

**Questions and Answers for the Fiscal Year 2018-19
Clean Mobility in Schools Pilot Project
First Applicant Teleconference
September 11, 2019**

Introduction

On September 5, 2019, California Air Resources Board (CARB) staff held the First Applicant Teleconference to answer questions regarding the Fiscal Year (FY) 2018-19 Clean Mobility in Schools Pilot Project Solicitation (solicitation). The Clean Mobility in Schools Pilot Project was approved in the FY 2018-19 Funding Plan for Clean Transportation Incentives. This solicitation is open to California public school districts and County Offices of Education that operate schools serving grades Kindergarten through Grade 12. The school site the school district or County Office of Education operates must be within the boundaries of a disadvantaged community, defined by Senate Bill 535 (De León) legislation.

The questions answered in this document include questions received via email before the teleconference and questions asked during the teleconference. The responses below provide more written detail than what was discussed at the teleconference. The following written responses take precedence over verbal responses provided during the teleconference.

Highlights of this Solicitation

- Outreach and education components are a requirement for this grant. Section IX, Task B. on page 12 in the solicitation lists the strategies a grantee is anticipated to provide. Additional discussion is presented in Appendix A, page A-8.
- Data collection is also a required element. Since this is a pilot project, the data that the grantee collects and submits to CARB will help inform the development of future projects with similar goals. Details are in the solicitation on page 10 as well as in Appendix C.
- An important required step for qualifying for this grant is to use the Calculator Tool developed by the California Climate Investments team. The tool is available in a Microsoft Excel file on the California Climate Investments webpage.
 - The link to the tool is provided in Appendix A, Attachment 4, page A-18. Appendix D contains the quantification methodologies used in the Calculator Tool.
 - California Climate Investments staff provide a link within the Tool to the User Guide. The user guide includes definitions, step-by-step guidance, and examples.

- Applicants must submit the entire Excel file saved with their project elements and data along with the other application documents on the CD or DVD.
- During the application period, California Climate Investments staff are not able to answer questions on the use of the tool but you can email your question to be answered during the next and final teleconference call.
- Lastly, although car share and bicycle share projects are eligible for funding from this grant, we are not including scooter share projects in this solicitation.

Questions and Written Responses

1. Question: What is the mechanism to verify if we are a disadvantaged community?

Response: Applicants must use the SB 535 Disadvantaged Communities map provided on the Office of Environmental Health Hazard Assessment's website for the CalEnviro Screen 3.0: <https://oehha.ca.gov/calenviroscreen/sb535> . The website includes training videos and FAQs on how the map works. Essentially, on the SB 535 version of the map, you can enter in your school site address into the search bar on the map. If your school site is in an area shaded red then it is located in a disadvantaged community eligible under this solicitation.

2. Question: Can you please verify if eligible applicants have to provide the proposed vehicles and equipment to the entire K-12 continuum to be eligible?

Response: Eligible school districts may serve all or any subset of K through 12 grades and may provide their proposed vehicles and equipment to all or any subset of this same population. For example, the selected school site or sites can be a K-6, K-8, a middle school, a junior high school, or a high school.

3. Question: Our school wants to replace our golf carts. Can we apply for this grant if that is all we can do?

Response: Motorized utility vehicles are an eligible project element. Though, since this is a competitive solicitation, keep in mind that applications that select a combination of project elements may score higher than those with one or two project elements as discussed in Section IX Scope of Work, page 19 of the solicitation.

4. Question: Does this grant require match funding?

Response: Match funding is not required under this grant solicitation, however, voluntary match funding is strongly encouraged and will be considered in the scoring of applications. Refer to Section V, page 6 in the solicitation.

5. Question: In the section of the solicitation that lists Eligible Project Elements (page 8), it says eligible lawn and garden equipment is "Zero-emission commercial grade equipment, as described in the California Code of Regulations, Title 13 section 2408.1." We can't find equipment that has been

certified under these standards. And the Scope of Work, Task O (page 22) includes required minimum manufacturer's warranties as two years for hand-held and walk-behind equipment and five years for ride-on mowers. We can't find a ride-on mower with a five-year warranty.

