice bike safety skills on an outdoor bike safety rodeo course. Bicycle education programs encourage youth to bicycle safely to and from school (usually under a three mile trip for the average student) rather than riding a bus or car. According to Safe Routes

(National Center for Safe Routes to School) 48% of children in the US biked or walked to school in 1969, whereas in 2009 only 9% did. When surveyed why they are not riding their bicycles, most APS students state that their bike is broken. BPSEP engages this challenge by offering youth an extensive hands-on training in bike mechanics and flat tire repair. Teaching a child to be self-sufficient with bike repair adds to the security of the youth by allowing them to ride home instead of having to walk home when confronted with mechanical issues. Cyclists are safer when in larger numbers. By increasing the self-sufficiency and cycling confidence of our youth, these programs are helping to increase the number of safe cyclists on the roads by using their new found bicycle skills and ultimately increasing the safety of our transportation infrastructure for everyone.

3. Accessibility and Mobility through Integration and Connectivity

Please describe how your eligible TAP project will increase accessibility and mobility through the integration and connectivity of transportation networks. Please cite and provide any supporting documents or studies.

Through bicycle education, encouragement, and multi-modal introduction, the youth of our community will become confident and competent users of the city's growing transportation network. Many youth from the ECBS frequently combine transit and biking to events. Public Works Departments cannot keep building multimodal infrastructures without teaching and encouraging our youth how to behave safely and how to utilize these facilities. The "build it and they will come" mentality may have some merit, however, when users do come, we want them to have the skills to safely enjoy their experience. With the integration of public transportation, multi-use pathways and bike lanes within our community (at which Albuquerque excels), we will promote self-sufficiency and increase our youth's abilities to travel longer distances and increase their personal transportation options. This is shown in the statistics provided by the League of American Bicyclists, which demonstrate that between 2001 and 2009, ridership has more than doubled in American cities. Of that number, cities that are ranked as "Bicycle Friendly Communities" have enjoyed an increase of 80% in ridership and multi-model commuting on average. This is contrasted with Non-Bicycle Friendly Communities where the average is only a 32% increase (League of American Bicyclists).

4. Protection and Enhancement of the Environment

Please provide information as to how your TAP project will promote environmental conservation. Please cite and provide any supporting documents or studies.

It is well documented that cycling is an environmentally friendly form of transportation. Many daily trips in the US are less than 3 miles, yet according to the US Department of Transportation, 72% of these trips are made by motorized vehicles (National Bicycling and Walking Study: 15-Year Status Report). The Clean Air Council states that motor vehicle use represents 31% of total carbon dioxide, 81% of carbon monoxide and 49% of nitrogen oxides released in the US. Eliminating each 4 mile automobile trip keeps about 15 pounds of pollutants out of the air we breathe (World Watch Institute).

Please describe how your TAP project will improve the quality of life for community residents. Please cite and provide any supporting documents or studies.

Albuquerque's Transit Department recovers approximately 30 bicycles monthly. Most of these bikes are in such disrepair that they wind-up in landfills. ECBS takes these bikes and offers them a second life by rebuilding them with work study youth. When a youth experiences "junk" being reconditioned into functioning bicycles, they start to realize the value of repairing instead of replacing items. In our throwaway society, youth, especially low income youth, benefit from the skills of repair and reutilization so earned money can be better spent on more vital needs. CDC states that childhood obesity has doubled in the last 30 years. Cycling and walking are low impact aerobic activities for people of all ages. Cycling can also provide many intangible benefits, including the community's sense of livability by promoting safe and friendly streets (The National Bicycling and Walking Study: 15-Year Status Report, USDOT). BPSEP not only teaches youth how to exercise safely, it also introduces the youth to a new form of exercise. Because of this, BPSEP purchased a recumbent bike and balance bikes that have proven to be the most popular bikes in our fleet. To see a student's face light up when they can successfully ride a bike is priceless. BPSEP definitely introduces bicycling to youth.

Please explain how your TAP project will help achieve the community's desired land use goals, as described in local planning documents. Please cite and provide any supporting documents or studies.

Enter information explaining how your project will help achieve desired land use goals.

5. Efficient System Management and Operation

Please describe how your eligible TAP project will promote efficient system management and operation, particularly with regard to the maintenance of the TAP-funded improvement. Please cite and provide any supporting documents or studies.

The Bicycle and Pedestrian Education Safety Program has been serving the youth of Albuquerque through bicycle safety and bicycle maintenance education for the last 18 years. Partnering with the Albuquerque Public Schools district, many private schools and several local civic organizations, BPSEP has shown an ability to continually increase the quantity and quality of its programs. Over 160 bicycle safety programs reach over 10,000 youth annually. It is BPSEP's intention to continue offering this vital service to youth in the AMPA area. Through the Esperanza Community Bike Shop, BPSEP has broadened its impact in FY14 by serving over 1300 youth with its Open Shop and Build-a-Bike programs. All of the bicycles provided, at no cost to the youth, come from donations or the transit recovery program. TAP funds are only spent on parts to refurbish these bicycles. Through this increase in service, BSEP and the Esperanza Community Bike Shop are helping to train future alternative commuters to maintain a bicycle in operating condition as well as promoting a lifelong interest in cycling for transportation or recreation. The City of Albuquerque also provides a much added value to TAP dollars by providing vehicles, personnel, facilities and associated maintenance, phones/communication services, volunteers, volunteer appreciation events and janitorial service at no cost to the grant.

6. System Preservation

Please explain how your eligible TAP project will enhance, preserve or offer an adaptive reuse of existing infrastructure. Please cite and provide any supporting documents or studies.

