



Using Surveys to Support Santa Barbara's Safe Routes to School Traffic Safety Goals: Follow-Up Technical Assistance

Summer 2024



Safe Transportation Research and Education Center

Acknowledgments

Thank you to the Planning Committee for inviting us back into their community and partnering with us to make Santa Barbara a safer place to walk and bike.

Our work took place on the ethnohistoric territory of the Barbareño Chumash. We recognize that every community member of Santa Barbara has, and continues to benefit from, the use and occupation of Barbareño Chumash land.

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Introduction

In summer 2024, California Walks ([Cal Walks](#)) and UC Berkeley Safe Transportation Research and Education Center ([SafeTREC](#)) provided follow-up technical assistance to Santa Barbara to support the walking and biking safety goals identified during their [2018 Community Pedestrian and Bicycle Safety Training \(CPBST\)](#) program workshop. Representatives from the City of Santa Barbara were interested in developing a Safe Routes to School survey for parents and caregivers at Franklin Elementary School and McKinley Elementary School in the Westside community. Specifically, they wanted to use the data gathered from these surveys to inform and update the Safe Routes to School maps for the two schools and eventually do the same for all 19 schools located within the City of Santa Barbara.

On August 9, 2024, SafeTREC and Cal Walks (Project Team) conducted a virtual Survey-Building Training session, followed by an additional meeting to finalize the survey and discuss outreach on August 21, 2024. The training aimed to provide participants with the knowledge and skills needed to build a meaningful survey that identifies the needs and priorities of residents near the target schools and discuss preliminary outreach strategies to ensure resident participation.

Background

The Community Pedestrian and Bicycle Safety Training Program (CPBST) is a statewide project of Cal Walks and SafeTREC that uses the Safe System approach to engage residents and safety advocates in the development of a community-driven action plan to improve walking and biking safety in their communities and to strengthen collaboration with local officials and agency staff. The program provides follow-up technical assistance to past CPBST sites to support the implementation of the action plans and recommendations outlined in their initial CPBST Summary and Recommendations Report.

SafeTREC and Cal Walks have worked with communities in Santa Barbara several times to further the City's pedestrian and bicycle safety goals. The first Santa Barbara CPBST workshop was hosted in 2009, and in September 2018 the Project Team hosted a second CPBST workshop to build upon their previous efforts. The 2018 CPBST report highlighted the need for inter-agency collaboration and a toolkit to:

1. Promote pedestrian and bicycle safety to inform future active transportation projects;
2. Strengthen working relationships between various agencies and organizations;
3. Provide safe active transportation connections to schools, jobs, shopping, and transit stops in the Westside; and
4. Support the newly adopted Vision Zero implementation plan.

Please review the [2018 CPBST Summary and Recommendations report](#).

Since the 2018 CPBST workshop, the City of Santa Barbara has implemented infrastructure improvements outlined in the [Pedestrian Master Plan](#) to support Safe Routes to School. In 2023, the City applied for and received Safe Streets for All grant funding to develop a safety action plan, which includes updating Safe Routes to School maps at 19 schools in Santa Barbara. The goals of the survey-building training were to:

1. Develop English and Spanish surveys for parents and caregivers of students attending Franklin Elementary School and McKinley Elementary School;
2. Gather feedback from Santa Barbara Unified School District representatives and other stakeholders during the survey-building process; and
3. Begin strategizing survey outreach for successful engagement.

Safe Routes to School Survey Training

The virtual training on August 9, 2024 convened about five participants and consisted of:

- An overview of surveys and survey considerations, including Spanish-language surveys;
- A summary and review of the surveys conducted in the Eastside community of Santa Barbara in 2013; and
- A brainstorming session where participants provided feedback on a draft survey developed and informed by the Eastside Community survey conducted in 2013. Before the training, the Planning Committee shared that the 2013 survey results helped the City have a baseline understanding of the Eastside community's walking and biking safety concerns and priorities.