Response: For applicants that choose lawn and garden equipment project elements in their application include the brand name and model number for each piece of equipment in the project narrative and the type of warranty included with the purchase price. If a manufacturer or dealer offers an extended warranty, applicants are encouraged to include the cost of the extended warranty in their proposed budget. Applicants are encouraged to ensure the equipment meets the specifications of CCR Title 13 section 2408.1 but this is not a requirement.

For the ride-on mower equipment, the Scope of Work includes a statement about the warranty and limit of horsepower. CARB staff considered a change to the statement, therefore applicants may include ride-on mowers in their application that have minimum of a two-year warranty instead of a five-year warranty; and allow zero-emission ride-on mowers under 37 horsepower equivalent.

6. Question: Can we get participant list from today's call? Are there any existing participant lists available from past workshops?

Response: No, we are not collecting that information.

7. Question: The application mentions you are looking to fund one to two projects with \$10 million; we are trying to determine the scope of the projects. Do you have an idea if you will fund one or two projects?

Response: Per Section IV. Option for New Grant Agreements, page 6 of the solicitation, it is possible that we could get more funding, and we expect we will see a number of highly qualified applications. We will award the highest-ranked project a maximum of \$10 million. If additional funds remain, or are allocated to this project in the future, CARB has the option of offering a grant to the next highest-ranking project at a reduced amount. CARB recommends applicants to apply for the full amount of CARB funds needed for their project, up to \$10 million, and also consider how you could scale back the scope, in the event that your project can be funded for an amount less than originally requested. Refer to Section XII. Evaluation, Scoring, and Preliminary Selection in the solicitation for further details.

8. Question: Who exactly is the owner of the assets after purchase? If we install solar panels and battery storage, and electric vehicles and an electric charging station, who owns the equipment, batteries, and the vehicles once the project is complete?

Response: CARB does not have a financial interest in those items after the projects ends; it is up to the grantee to determine who will own the assets after purchase.

9. Question: Is the primary goal of this program to replace existing transportation, or to provide new transportation solutions where none exist?

Response: Eligible project elements include vehicle replacement, but also include new vehicle purchase (not replacing an old vehicle), so if the school district wants to add new transportation service, for example, that is an option. Eligible project elements also include clean mobility options, such as vouchers for transit. Refer to Section VIII. Eligible Projects, Vehicles, and Other Elements, page 7 in the solicitation for additional details. The applicant should be prepared to discuss the transportation needs of the school community to inform their chosen project elements and plan. Refer to Appendix A, Project Narrative, item 3. Potential of Project to Advance Clean Mobility Adoption on page A-6.

10. Question: Can you give examples of how a school district might collaborate with a city?

Response: One example is that school districts have collaborated with the local transit authority to assist with extra transit bus routes to provide transportation for students within the school district.

11. Question: Is it a stronger proposal to have equipment providers for vehicles/equipment pre-identified, like on the HVIP list?

Response: On page A-3, Appendix A, we cover the different areas that need to be addressed in the application. For the Project Narrative, item 1. Qualifications and Level of Readiness provides a maximum of 16 points, and asks applicants to describe their project partners in place. This would include equipment or other vendors already identified as project partners in the application. The solicitation asks for letters of support and commitment to be submitted in Attachment 6.

12. Question: For scoring what makes the most impact, either adding or increasing mobility options or the ability to reduce GHG emissions? If we had to choose should we focus on increasing mobility options for the community or reducing GHG or is it all of the above?

Response: Appendix A, Project Narrative, pages A-6 and A-7, describe the scoring criteria for these areas. There are up to 16 points for the potential of the project to increase clean mobility options, and there are up to five points for reducing greenhouse gas (GHG) emissions. We structured the scoring to recognize that even though some project elements might have a GHG emission reduction impact, they may not be quantifiable. We want to see expected GHG emission reduction benefits of the project elements listed in the calculator tool.

13. Question: Is the disadvantaged community designation at the school site level or the district level? Do we want to make sure that the project benefits apply to a school, specifically?

Response: In the solicitation and in Appendix A, page A-7 we discuss the disadvantaged community requirement. We need to make sure we can point to a location that is going to be a hub of the benefits in the disadvantaged community. A district does not have to have all schools in the disadvantaged community area, but there should be at least one school that is in the disadvantaged community area. Vehicles themselves do not have to be domiciled at that school but should show how vehicle usage can be aimed toward that specific school site within disadvantaged community. No entire project has to be within that one site. Refer to Attachment 5 of Appendix A, page A-18 for details.