Through youth bicycle education, and the associated increase in ridership, our community will enhance the overall efficiency of our roadways and the transportation networks throughout the area. This will reduce congestion on the roadways and in parking facilities while enhancing the usability of existing infrastructure. Our community can decrease the automobile related wear on our roadways while spreading the load across the transportation network. This leads to a more efficient use of the entire network and decreases maintenance costs for our roadways. By the nature of the bicycle's small size, this mode of transportation lends itself to efficient use of congested city streets and parking facilities. Between 6 and 20 bicycles can be parked and secured in the space needed for one automobile. The existing parking space can then be used to a higher efficiency. Ultimately, it promotes a healthier community, better air quality and a more fluid transportation network (The National Bicycling and Walking Study: 15-Year Status Report, USDOT). I feel confident about going out on a limb to say that the future adaptive reuse of existing infrastructure may very well come from a youth who experienced bicycling in a community bicycle shop and fell in love with transportation planning. Through continued bicycle education, the Mid Region area will benefit from an increase in sustainable transportation continued long term security of our existing infrastructure.

Application Submission

Please submit an electronic copy of your entire application package to your MPO or RTPPO planner or contact. See page 20 of the NM TAP Guide for a list of contacts.

Your application should include:

1. NMDOT Project Identification Form (PIF)
2. NMDOT TAP Application
3. Signed Resolution of Sponsorship from the sponsoring entity, indicating proof of local match, maintenance commitment, and available budget to pay project costs up front. (There is a sample Resolution of Sponsorship in the Appendix of the NM TAP Guide.)
4. Letter(s) of support from the jurisdiction(s) that has ownership over affected right(s)-of-way. This is only required if the project is not entirely within the jurisdiction of sponsoring entity.
5. Basic map of project location (not required for non-infrastructure projects).
6. Any documentation—such as plans or studies—that are referenced and support the application.

Transportation Improvement Program (TIP) Revisions: Mid-Region Metropolitan Planning Organization - Albuquerque, NM

1 Control Num. (new projects assigned by MPO): MPO Rec#: Lead Agency: City of Albuquerque, Parks and Recreation Department **Form A**

2 Project Title: **AMPA Wide Bike/Ped Safety Education program**

3 Beg. Terminus (southernmost/westernmost pt): **AMAP Wide**

4 End Terminus (northernmost/easternmost pt):

5 Project Description/Scope of Work: **Provide an AMPA wide Bike/Ped safety education program that will promote alternative means of transportation.**

6 Existing Total Estimated Project Cost in TIP: Revised Total Estimated Project Cost (if changing OR new project): **\$257,490**

7 What is the reason for the TIP revision? -New funds avail. -New Project -Design Cost Increase/Decrease -ROW Cost Revision
 -PS&E Cost Est. -Letting Adjustment -FTA or TTP funding adjusted to actual award amount -Env. Doc. Cost Revision
 -Termini Change -Scope Revisions -Construction Cost change based on PE or Design Document

8 Enter the most recent estimated or actual project development completion dates (month/year) ▶

Environmental Document: Preliminary Engineering: Design: Right-of-Way: Estimated Letting Date: Project Completion:

To Be Completed by MPO Staff
 -Is this project a TCM (Transp. Control Measure) in a SIP?
 -Is this project CMAQ Eligible?
 -Has project been in 1st 2 years of TIP and is inactive?
 -Has project been in 1st 2 years of TIP with "rollovers"?
 -TIP Amendment -TIP Admin. Mod.

9 **Complete Form B (below) for All TIP proposals which revise funding.**

◀ Enter termini **ONLY** for new projects **OR** to change existing terminus
 ▶ Enter termini **ONLY** for new projects **OR** to change existing terminus
 ▶ Enter Scope of Work **ONLY** for new projects **OR** to revise existing scope of work.

Please Read! **STOP** Complete **Form C: Addendum for TIP Project Proposals** in its entirety for proposals which:

- which add a project to the TIP.

STOP Complete Form C but **only** steps C.1 and C.2 for TIP revision proposals which:

- split an existing TIP project into two or more projects **OR**
- combine two or more projects into one project **OR**
- for any proposal which changes the termini of a capacity project any length **OR**
- for any proposal which changes the termini of any project beyond the termini noted in the Env. Doc.

FORM B		Project: AMPA Wide Bike/Ped Safety Education program CN: 0																
Transportation Improvement Program (TIP) Revisions: Mid-Region Metropolitan Planning Organization - Albuquerque, NM																		
Phase	Work Type	Fund Source	FFY 2014		FFY 2015		FFY 2016		FFY 2017		FFY 2018		FFY 2019		FFY 2020		FFY 2021	
			Prog Amt	Match	Prog Amt	Match	Prog Amt	Match	Prog Amt	Match	Prog Amt	Match	Prog Amt	Match	Prog Amt	Match	Prog Amt	Match
Scoping/Env. Doc.		TIP Amt																
		+Prop Rev					110,000	18,745	110,000	18,745								
		=Result	0	0	0	0	110,000	18,745	110,000	18,745	0	0	0	0	0	0	0	0
		Resulting Amt.	0	0	0	0	110,000	18,745	110,000	18,745	0	0	0	0	0	0	0	0
PE & Design		TIP Amt																
		+Prop Rev																
		=Result	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Resulting Amt.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utilities		TIP Amt																
		+Prop Rev																
		=Result	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Resulting Amt.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Right-of-Way		TIP Amt																
		+Prop Rev																
		=Result	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Resulting Amt.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Construction/Implementation		TIP Amt																
		+Prop Rev																
		=Result	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Resulting Amt.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Est. Let. Month Year ▼		Current Prog. Amt.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Resulting Amt.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
			Existing 4 Year Total Amount Programmed in TIP:				0				Diff. Prop.-Existing=				257,490			
			Resulting 4 Year Total Amount Programmed as Proposed:				257,490				Percent Change:				#DIV/0!			

FORM C: ADDENDUM for TIP PROJECT PROPOSALS

STOP Complete *Form C: Addendum for TIP Project Proposals* **in its entirety** for proposals which add a project to the TIP, and during the development of a new TIP, for those proposals requesting additional funding to an existing TIP project. Complete only Steps C.1 and C.2 for TIP revision proposals which split an existing project into two or more projects; combine two or more existing projects into one project; or for any proposal which changes the termini of a capacity project any length OR beyond the termini in the environmental document.
Also complete Forms A and B for all TIP proposals.

? Goal references refer to the *Project Prioritization Process Guidebook (PPPG)*.