During the training, workshop participants identified key questions to include in the survey to ensure relevant data will be collected. Santa Barbara Unified School District participants also provided insight into parent and caregiver engagement strategies that would help inform the outreach plan. Additionally, a Santa Barbara Unified School District Youth Outreach Worker gathered feedback about the survey from six high school students who regularly bike recreationally. The students shared additional information, such as the regular use of rideshare services as a primary mode of travel to and from school. This feedback and other comments about the survey structure may help inform future surveys for youth and student audiences.

Safe Routes to School Survey Training Materials

Safe Routes to School (SRTS) programs aim to enhance the safety of people walking, rolling, and biking to school and encourage more people to walk, roll, or bike to school. The Project Team reviewed considerations needed to build a successful survey to understand a community's walking and biking safety priorities that will inform the development of Safe Routes to School maps. During the training, topics reviewed included an overview of surveys, Safe Routes to School survey examples, target audience considerations, and Spanish language survey considerations.

Overview of Surveys

In the context of this training, the data collected through this survey will help the Planning Committee understand people's preferred travel modes and perceptions of safety when walking or biking, which fall under both qualitative and quantitative data.

During the training, participants shared that they would like to survey their target audience using both electronic and paper surveys. Having surveys available online and in-person may lead to greater reach and, thus, a better understanding of the community's walking and biking safety priorities. With either survey format, there are potential barriers for people completing them:

- Electronic survey barriers include the need for access to smart devices that can access the internet, the survey not being available in all languages used by the community, user error or trouble understanding the survey questions, and not having someone present to answer questions participants may have. However, this method allows for greater audience reach and participation, which may also result in a larger data collection.
- In-person survey barriers include surveying location, staffing, and the time and cost of data entry. Alternatively, an in-person survey could be administered by an individual using an electronic device, reducing the need for data entry.

Despite these potential barriers with either survey format, participants expressed their commitment to reducing these barriers and ensuring parents and caregivers are able to access and complete the survey both electronically and in person.

Strategies to Engage the Community

The Project Team provided examples of ways to engage different audiences through targeted events to help inform future Safe Routes to School survey efforts and understand a community's walking and biking safety challenges, infrastructure and programmatic priorities, and travel patterns.

Student Travel Tallies

Student Travel Tallies are usually administered by teachers, administrators, or volunteers who record or tally how students travel to and from school over a period of three days. Completed surveys are sent to a Safe Routes to School coordinator or designated group collecting this data. Data collected through student travel tallies can provide information on student travel patterns.

- [Safe Routes to School Students Arrival and Departure Tally Sheet](#)
- [Instructions for Using the Student Travel Tally Sheet and Parent Survey and Options for Entering the Data Collected](#)

As of June 2024, the Safe Routes to School Data Collection System has closed and will no longer collect or process data. However, this is a good starting point for communities who want to capture this data on their own. Communities can enter and collect data such as student travel tallies, as well as download reports, which can be valuable for understanding travel patterns. The [Navigating the Safe Routes to School Data System](#) guide is comprehensive and informs new and existing users on how to use the system.

Walking and Biking Assessments

Walking and biking assessments are conducted to assess walking and biking safety conditions, including infrastructure, driver behavior, and the existing environment. They can serve as a way to survey people and gather qualitative data about people's experiences, concerns, and priorities. Agencies can use assessment findings to facilitate improvements within a community by supporting grant applications and directing city funding priorities.

- [CPBST Walking Assessment](#) (pages 13-28)
- [AARP Walk Audit Toolkit](#)
- [AARP Bike Audit Toolkit](#)

Target Audience Considerations

Engagement and participation can differ depending on the target audience and their needs. The Planning Committee identified parents and caregivers of Franklin Elementary School and McKinley Elementary School students as their target audience, including potential participants whose primary language is Spanish.

