**APPENDIX D**

**Environmental Checklist**

Upon deciding to submit an application for federal funds, applicants must cease all project activities, regardless of the source of funds to be used to directly fund the activities, except for activities that are considered “Exempt.” Activities may proceed when applicable environmental clearance has been achieved and a written release of funds is received.

This checklist should be completed at application to determine whether there are any potential environmental impacts related to a proposed project. If a project is awarded funds, a complete environmental review will be required.

Applicants must evaluate the potential impact of their project on its location as well as the impact of the location on the project. For example, a proposed housing rehabilitation project may impact certain historic structures, or the existence of a floodplain could impact the location of a proposed affordable housing development.

The following are descriptions for the five codes listed on the form:

N - No Impact Anticipated;

NA - Not Applicible to This Project;

B - Potentially Beneficial Impact;

A - Potential Adverse Impact;

P - Agency Approval or Permits Required; and

M - Mitigation Actions Required.

List the appropriate code(s) in the “key” boxes that most accurately describe the impact. In some cases, it may be appropriate for the applicant to list more than one code for a single item. For example, of a potentially adverse impact has been identified, an agency approval or permit may also be required.

The applicant must describe impacts in the “comments” section on this form. Please identity the sources of information that were consulted to assess the potential impact.

Sources of information must be included and can include studies, plans, documents or the persons, organizations or agencies contacted.

Where a potential adverse impact is projected, the applicant must provide:

1. a brief description of any reasonable alternatives and a justification of the proposed alternative; and

2. list possible short- and long-term measures to mitigate the potential adverse impact.

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| KEY | PHYSICAL ENVIRONMENT |
|  | **1) Soil suitability, topographic and/or geologic constraints (e.g., soil slump, steep slopes, subsidence, seismic activity).** |
| Comments and Source/s of Information: |
|  | **2) Hazardous facilities (e.g., power lines, hazardous waste sites, acceptable distance from explosive and flammable hazards including chemical/petrochemical storage tanks, underground fuel storage tanks, and related facilities such as natural gas storage facilities and propane storage tanks).** |
| Comments and Source/s of Information:  |
|  | **3) Effects of project on surrounding air quality or any kind of effects of existing air quality on project (e.g., dust, odors, emissions).** |
| Comments and Source/s of Information:  |
|  | **4) Groundwater resources and aquifers (e.g., quantity, quality, distribution, depth to groundwater, sole source aquifers)** |
| Comments and Source/s of Information:  |
|  | **5) Surface water / water quality, quantity, and distribution (e.g., streams, lakes, storm runoff, irrigation systems, canals)** |
| Comments and Source/s of Information:  |
|  | **6) Floodplains and floodplain management (identify any floodplains within one mile of the project boundary).**  |
| Comments and Source/s of Information:  |
|  | **7) Wetlands protection (identify any wetlands within one mile of the project boundary).**  |
| Comments and Source/s of Information:  |
|  | **8) Agricultural lands, production, and farmland protection (e.g., grazing, forestry, cropland, prime or unique agricultural lands).** |
| Comments and Source/s of Information:  |
|  | **9) Vegetation and wildlife species and habitats, including fish (e.g., terrestrial, avian, and aquatic life and habitats).** |
| Comments and Source/s of Information:  |
|  | **10) Unique, endangered, fragile, or limited environmental resources, including endangered species (e.g., plants, fish, or wildlife).**  |
| Comments and Source/s of Information:  |
|  | **11) Unique natural features (e.g., geologic features).**  |
| Comments and Source/s of Information:  |
|  | **12) Access to, and quality of, recreational and wilderness activities, public lands and waterways, and public open space.**  |
| Comments and Source/s of Information:  |

| KEY | HUMAN POPULATION |
| --- | --- |
|  | **1) Visual quality – coherence, diversity, compatibility of use and scale, aesthetics.** |
| Comments and Source/s of Information:  |
|  | **2) Nuisances (e.g., glare, fumes).** |
| Comments and Source/s of Information:  |
|  | **3) Noise – suitable separation between noise sensitive areas (such as residential) and major noise sources (aircraft, highways, and railroads).**  |
| Comments and Source/s of Information:  |
|  | **4) Historic properties, cultural and archaeological resources.**  |
| Comments and Source/s of Information:  |
|  | **5) Changes in demographic (population) characteristics (e.g., quantity, distribution, density).**  |
| Comments and Source/s of Information:  |
|  | **6) General housing conditions – quality, quantity, affordability.** |
| Comments and Source/s of Information:  |
|  | **7) Displacement or relocation of businesses or residents.**  |
| Comments and Source/s of Information:  |
|  | **8) Public health and safety.**  |
| Comments and Source/s of Information:  |
|  | **9) Lead-based paint, asbestos and/or mold.** |
| Comments and Source/s of Information:  |
|  | **10) Local employment and income patterns – quantity and distribution of employment, economic impact.**  |
| Comments and Source/s of Information:  |
|  | **11) Local and state tax base and revenue.**  |
| Comments and Source/s of Information:  |
|  | **12) Education facilities – schools, colleges, universities.**  |
| Comments and Source/s of Information:  |
|  | **13) Commercial and industrial facilities – production and activity, growth or decline.**  |
| Comments and Source/s of Information:  |
|  | **14) Health care – medical services.**  |
| Comments and Source/s of Information:  |
|  | **15) Social services – governmental services (e.g., demand on).** |
| Comments and Source/s of Information:  |
|  | **16) Social structures and mores (standards of social conduct/social conventions).** |
| Comments and Source/s of Information:  |
|  | **17) Land use compatibility (e.g., growth, land use change, development activity, adjacent land uses and potential conflicts).**  |
| Comments and Source/s of Information:  |
|  | **18) Energy resources – consumption and conservation.**  |
| Comments and Source/s of Information:  |
|  | **19) Solid waste management.**  |
| Comments and Source/s of Information:  |
|  | **20) Wastewater treatment – sewage system.**  |
| Comments and Source/s of Information:  |
|  | **21) Storm water – surface drainage.**  |
| Comments and Source/s of Information:  |
|  | **22) Community water supply.**  |
| Comments and Source/s of Information:  |
|  | **23) Public safety – police.**  |
| Comments and Source/s of Information:  |
|  | **24) Fire protection – hazards.**  |
| Comments and Source/s of Information:  |
|  | **25) Emergency medical services.**  |
| Comments and Source/s of Information:  |
|  | **26) Parks, playgrounds, and open space.**  |
| Comments and Source/s of Information:  |
|  | **27) Cultural facilities, cultural uniqueness and diversity.**  |
| Comments and Source/s of Information:  |
|  | **28) Transportation networks and traffic flow conflicts (e.g., rail; auto including local traffic; airport runway clear zones – avoidance of incompatible land use in airport runway clear zones).**  |
| Comments and Source/s of Information:  |
|  | **29) Consistency with local ordinances, resolution, or plans (e.g., conformance with local comprehensive plans, zoning, or capital improvement plans).**  |
| Comments and Source/s of Information:  |
|  | **30) Is there a regulatory action on private property rights as a result of this project? (Consider options that reduce, minimize, or eliminate the regulation of private property rights.)** |
| Comments and Source/s of Information:  |