MPO ID#: Control Number: Project Title: **Youth Bike/Pedestrian Safety**

STEP C.1 – LEAD AGENCY (PROJECT SPONSOR) INFORMATION

Lead Agency: **City of Albuquerque** Department: **Parks and Recreation**
 Address: **1801 Fourth st. NW Building A** Address Line 2:
 City: **Albuquerque** State: **NM** Zip: **87108**
 Contact Person: **Chuck Malagodi** Title: **Program Coordinator**
 Telephone: **(505) 768-2453** Ext: Fax: **(505) 768-5305** Email: **cmalagodi@cabq.gov**

STEP C.2 – ADDITIONAL PROJECT INFORMATION (there are drop-down menus for "County" & "Municipality/Jurisdiction")

Project Geographic Location Information: **Attach a map showing the location or route of the project.**

County: **Bernalillo** Municipality/Jurisdiction: **Albuquerque City**
 NM Senate District: **many** NM House District: **many**

Roadway and Bike/Ped Project - Work Characteristics (fill in ALL pertinent information):

- What Kind of Roadway is this project on? -Interstate or Expressway -Urban Arterial or Street -Rural Road
-2 -3 -4 -5 -6 -7 -8 -9+ =number of existing thru traffic lanes
- 1 -2 -3 -4 =number of new lanes to be built -1 -2 =number of medians to be landscaped
-1 -2 -3 -4 =number of lanes to be reconstructed -1 -2 -3 -4 =number of outer sides to be landscaped
-1 -2 -3 -4 =number of lanes to be rehab/resurf. - check if bicycle and/or pedestrian elements are included
-1 -2 -3 -4 =number of new/reconstr. shoulders -1 -2 =num. of new bike/ped separate trails
-1 -2 -3 -4 =number of new/reconstr. medians -1 -2 = number of new bike lanes (1 for each side)
-1 -2 -3 -4 =number of new interchanges - length (linear feet) of new bike path bridge(s)
-1 -2 -3 -4 =num. of new grade separ./bridges -1 -2 =num. of new or reconstructed sidewalks (1 for each side)

ITS - Will this project include any of the following (check ALL boxes that apply):

This is NOT an inclusive or comprehensive list of ITS Architecture project elements, only common ones

- | | | |
|---|---|---|
| <input type="checkbox"/> -Traffic monitoring sensors such as in-pavement loops/acoustic sensors | <input type="checkbox"/> -Traffic signal installation or coord. | <input type="checkbox"/> -ITS integration |
| <input type="checkbox"/> -RWIS pavement sensors | <input type="checkbox"/> -Traffic signal pre-emption | <input type="checkbox"/> -Message Signs |
| <input type="checkbox"/> -Video imaging and/or CCTV | <input type="checkbox"/> -Traffic signal prioritization | <input type="checkbox"/> -Transit stops/Rail stations/Airport |
| <input type="checkbox"/> -Remote traffic monitoring | <input type="checkbox"/> -Traffic signal upgrade | <input type="checkbox"/> -Other: <input type="text"/> |
| | <input type="checkbox"/> -Fiber optic cable and/or connection | |

If you checked any box the project most likely will need to be included in the Albuquerque Metropolitan Planning Area ITS Regional Architecture and New Mexico Statewide ITS Architecture before any Federal funds can be expended for any ITS component project element. For information, contact Nathan Masek at (505) 724-3620 or Nmasek@mrcog-nm.gov

If "yes", who will be the contact person for data collection? Name:

Off. Phone: **(505) ###-####** Ext: email:

If "yes", after contacting the ITS coordinator, is this project included/being added to the ITS Architecture? -Yes -No

STEP C.3 – PPP – PROJECT PRIORITIZATION PROCESS – TECHNICAL ASSESSMENT INFORMATION

Project Purpose Type for Technical Assessment (check only ONE box) to categorize the main purpose of the project:

- | | |
|---|---|
| <input type="checkbox"/> - Capacity | <input type="checkbox"/> - Freight Movement |
| <input type="checkbox"/> - Roadway Efficiency Improvements | <input type="checkbox"/> - Safety Improvements |
| <input type="checkbox"/> - Preservation/Maintenance of Infrastructure | <input type="checkbox"/> - Transit (Commuter Rail, Park & Ride, Vehicle Purchase) |
| <input type="checkbox"/> - ITS (Intelligent Transportation Systems) | <input type="checkbox"/> - Alternate Modes (includes Bike/Ped) |
| | <input type="checkbox"/> - Other: <input type="text"/> |

Describe the project's purpose.

Preservation of Existing Infrastructure: (refer to Goal I. D. of the PPPG)

What percentage of the project is dedicated to preservation of the existing infrastructure? (Reconstruction, rehabilitation, resurfacing, bridge replacement/rehab., vehicle replacement, transit buildings repairs, etc.) % =

-Yes -No Is there a bridge included in this project that is on the NMDOT deficient bridge list that will have those deficiencies addressed to remove the bridge from the deficient bridge listing?

Safety Improvement Assessment Information:

-Yes -No Does this project include any "safety strategy" identified in Goal I. B. of the PPPG?

If yes, briefly state the strategies: [redacted]

Congestion Management Process (CMP) Assessment Information:

-Yes -No Will this project include any "CMP/Performance strategy" identified in Goal II. F. of the PPPG?

If yes, briefly state the strategies: [redacted]

Land Use Conformity Information:

-Yes -No Does this project pursue a specific priority or recommendation (not a general strategy) in the most specific adopted land use plan for the project area? (see Goal III. C. of the PPPG) If yes, which plan(s)? [redacted]

If yes, please note the page/chapter/section number(s) of the plan(s)? [redacted]

Explain how the project will fulfill the plan priority or recommendation. [redacted]

Intermodal Connectivity Information (check ALL boxes that apply):

Will this project provide a *direct* connection to any of the following?