Language and Literacy Needs

Having surveys available in more than one language can increase the number of people able to participate by giving them the option to respond in a language they understand and are most comfortable with. Tailoring surveys is important to form a full image of transportation modes and experiences, as monolingual Spanish speakers are more likely to walk and bike and are less likely to own a vehicle. Additionally, drafting survey questions using plain language and avoiding terminology can improve the clarity of the survey for participants and the accuracy of the data collected. Throughout the survey drafting process, participants provided feedback about the structure, language, and length of the survey to ensure it would meet the needs of the community. Feedback was also collected on the complexity of survey questions, the importance of certain demographic questions, and the order of the survey questions to ensure collection of the most relevant information.

Spanish Language Surveys

Since the target audience includes monolingual Spanish speakers, it was essential to the Planning Committee that the survey was translated into Spanish. In order to facilitate these conversations and authentically engage the Spanish-speaking community, the Planning Committee shared other considerations around accessibility for Spanish-speaking participants, including having a text-to-speech option for the online survey. A school representative shared that in their experience, some parents and caregivers who cannot read rely on services where text is read aloud, and this option may eliminate a barrier to completing the survey online.

Resources

- To ensure clear translation of transportation terms, the Project Team referenced the [Bilingual Glossary of Transportation Terms](#), which aims to make transportation technical terms and concepts accessible to English and Spanish-speaking residents.
- [FreeTTS](#) is a resource that provides free and cost-effective text-to-speech services.
- The Project Team's [diccionario de la calle](#) provides a list of transportation terms in English and Spanish and was developed to make transportation technical terms accessible.

Engagement and Outreach

Successful surveying involves gathering enough information or data from the target population through meaningful outreach, which can lead to increased community engagement and participation. During the training and follow-up meeting, the Planning Committee and the survey training participants considered the following factors for conducting meaningful outreach:

- **Outreach Methods:** Participants shared how they have successfully engaged parents and caregivers in the past by using platforms the target audience is familiar with and regularly uses, increasing the likelihood of people engaging with the content. Participants emphasized Parent Square, a tool that schools use to communicate with parents and caregivers. Information from a trusted source is more likely to encourage the audience to engage with the content. As the Planning Committee and the survey training participants continue to identify additional outreach and engagement strategies, here are some questions to consider:
 - What are the best ways to reach the target audience?
 - What platforms are the audience already using or familiar with?
 - Who should the survey come from?
- **Community Events:** Leveraging existing events where the target audience is expected to attend can increase the number of people surveyed. Back to School Night and parent teacher conferences, which can see up to 500 families in attendance, may be useful community events to conduct the survey. Aside from school-specific events, it is worth considering attending any community events or locations the target audience may frequent. One suggestion shared by participants was to connect with local businesses and vendors near the focus area to host a survey pop-up. Here are local resources to aid in identifying events to attend:
 - [Library on the Go](#) is a mobile outreach van that provides library services and programs to schools and neighborhoods in Santa Barbara.
 - [Santa Barbara Unified School District Calendar of Events](#) shares the various activities, meetings, and school events throughout the year.
- **Encourage Participation:** One strategy to improve response rates and participation is to offer incentives for those who complete the survey. Participants shared that in the past, they have conducted helmet and light distributions at events where people were asked for their time to participate. One example is the Safe Routes for Cyclists program in Kern County. During the event, event organizers provided light and high-visibility safety gear to youth and parents who participated in a bike rodeo and completed a survey.
 - [How to reward your survey participants](#)
 - [How Survey Incentives Can Increase Participation](#)
 - [Incentivizing Survey Participation: Best Practices and Recommendations](#)

Next Steps

Throughout our work with the Westside community, it was evident that there is a strong need for collaboration between the City of Santa Barbara, Santa Barbara Unified School District, and MOVE Santa Barbara to support and increase community engagement and participation in this project. To achieve this, the Planning Committee will work to finalize a detailed outreach plan that identifies opportunities for engagement and surveying. The Planning Committee created the following list of in-person and online engagement opportunities and channels to include in the outreach plan:

In-person Engagement

Below are some examples of past or upcoming in-person events and opportunities the community can leverage to increase engagement and participation.