- ATC (Alvarado Transportation Center)
- Northwest Transit Center
- Southwest Mesa Transit Center
- Tramway & Montgomery Park & Ride
- Tramway & Central Park & Ride
- Uptown Transit Center
- Other ABQ Ride P&R: [redacted]
- Any New Mexico Rail Runner Express Station
- Any New Mexico Park & Ride Facility
- La Plazuela de Sandoval Park & Ride Facility
- Other Rio Metro P&R: [redacted]
- Albuquerque International Sunport, DE II Airport or Alexander

Will this project construct or improve any of the following transit facilities?

- Improvements to an Existing Transit Station
- Expanded Park & Ride Facility
- New Park & Ride Facility or Transit Station
- New Transit Service to a Park & Ride Facility
- New Transit Service to a NM Rail Runner Station
- Other: [redacted]

Does this project incorporate any of the following transit related features?

- New Bus Shelters
- New Queue-Jump Lane for Buses
- New Signal Prioritization Locations
- New Dedicated Lane for Transit
- New Transit Service to a NM Rail Runner Station
- Other: [redacted]

Does this project incorporate any of the following bicycle & pedestrian features?

- New Bike Lanes
- New Bike or Multi-Use Trail
- New Sidewalks (where none existed before)
- Widened Sidewalks or Bike Lanes or Multi-Use Path
- Compliance to ADA standards (*where it was noncompliant*)
- Other New B/P features: **Education encouragement**

Freight Movement Assessment:

-Yes -No Will this project specifically involve or benefit freight movement (truck or rail)? (see Goal III.B. of PPPG)

If yes, please describe and identify the strategies: [redacted]

Air Quality Information for Transit projects:

For the PPP, MPO staff will use the standard regional transit mode share percentage unless your agency provides a different percentage. Enter percentage here. [redacted] %

If providing a different percentage, what is the source of that percentage? [redacted]

-Yes -No Is this a park & ride lot? If yes, for approximately how many parking spaces? [redacted]

-Yes -No Is this project an expansion of transit service? If yes, describe the proposed increase in transit service frequency (headways) and geographic area(s) to be served by the expanded service. [redacted]

Air Quality Information for Bicycle/Pedestrian projects:

What is the closest "Principal Arterial" that approximately parallels the proposed bicycle/pedestrian facility? [redacted]

For the PPP, MPO staff will use the standard regional bicycle/pedestrian mode share percentage to calculate the expected mode shift from vehicle to bike/ped unless your agency provides a different percentage. Enter percentage here. [redacted] %

If providing a different percentage, what is the source of that percentage? [redacted]

STEP C.4 – QUALITATIVE INFORMATION

Regional Significance: Describe, if applicable, the regional/metropolitan significance of this project. [redacted]

Local Significance: Describe, if applicable, the value of this project to the local community. [redacted]

Environmental Justice (EJ) & Minority Communities Significance: Describe, if applicable, the impact and/or benefits of this project to EJ communities. [REDACTED]

Land Use Significance: Describe, if applicable, any land use changes likely to result from this project. This can include any development likely to occur as a direct result of the project. [REDACTED]

Private Sector Involvement: Explain, if applicable, any private sector involvement in the development and/or implementation of this project. Be sure any costs to be paid by a private developer are included in the funding chart for this project. [REDACTED]

STEP C.5 – (Optional) ADDITIONAL INFORMATION – **please provide any other information pertinent to this project.**
(Supplemental documentation may also be submitted separately with this application.)

This project is a Youth Bike/Pedestrian Safety Education Program. The program is two part. The first section is the school based education component where instructors work inside AMPA schools to educate and encourage youth about safe practices relating to cycling and walking. The second component is The Esperanza Community Bike shop which provides programming to youth in safe cycling and bicycle repair. There is also a program where youth can earn a bike through building their own bike.

Quick Assessment



Bike Friendly Americasm program is more than an assessment. All applicants get customized feedback on their applications and access to technical assistance. Use this Quick Assessment to get an idea of where you are now and where you want to go. We're here to help you get there.

[COMMUNITY BUSINESS UNIVERSITY](#)

1

Engineering

Does your community have a comprehensive, connected and well-maintained bicycling network?

Yes

No

Is bike parking readily available throughout the community?

Yes

No

Is there a Complete Streets ordinance or another policy that mandates the accomodation of cyclists on all road projects?

Yes

No

2

Education

Is there a community-wide Safe Routes to School program that includes bicycling education?

Yes

No

Are there bicycling education courses available for adults in the community?

Yes

No

Does your community educate motorists and cyclists on their rights and responsibilities as road users?

Yes

No

3

Evaluation

Is there a specific plan or program to reduce cyclist/motor vehicle crashes?

Yes

No

Does your community have a current comprehensive bicycle plan?

Yes

No

Is there a Bicycle Advisory Committee that meets regularly?

Yes

No

Does your community have a bicycle program manager?

Yes

No

4

Enforcement

Do law enforcement officers receive training on the rights and responsibilities of all road users?

Yes

No

Does your community have law enforcement or other public safety officers on bikes?

Yes

No

Do local ordinances promote safety and accessibility for bicyclists?

Yes

No

5

Encouragement

Does your community have an up-to-date bicycle map?

Yes

No

Does the community celebrate bicycling during National Bike Month with community rides, Bike to Work Day or media outreach?

Yes

No

Does the community host any major community cycling events or rides?

Yes

No

Is there an active bicycle advocacy group in the community?

Yes

No



Bernalillo County

Pedestrian and Bicyclist Safety Action Plan

DRAFT May 2011



7.5 Community Outreach and Education Programs

The City's Parks and Recreation Program provide bicycle and pedestrian safety education and other outreach programs to areas of the unincorporated County:

- ✓ Bike safety classes for youth and adults
- ✓ Safety awareness media campaign
- ✓ Community policing programs.

7.6 Coordination with Partner Agencies

The County will coordinate with its partners to build and complete bicycle and pedestrian facilities through-out the unincorporated area.

7.6.1 Albuquerque Public Schools

APS has a responsibility to provide safe bicycle and pedestrian facilities within their school walk zones. The County will work with APS to ensure these facilities are provided at the following schools.