- Back to School Night, Franklin Elementary School
- Back to School Night, McKinley Elementary School
- [Library on the Go - Event Calendar](#)
- Santa Barbara Unified School District - [Calendar of Events](#)
 - America's Safe Schools Week (October 17-23)
- [MOVE Santa Barbara - Event Calendar](#)
- [After School Opportunities for Kids, After School Expanded Learning Program](#)



ABOVE: A child adjusts their helmet before riding a bike at a local bike rodeo. After participating, safety gear such as high-visibility armbands and lights were distributed to youth.

Photo Source: California Walks, Location: Arvin, Kern County



ABOVE: Youth practice their bike handling skills in a simulated bike course during a bike rodeo.

Photo Source: California Walks, Location: Arvin, Kern County

Online Engagement

Below are some existing school, city, district, and social media sites that can be used to disseminate the survey online.

- Parent Square, School Communication Tool
- Franklin Elementary School, Social Media
 - Instagram: [@franklinschoolsb](#)
 - Facebook: [Franklin Elementary School Eagles Facebook](#)
- McKinley Elementary School, Social Media
 - [McKinley Elementary School Facebook](#)
 - X (formerly Twitter): @mckinleybears
- Santa Barbara Unified School District
 - Website: <https://www.sbunified.org/>
 - Instagram: [@sbunified](#)
 - Facebook: [Santa Barbara Unified School District](#)
 - X (formerly Twitter): @sbunified
- City of Santa Barbara
 - Website: <https://santabarbaraca.gov/>
 - Instagram: [@cityofsb](#)
 - Facebook: [City of Santa Barbara](#)
 - X (formerly Twitter): @SBCity

Appendix

- Training Materials
 - Using Surveys to Support Safe Routes to School Traffic Safety Goals
 - Santa Barbara Safe Routes to School Survey
 - Santa Barbara Safe Routes to School Survey, Spanish
 - Preliminary Outreach Plan Tracker Template
- Resources
 - [SRTS Michigan - The SRTS Survey Process](#)
 - [Qualtrics - What is a survey?](#)
 - [Best Practices for Communicating and Using Safe Routes to School Data](#)

Santa Barbara Follow-Up: Using Surveys to Support Safe Routes to School Traffic Safety Goals

Planning Meeting #2

August 9, 2024

Berkeley SafeTREC

California Walks
Walking to School, Work, & Beyond



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Agenda

1. Overview of Surveys
2. Creating Spanish-language Surveys
3. Brainstorming Potential Survey Questions
4. Closing & Next Steps

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Overview of Surveys

What is a survey?

- A survey is usually issued in the form of a questionnaire
 - Paper or online: Multiple choice, rating, ranking (fixed response), short answer (open-ended)
- Goal: To collect data or information.

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Overview of Surveys

Data Collection

- Quantitative data: A good example of this type of data is tallies of how students arrive at school.
- Qualitative data: A good example of this type of data is what a principal says about traffic safety around the school during an interview.

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Overview of Surveys

Survey Types

- Surveys can be conducted in person using a paper form or online using a website or application.

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Safe Routes to School

Survey Examples

- Student Travel Tallies
 - How are students traveling to and from school?
 - What are the student demographics?

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Safe Routes to School

Survey Examples

- **Parent or Caregiver Surveys**
 - Walking and Biking Safety Perceptions
 - Why are students traveling to school by walking, biking, or driving?