- Pajarito Elementary School
- Armijo Elementary School
- Los Padillas Elementary School
- Mountain View Elementary School
- Navajo Elementary School
- Kit Carson Elementary School
- Atrisco Elementary School
- Barcelona Elementary School
- Valle Vista Elementary School
- Mission Elementary School
- Los Ranchos Elementary School
- Sierra Vista Elementary School
- Double Eagle Elementary School
- North Star Elementary School

7.6.2 Middle Rio Grande Conservancy District (MRGCD)

The County will work with MRGCD to build trails along the following drains:

- Isleta Drain in the 2035 MTP
- Arenal Canal
- Alameda/2nd Street Drain in the 2011-2017 TIP

7.6.3 Albuquerque Metropolitan Arroyo and Flood Control Authority (AMAFCA)

The County will work with AMAFCA to build trails along the following arroyos:

- Amole Arroyo
- Tijeras Arroyo
- La Cueva Arroyo
- Calabacillas Arroyo
- South Diversion Channel
- North Diversion Channel

7.6.3 City of Albuquerque (COA) DMD and Transit

The County will work with the City Department of Municipal Development to build bicycle and pedestrian facilities for corridors under both jurisdictions. In addition, the County will work with ABQ Ride to locate bus signs and benches out of the public sidewalk.

7.6.4 Mid Region Council of Governments (MRCOG)

The County will work with MRCOG to implement the Long Range Bikeways System (LRBS) facilities in the long-range Metropolitan Transportation Plan (MTP) and short-range Transportation Improvement Program (TIP).

The Essential Elements of a Bicycle Friendly AmericaSM

Each Bicycle Friendly CommunitySM, Bicycle Friendly BusinessSM and Bicycle Friendly UniversitySM recognized by the League is different. Each with their own natural benefits and challenges — from climate and topography to culture and population density. But there are essential elements across five categories — known as the Five E's — that are consistent in making great places for bicycling.

The 5 E's

Engineering: Creating safe and convenient places to ride and park

[+]

Education: Giving people of all ages and abilities the skills and confidence to ride

[+]

Encouragement: Creating a strong bike culture that welcomes and celebrates bicycling

[+]

Enforcement: Ensuring safe roads for all users

[+]

Evaluation & Planning: Planning for bicycling as a safe and viable transportation option

[+]

*This program is generously
supported by:*

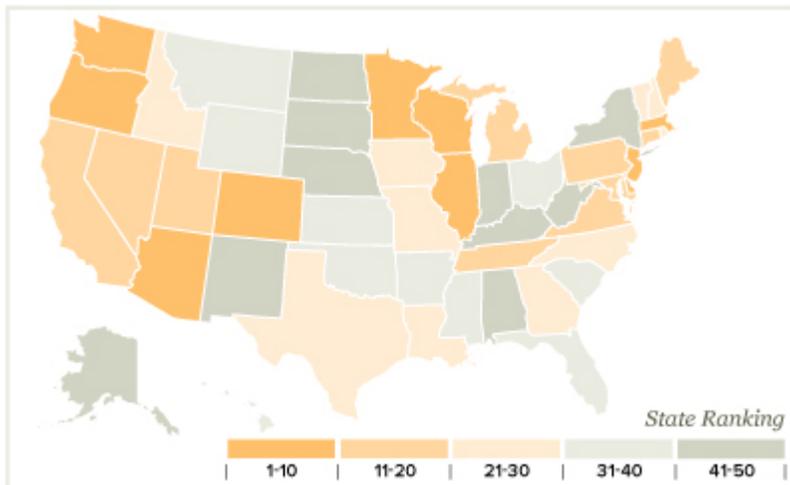




Bicycle Friendly America
Bicycle Friendly Community

The BFC program provides guidance to make your distinct vision for a bikeable community a reality.

[Learn More »](#)



Bicycle Friendly America
Bicycle Friendly State

Where does your state rank? Learn more about our annual ranking by clicking here.

[Learn More »](#)



Bicycle Friendly America
Bicycle Friendly Business

Through our Bicycle Friendly Business program, employers are recognized for their efforts to encourage a more bicycle friendly atmosphere.

[Learn More »](#)



Bicycle Friendly America
Bicycle Friendly University

The Bicycle Friendly University program recognizes institutions of higher education for promoting and providing a more bicycles



JOURNAL FILE

The so-called millennial generation born between 1983 and 2000 is relying more on public transportation, biking and walking than previous generations.

Not car crazy

Millennials shifting U.S. transportation behavior

JOURNAL AND WIRE REPORT

The nation's largest generation — the so-called millennials, born from 1983 to 2000 — have shown less dependence on driving to get around in recent years and aren't likely to change their ways, according to a new study released Tuesday.

Young people are pushing down the driving mileage per capita in the country for the first time in decades, and are more likely to live in urban centers and to bike or walk to work, said the study by the Maryland Public Interest Research Group Foundation and the Frontier Group.

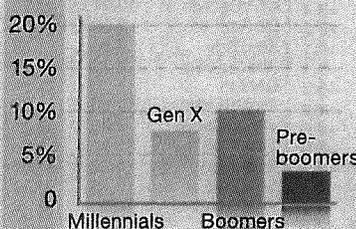
They are getting driving licenses less frequently, are using public transit more and are delaying forming families — all things that, along with a weak economy in recent years, have pushed them away from relying on vehicles.

Also, Americans just reaching driving age today "have no living memory of consistently cheap gasoline," the study found. And they're not likely to see it again in the near future, regardless of what the economy



USE OF PUBLIC TRANSPORTATION

By generation



GENERATION BIRTH DATES

- Millennials-1983-2000
- Gen X-1965-1980
- Boomers-1946-1964
- Pre-Boomers

SOURCE: U.S. PIRG, Urban Land Institute

JOURNAL

Albuquerque for cities which are less car dependent, such as Denver and Portland," says Dan Majewski, lead content creator for UrbanABQ.com. "If we want to rebuild our local economy, we must focus more of our resources on cycling, walking and mass transit infrastructure."

The benefits of the shift away from driving vary, from less congestion to less pollution, and transportation policymakers across the country should be taking note, the study's authors

send a message to policymakers: We want convenient, walkable neighborhoods with many options for how to get around," said Tony Dutzik, senior analyst at Frontier Group and one of the report's authors, in a statement. "Unfortunately, many of our nation's transportation policies work to ensure just the opposite result."

Federal data on transportation behavior in the United States have shown that between 2001 and 2009, vehicle trips per capita by those aged 16 to 34 declined 15 percent, the study found. During the same period, per capita trips by transit among the same age group increased 4 percent; walking trips increased 16 percent; and biking trips increased 27 percent.

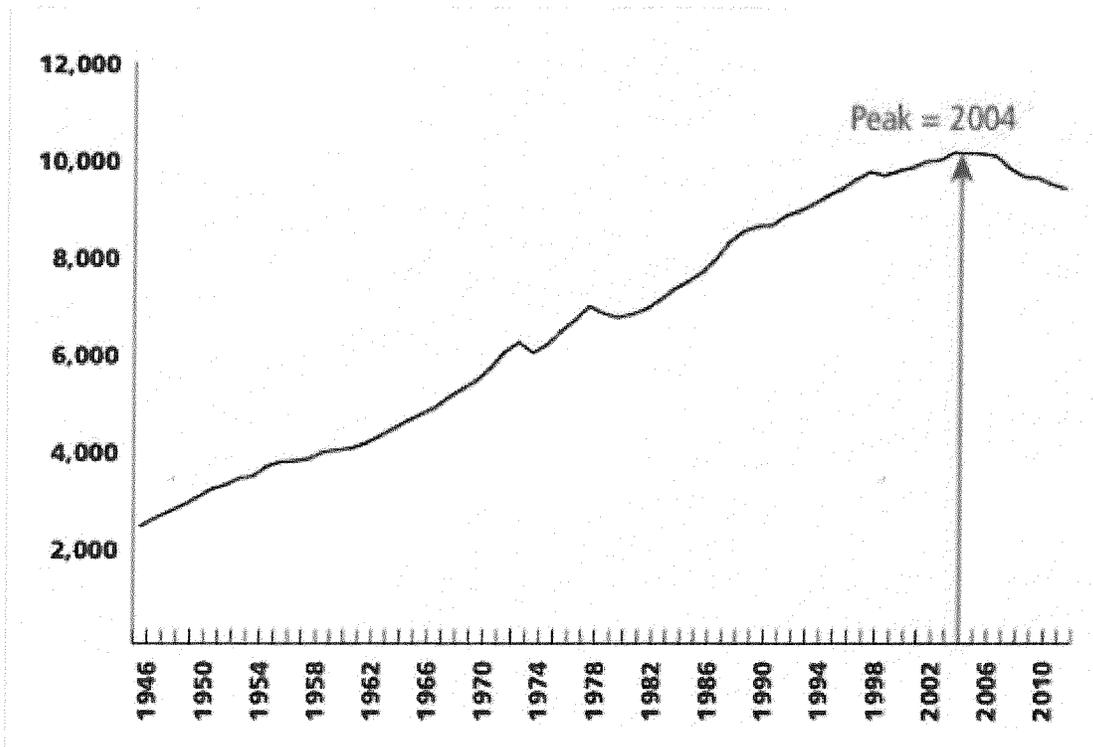
The report calls for greater investment in public transit and biking infrastructure, and for highway funding to be used to repair existing roads rather than build new ones.

"Millennials are different from their parents, and those differences aren't going away," said Sean Foran, program director for New Mexico PIRG. "After five years of economic growth with stagnant driving, it's time for federal and New Mexico governments to wake up to growing evidence that millennials don't want to drive as much as their parents did. This change has big implications

People Are Driving Less

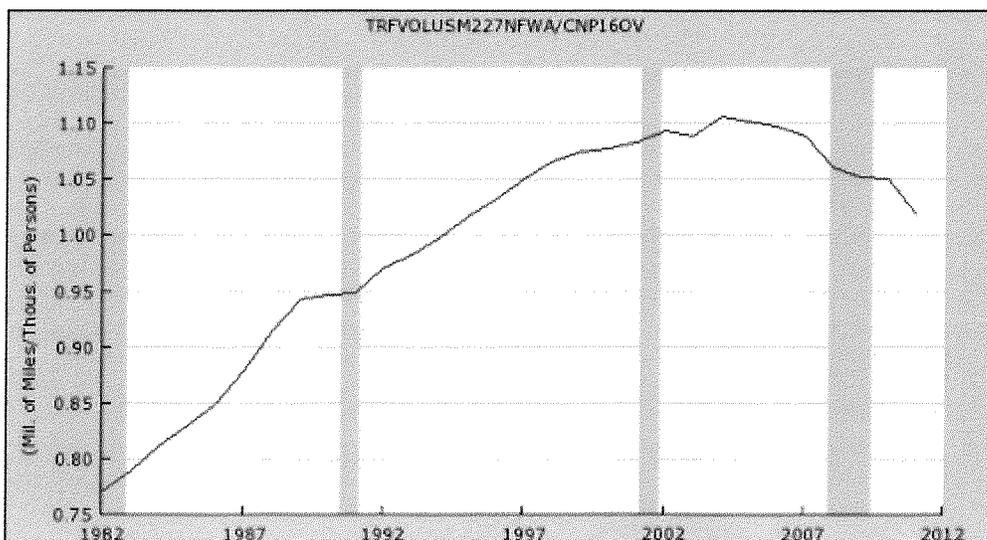
Below is a chart that captures one aspect of the social changes occurring in the United States today:

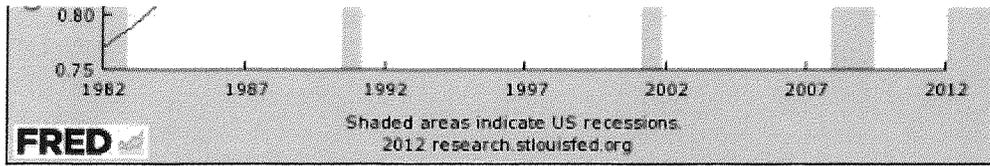
Annual Vehicle Miles Traveled Per-Capita, 1946-2012



The black line signifies vehicle miles traveled per person in the United States.