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Safe Routes to School

Survey Examples

- **Walking and Biking Safety Assessment**
 - Assess walking and biking safety conditions on a particular route
 - Infrastructure
 - Signage
 - Other elements

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Target Audience + Participation

Audience Considerations

- Language needs
- Literacy needs
- Engagement and reach
- Incentives for participation

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Creating Spanish-Language Surveys

Audience Considerations

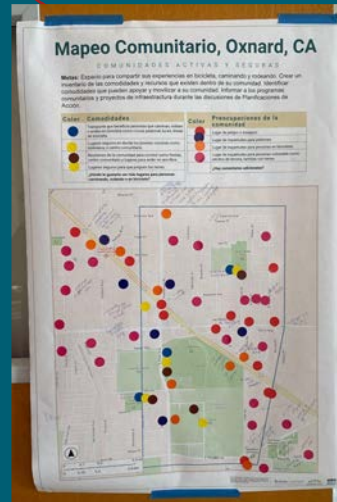
- Barriers
- Accessibility: Digital vs Paper Surveys
- Transparency and Trust

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Community Mapping

Oxnard Follow-up, 2024

- Community Assets
- Community Concerns
- Potential projects and improvements



Brainstorm Survey Questions

- What non-negotiable questions need to be addressed or included in the survey?
- What is the most important information or data you are trying to collect?
- How will this information be collected?

Scheduling PM #3: Finalize Survey and Preliminary Outreach Plan

Date: August 21, 22, or 23

Time: What 1-hour window during the day works for most folks?

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Next Steps

- Finalize PM #3 Date and Time
- Site Lead send Calendar Invite
- Site Lead share survey draft ahead of PM #3

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Mode of Transportation & Frequency

1. How does your child usually get to and from school? (choose one response)
 - a. Walking
 - b. Bicycle
 - c. E-Bike
 - d. Bus
 - e. Car/Van/Truck
 - f. Carpool
 - g. Rideshare service such as Lyft or Uber
 - h. Other: _____

2. What do you like best about your neighborhood? (please answer in 50 words or less)

3. Rank the challenges people in your neighborhood face (Rate from 1-5, with 1 being the most important and 5 being the least important)
 - a. Public Safety
 - b. Transportation safety
 - c. Housing
 - d. Jobs and the economy
 - e. Environmental issues
 - f. Other: _____

4. Please indicate the number of days per week that you use each of the following modes of transportation to key destinations (Examples: school, library, work, grocery store):

Walk one block or more	0	1	2	3	4	5	6	7
Bicycle	0	1	2	3	4	5	6	7
E-bike	0	1	2	3	4	5	6	7
Ride the bus	0	1	2	3	4	5	6	7
Drive a private car or truck	0	1	2	3	4	5	6	7
Carpool/Vanpool	0	1	2	3	4	5	6	7
Rideshare service such as Lyft or Uber	0	1	2	3	4	5	6	7

Transportation, Pedestrian, and Bicycle Safety Perceptions

5. What concerns you the most when walking across streets in your neighborhood?
(choose up to three responses)
- a. The crossing width of the street from one sidewalk to the other.
 - b. Not enough crossing guards during school arrival and dismissal times.
 - c. Parked vehicles obstructing the view of oncoming drivers and those crossing the street.
 - d. Drivers not stopping and/or providing people walking with the right-of-way.
 - e. High vehicle speeds.
 - f. Lack of curb ramps, sidewalks, or other accessibility concerns.
 - g. Lighting
 - h. I have no concerns when walking across the street in my neighborhood.
 - i. Other: _____
6. What concerns you most when riding a bicycle? (choose up to three responses)
- a. Sharing the road with vehicles.
 - b. The lack of separated or protected bike lanes.
 - c. The lack of secure places to park and/or store my bike.
 - d. I do not feel safe riding a bike.
 - e. I do not ride a bike.
 - f. Other: _____

Next, here are some statements people have made about traffic and pedestrian safety in your neighborhood. Please indicate if you agree or disagree with each statement.