As the red arrow demonstrates, driving “peaked” in 2004. In case people think that this is a temporary trend, below is another chart, which correlates VMT with recessions:



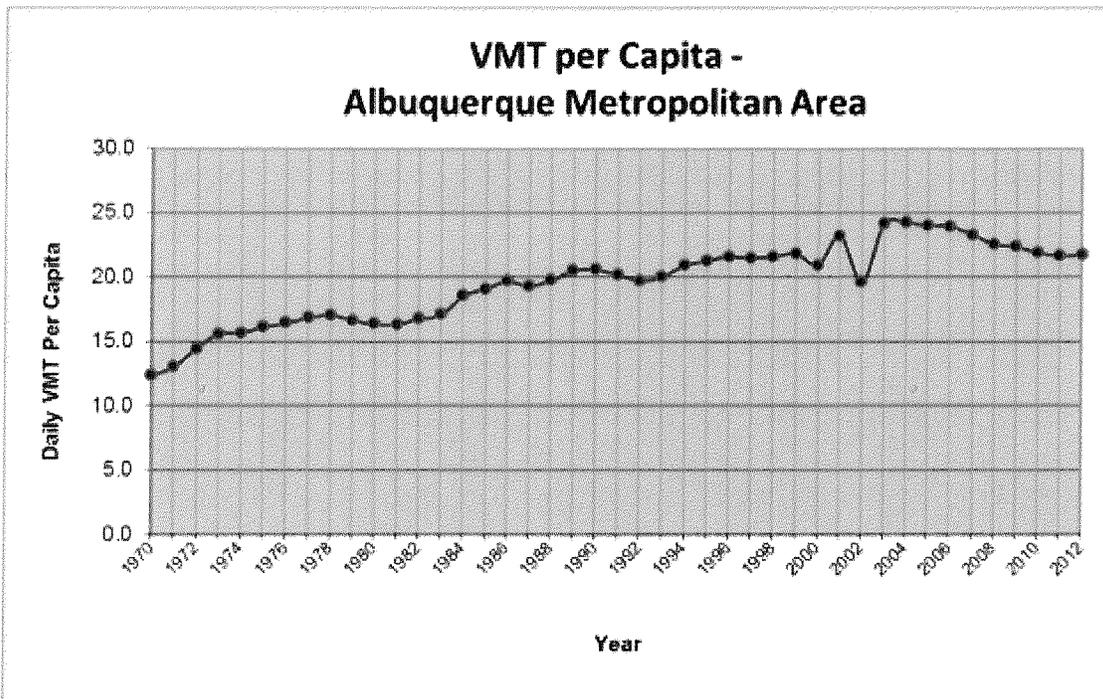


The dark shaded areas represent recessions.

This chart captures a growing trend in America: not driving. Americans across the demographic spectrum are simply not driving as much as they used to.

What About New Mexico? We Drive a Lot Here!

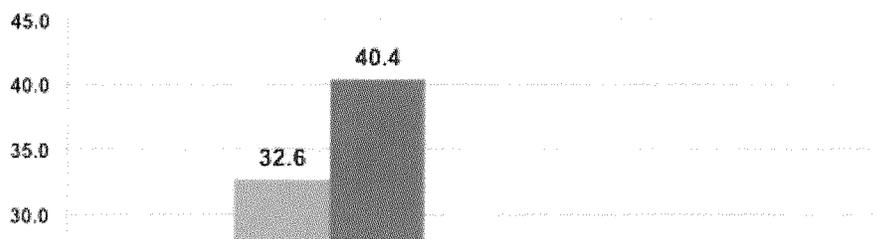
This is true, but our trends reflect some of the national trends. Below is a chart, which reflects these changes:

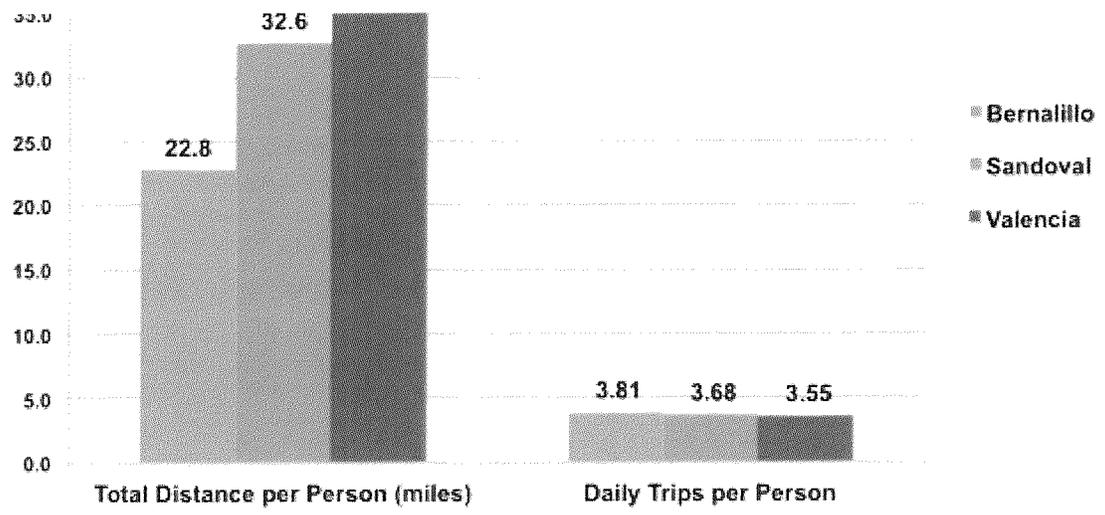


This chart reflects the declining automobile usage rates in the ABQ metro region. In Albuquerque itself, the declines are far more significant.

As you can see, driving has declined or stayed flat every year since 2004, in our metro area. Also, the declines in Bernalillo County (the location of Osuna Road) are far more significant than those in other surrounding counties. For example, the chart below shows these differences. These variations reflect development patterns in the newer more suburban portions of the Albuquerque metro area.

County Comparisons





People in Bernalillo County drive far less than those in surrounding counties.

As you can see in the chart above, residents of Albuquerque drive half as many miles per day as people who live in Los Lunas or Belen.



Ad

Wonkblog

The many reasons millennials are shunning cars



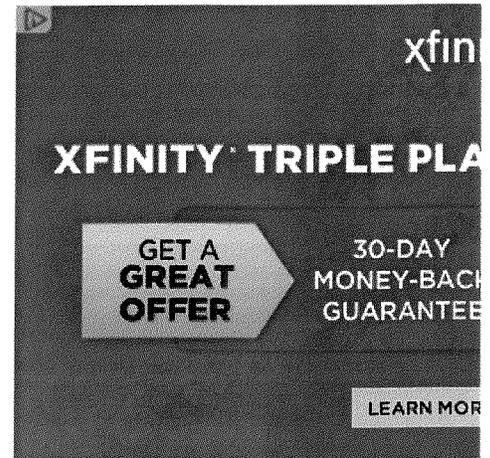
By **Emily Badger** October 14 Follow [@emilybadger](#)

(JOE KLAMAR/AFP/Getty Images)

There's a lot of evidence that millennials don't drive as much — or care as much for cars in general — as previous generations their own age did. They're less likely to get driver's licenses. They tend to take fewer car trips, and when they do, those trips are shorter. They're also more likely than older generations to get around by alternative means: by foot, by bike, or by transit.

There's still a lot of dispute, however, over exactly what these trends mean. Are millennial driving habits a byproduct of the weak economy? (If you have no job to go to, chances are you drive less.) Or do they signal deep and permanent shifts in the American relationship to automobiles? If the latter is true, these nascent millennial indicators could have major implications not just for car

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dealers and gas stations, but for how the U.S. invests in transportation.

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We probably won't know the answer with certainty for at least several years. But researchers at the U.S. Public Interest Research Group and the Frontier Group, who have been tracking these trends, argue that the case is growing stronger for a major and lasting change in how today's youngest would-be drivers — and those to follow them — use cars. In a new report (an update to an earlier survey two years ago), they argue that this also means it's time to rethink how we subsidize, encourage and invest in car use.

As for the millennials themselves, Tony Dutzik, Jeff Inglis and Phineas Baxandall write, "they have the most to gain or lose from the transportation investment decisions we make today, as they will be affected by those investments for decades to come."

Their report defines millennials as born between 1983-2000, the youngest of which are just on the verge of their first driver's licenses (should they choose to get them). The case for durable changes in their behavior — beyond the recession — is three-fold.

U.S. PIRG, using data from the Urban Land Institute

The economic argument

It's true that the recession has probably dampened car use, not just for millennials but for everyone. But there are also some relevant, long-term socioeconomic shifts underway that will likely continue to affect car use even after the

economy fully recovers. As student loan debts rise, alongside the cost of housing in many big cities, budgets for car payments will be squeezed. This is particularly true in cities like Washington, D.C., where the high cost of housing is partly subsidized by the low cost of transportation for young professionals who rely on transit and bikes instead of cars.

Americans are also forming their own households, getting married and having children later — all trends that predate the recession and that postpone life stages associated with the peak driving years. Of course, this means that as millennials age, as they move into their own homes and have their own children, they'll likely start to drive more. But these long-term demographic shifts also suggest that future twenty-somethings may continue to drive less than baby boomers, for example, did at that age.

Add to this research that shows that millennials are driving less than previous generations did at this stage of life, even when accounting for the state of the economy or for household income.

And one more economic argument: Americans just reaching driving age today "have no living memory of consistently cheap gasoline," the PIRG and Frontier Group authors write. And they're not likely to see it again in the near future, regardless of what the economy does:

U.S. PIRG

The technology argument

Many of the economic arguments address whether

millennials can *afford* to drive, which is a different question from asking whether they *want* to. This second strand of technological arguments suggests that maybe they simply chose not to, precisely because they now have more and better alternatives.

One popular argument is that young people no longer have to get in a car to visit friends because they can meet up online. These results from a Zipcar survey suggest, not surprisingly, that millennial and 34-44-year-olds are a lot more likely to say they do this:

U.S. PIRG, Zipcar

This isn't the most compelling technological argument, though. More importantly, technology has made it possible to travel by car without owning (or driving) one, by fueling the advent of car-sharing schemes like Zipcar and car2go, or taxi-like "rideshare" platforms like Uber and Lyft. Most of the data on driving patterns doesn't capture these newer activities very well. So it's possible that part of the millennial decline in miles traveled or trips taken by car fails to account for the growth of trips taken in cars that belong to someone else.

But technology has also enhanced other alternatives to the car. It's made bikeshare systems possible and transit more appealing (through real-time arrival apps). Smartphones and WiFi have also increased the relative costs of driving. You can now read your email on the train, starting your workday during your commute. But you can't (or at least you shouldn't) do that from behind the wheel of a car.

There's every reason to think the influence of this technology on transportation will only grow, regardless of what happens next with the economy.

The cultural argument

This last theory posits that the underlying cultural preferences of millennials are changing, too, in ways that make them less dependent on cars than their parents.

They'd rather spend their money on experiences than things. Of the things they do own, they value smartphones and laptops over cars. They keep telling survey-takers that they view cars as mere transportation, not status symbols. And there's some evidence that millennials factor the environment into their driving decisions (although not as an overriding factor).

The housing preferences of millennials — which are equally up for debate — are also closely tied to their transportation patterns. If, in fact, they chose cities over suburbs, apartment living over detached homes, and "walkable" places over drivable ones, those preferences would translate into less car use as well.

U.S. PIRG, Pew Research Center

Whatever millennials do right now, it's highly likely that they'll drive more as they age into their 30s and 40s. The question is whether they'll continue to drive less than their parents did at each stage of life — and whether future generations will replicate their patterns.