7. Do you agree with this statement: "People driving need to do a better job of sharing the road with those walking and biking." Yes
- a. No
 - b. Neutral/No opinion
8. Do you agree with this statement: "People walking sometimes do not look for oncoming traffic when crossing the street."
- a. Yes
 - b. No
 - c. Neutral/No opinion
9. Do you feel safe when walking and biking in your neighborhood?
- a. Yes
 - b. No
 - c. Neutral/No opinion
10. Do you feel safe allowing your children to walk and bike in your neighborhood?
- a. Yes
 - b. No

- c. Neutral/No opinion
11. Do people biking sometimes ignore traffic signals like stop signs and stoplights?
- a. Yes
 - b. No
 - c. Neutral/No opinion
12. Would you walk more in your neighborhood if pedestrian safety improvements were made, such as better lighting, sidewalks, and access ramps?
- a. Yes
 - b. No
 - c. Neutral/No opinion
13. Would you feel more comfortable allowing your children to walk or bike to school if pedestrian and bicycle safety improvements, including better lighting, sidewalks, protected bike lanes, and traffic calming, were implemented?
- a. Yes
 - b. No
 - c. Neutral/No opinion
14. Would you be comfortable with reducing street parking to improve pedestrian and bicycle safety, including adding bike lanes?
- a. Yes
 - b. No
 - c. Neutral/No opinion
15. Would you feel more comfortable allowing your children to walk or bike to school if there were more Safe Routes to School programming, including volunteer-led walk and bike groups?
- a. Yes
 - b. No
 - c. Neutral/No opinion

School Specific Questions

16. What streets do you use to travel to and from **Name of School**? (please list the street names)
17. Are there any programs or strategies in place that impact the safety of students and families walking, biking, or driving to and from school? (please choose up to three responses)
- a. My school has a designated arrival/drop-off location
 - b. My school has a designated dismissal/pick-up location
 - c. School crossing guards are present during arrival/drop-off times

- d. School crossing guards are present during dismissal/pick-up times
- e. Other: _____

18. Are there any programs, strategies, or suggestions you would like to see implemented that would improve the safety of students and families walking, biking, or driving to and from school? (please answer in 50 words or less)

Community Perception of City of Santa Barbara and Public Works Dept.

19. Have you ever visited or called the City of Santa Barbara Public Works Department to ask a question or express a concern about walking, biking, taking transit, or driving in the neighborhood?
- a. Yes, more than once.
 - b. Yes, one time.
 - c. No, never.
20. On a scale of 1-10, with 10 being the best how well does the City of Santa Barbara Public Works Department listen to the people living in your neighborhood? (circle your response)
- a. 1 2 3 4 5 6 7 8 9 10

Demographics & Household Information

21. Please write the name of the street intersection nearest to where you live. Or write your residence address if you prefer. _____
(ex. "Alisos Street and Montecito Street" , " _____ and _____")
22. What is your gender? (choose one response)
- a. Male
 - b. Female
 - c. Transgender
 - d. Nonbinary / Gender non-conforming
 - e. Other (please write in)
 - f. Prefer not to say
23. Please select the option that applies to you. I am:
- a. Parent or caregiver
 - b. Teacher, administrator, or other school personnel
24. What is your age? (choose one response)
- a. 19-25
 - b. 26-34 years
 - c. 35-44 years
 - d. 45-55 years

- e. 56-65 years old
- f. 65+

25. What is your race? (choose one response)

- a. Asian / Pacific Islander
- b. Black or African American
- c. Hispanic or Latino
- d. Native American
- e. White
- f. More than one/mixed race
- g. Other

26. Including yourself, how many people live within your household?

27. Do school-aged children live at home? (circle all that apply)

- a. Yes
- b. No
- c. If yes, what are the ages of the children? Enter ages of all children below:

Modo de transporte y frecuencia

1. ¿Cómo suele ir y volver de la escuela su hijo? (elija una respuesta)
 - a. Caminando
 - b. Bicicleta
 - c. Bicicleta eléctrica
 - d. Autobús
 - e. Vehículo/Camioneta/'Troca'
 - f. Vehículo compartido
 - g. Servicio de viajes compartidos como Lyft o Uber
 - h. Otro: _____

2. ¿Qué es lo que más le gusta de su vecindario? (Por favor, responda en 50 palabras o menos)

3. Clasifique los desafíos que enfrentan las personas en su vecindario (califique del 1 al 5, 1 siendo el menos importante y 5 el más importante)
 - a. Seguridad pública
 - b. Seguridad en el transporte
 - c. Vivienda
 - d. El empleo y la economía
 - e. Cuestiones medioambientales
 - f. Otro: _____

4. Indique el número de días a la semana que utiliza cada uno de los siguientes medios de transporte a destinos clave (ejemplos: escuela, biblioteca, trabajo, Supermercado):

Camina una cuadra o más	0	1	2	3	4	5	6	7
Bicicleta	0	1	2	3	4	5	6	7
Bicicleta eléctrica	0	1	2	3	4	5	6	7
Viaja en autobús	0	1	2	3	4	5	6	7
Conduce un automóvil o camión privado	0	1	2	3	4	5	6	7
Viaje en vehículo compartido	0	1	2	3	4	5	6	7
Servicio de viajes compartidos como Lyft o Uber	0	1	2	3	4	5	6	7

Las percepciones de seguridad del transporte, peatonal y de ciclistas

5. ¿Qué es lo que más te preocupa cuando caminas por las calles de tu vecindario? (elija hasta tres respuestas)
- El ancho de cruce de la calle de una banqueta a la otra.
 - No hay suficientes guardias de cruce durante las horas de llegada y salida de la escuela.
 - Vehículos estacionados que obstruyen la vista de los conductores que se aproximan y de los que cruzan la calle.
 - Los conductores no se detienen y/o proporcionan el derecho de paso a las personas que caminan.
 - Altas velocidades de los vehículos.
 - Falta de rampas en las banquetas, u otros problemas de accesibilidad.
 - Iluminación
 - No tengo preocupaciones cuando cruzo la calle en mi vecindario.
 - Otro: _____
6. ¿Qué es lo que más te preocupa a la hora de andar en bicicleta? (elija hasta tres respuestas)
- Compartir la carretera con vehículos.
 - La falta de carriles para bicicletas separadas o protegidas.
 - La falta de lugares seguros para estacionar y/o guardar mi bicicleta.
 - No me siento seguro montando en bicicleta.
 - No ando en bicicleta.
 - Otro: _____

A continuación, aquí hay algunos comentarios que las personas han hecho sobre el tráfico y la seguridad de los peatones en su vecindario. Indique si está de acuerdo o en desacuerdo con cada frase.

7. ¿Está de acuerdo con esta frase: "Las personas que conducen deben hacer un mejor trabajo compartiendo la carretera con los que caminan y andan en bicicleta"?
- Sí
 - No
 - Neutral/Sin opinión
8. ¿Está de acuerdo con esta frase: "Las personas que caminan a veces no observan el tráfico que se aproxima al cruzar la calle"?
- Sí
 - No
 - Neutral/Sin opinión
9. ¿Se siente seguro cuando camina y anda en bicicleta en su vecindario?
- Sí

- b. No
 - c. Neutral/Sin opinión
10. ¿Se siente seguro permitiendo que sus hijos caminen y anden en bicicleta en su vecindario?
- a. Sí
 - b. No
 - c. Neutral/Sin opinión
11. ¿Las personas que andan en bicicleta a veces ignoran las señales de tráfico como las señales de alto y los semáforos?
- a. Sí
 - b. No
 - c. Neutral/Sin opinión
12. ¿Caminaría más en su vecindario si se hicieran mejoras en la seguridad de los peatones, como mejor iluminación, banquetas y rampas de acceso?
- a. Sí
 - b. No
 - c. Neutral/Sin opinión
13. ¿Se sentiría más cómodo permitiendo que sus hijos caminen o vayan en bicicleta a la escuela si se implementaran mejoras en la seguridad de los peatones y ciclistas, por ejemplo mejor iluminación, banquetas, carriles para bicicletas protegidos y un tráfico calmado?
- a. Sí
 - b. No
 - c. Neutral/Sin opinión
14. ¿Se sentiría cómodo con la reducción del estacionamiento en la calle para mejorar la seguridad de los peatones y los ciclistas, incluida la adición de carriles para bicicletas?
- a. Sí
 - b. No
 - c. Neutral/Sin opinión
15. ¿Se sentiría más cómodo permitiendo que sus hijos caminen o vayan en bicicleta a la escuela si hubiera más programas de Rutas Seguras a la Escuela, incluidos grupos de caminata y bicicleta dirigidos por voluntarios?
- a. Sí
 - b. No
 - c. Neutral/Sin opinión

Preguntas específicas de la escuela

16. ¿Qué calles utilizas para ir y venir de **la escuela**? (por favor, indique los nombres de las calles)
17. ¿Existen programas o estrategias que tengan un impacto en la seguridad de los estudiantes y las familias que caminan, andan en bicicleta o conducen hacia y desde la escuela? (elija hasta tres respuestas)
- Mi escuela tiene un lugar designado para llegada/entrega.
 - Mi escuela tiene un lugar designado para salir y recoger.
 - Los guardias de cruce escolar están presentes durante las horas de llegada y entrega.
 - Los guardias de cruce escolar están presentes durante las horas de salida/recogida
 - Otro: _____
18. ¿Hay algún programa, estrategia o sugerencia que le gustaría que se implementara para mejorar la seguridad de los estudiantes y las familias que caminan, andan en bicicleta o conducen hacia y desde la escuela? (por favor, responda en 50 palabras o menos)

Percepción de la comunidad sobre la ciudad de Santa Bárbara y el Departamento de Obras Públicas

19. ¿Alguna vez visitó o llamó al Departamento de Obras Públicas de la Ciudad de Santa Bárbara para hacer una pregunta o expresar una inquietud sobre caminar, andar en bicicleta, tomar el transporte público o conducir en el vecindario?
- Sí, más de una vez.
 - Sí, una vez.
 - No, nunca.
20. En una escala del 1 al 10, donde 10 es el mejor, ¿qué tan bien escucha el Departamento de Obras Públicas de la Ciudad de Santa Bárbara a las personas que viven en su vecindario? (encierre en un círculo su respuesta)
- 1 2 3 4 5 6 7 8 9 10

Datos demográficos e información del hogar

21. Escriba el nombre de la intersección de calles más cercana a donde vive. O escribe tu dirección de residencia si lo prefieres.

(ej. "Calle Alisos y calle Montecito", "_____ y _____")

22. ¿Cuál es tu género? (elija una respuesta)
- Masculino
 - Femenino

- c. Transgénero
- d. No binario / No conforme con el género
- e. Otros (por favor escriba)
- f. Prefiero no decirlo

23. Seleccione la opción que le corresponda. Yo soy:

- a. Padre, madre o cuidador
- b. Maestro, administrador u otro personal de la escuela

24. ¿Cuántos años tienes? (elija una respuesta)

- a. 19-25
- b. 26-34 años
- c. 35-44 años
- d. 45-55 años
- e. 56-65 años
- f. 65+

25. ¿Cuál es tu raza? (elija una respuesta)

- a. Asiático / Isleño del Pacífico
- b. Negro o afroamericano
- c. Hispanos o latinos
- d. Indígena
- e. Blanco
- f. Más de uno/raza mezclada
- g. Otro

26. Incluyéndote a ti mismo, ¿cuántas personas viven en tu hogar?

27. ¿Viven en casa los niños en edad escolar? (marque con un círculo todo lo que corresponda)

- a. Sí
- b. No
- c. En caso afirmativo, ¿cuáles son las edades de los niños? Ingrese las edades de todos los niños a continuación:

**Thank you for your interest in the
Community Pedestrian and Bicycle
Safety Program.**

For more information, please visit:

<http://bit.ly/CPBSP>.

For questions, please email safetrec@berkeley.edu.

Visit SafeTREC on the Web at

<https://safetrec.berkeley.edu/>.