Community Pedestrian and Bicycle Safety Training Program

Evaluation Report

Cudahy, 2017

Berkeley SafeTREC
SAFE TRANSPORTATION RESEARCH AND EDUCATION CENTER

California Walks
Stepping Up for Health, Equity, & Sustainability

OTS
CALIFORNIA OFFICE OF TRAFFIC SAFETY

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Summer 2019

Acknowledgements

We want to thank our colleagues at UC Berkeley SafeTREC, especially Jesus M. Barajas, and Amanda Reynosa for their work on the evaluation. We also thank Allison Quach, a former graduate student, who conducted follow-up interviews. We greatly appreciate the leadership of UCB SafeTREC colleagues Katherine Chen, Tracy McMillan, Garrett Fortin, and Lisa Peterson, as well as colleagues at California Walks in conducting community outreach and training. Lastly, we thank the California Office of Traffic Safety for their support of the work being done in communities across California to promote safe and active transportation.

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Executive Summary

The UC Berkeley Safe Transportation Research and Education Center (SafeTREC) and California Walks (Cal Walks) developed the Community Pedestrian Bicycle Safety Training (CPBST) program to train and mobilize communities to address pedestrian and bicycle safety and to strengthen collaboration with local officials and agency staff. SafeTREC and Cal Walks work hand-in-hand with communities to plan and facilitate workshops that are reflective of each community's needs and priorities.

This report provides a summary of the qualitative and quantitative methods used to evaluate the CPBST program, the findings of the evaluation, and lessons learned during the process. The report may provide an evaluation framework that other organizations can use, as the current goals and objectives can be modified to suit individual program requirements. It is suitable for many purposes, including measuring program effectiveness and monitoring program implementation. The measurement tools used are included in the Appendices.

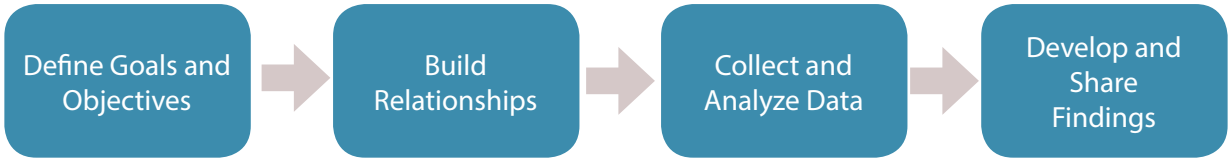


Figure 1: Evaluation Framework

As shown in Figure 1, the evaluation began by clearly defining program goals and developing objectives that aligned with these goals. The evaluation team then worked with workshop facilitators to review the evaluation plan and the measurement tools, and then integrated the assessment activities into the workshops. The evaluation consisted of a survey of participants before and after completing the workshop, observations during the workshop, and interviews of planning committee members several months after the workshop. The findings from each data collection method were compared with the goals and objectives developed during the beginning of the evaluation. Findings from the evaluation were used to inform the CPBST program and were shared with stakeholders.

Blue Lake CPBST, 2017

North Shore CPBST, 2017

Evaluation Findings

- Workshops increased participants' ability to identify unsafe walking and bicycling conditions and to speak up for improvements.
- Workshops were a place for agency, organization and community representatives to connect with existing partners and to develop new partnerships.
- Workshops built communities' capacity to plan for pedestrian and bicycle safety.
- Workshops were successful in generating ideas for safety solutions. However, safety improvements must be measured using longer-term evaluations.

Lessons Learned

- The survey should be shortened. Depending on the communities in which the workshops were conducted, the pre-workshop survey took anywhere from 10-30 minutes. This meant that the team received more surveys from participants who were working in the transportation safety sector, and fewer from community residents. Part of this was due to the fact that the team wanted to be able to use the information for academic research, resulting in a more extensive survey and survey procedures.
- When collecting observations, the evaluation team noticed that some workshop partners and participants were apprehensive about an observer taking notes during the workshop.
- Flexibility in the evaluation plan is important. The evaluation team had planned to conduct follow-up surveys with participants six to nine months after the workshops. However, the team determined that there would likely be a very low response rate due to the inability to reach community participants. Instead, the team decided to conduct interviews with a representative from the workshop planning committee from each community. This allowed the team to acquire information about any safety improvements that had been completed or were in progress.

North Shore CPBST, 2017

Introduction

After a young student was fatally struck by a car near a school, members of two nearby communities expressed outrage about the risk their children faced while traveling to school. Community leaders worked with UC Berkeley Safe Transportation Research and Education Center (SafeTREC) and California Walks (Cal Walks) to develop a plan to address the pedestrian and bicycle safety challenges in both communities and to strengthen working relationships among the school district, local childcare facilities and transportation safety stakeholders. Fifty members of the community, including parents and students from two schools, city mayors, and representatives from the school district, community organizations, and the county public works department convened to identify and plan solutions to the most urgent safety issues. This initial workshop led to the development of a comprehensive safety training program.

SafeTREC and Cal Walks developed the Community Pedestrian Bicycle Safety Training (CPBST) program to train and mobilize communities to address pedestrian and bicycle safety and to strengthen collaboration with local officials and agency staff. SafeTREC and Cal Walks work hand-in-hand with communities to plan and facilitate workshops that are reflective of each community's needs and priorities.

> "My son has a brand new bike, but I don't let him use it because I don't think he is safe [on the streets]. He is only allowed to use it in our backyard. If we had bike lanes then I'd definitely let him use it to get around."
>
> – Workshop Participant

Community-developed, community-specific pedestrian and bicycle safety solutions hold promise for engaging residents in safety planning.[1] However, developing pedestrian and bicycle plans, building infrastructure, and implementing safety programs requires data, skills and resources. The CPBST program has worked to provide community-level training in defining traffic safety problems, planning for solutions, and integrating civic involvement around safety. The program specifically targets low-income communities of color that have experienced a lack in investment in transportation infrastructure, a lack of involvement in transportation planning processes, and high rates of pedestrian and bicycle collisions.

This report provides a summary of the qualitative and quantitative methods used to evaluate the CPBST program, the findings of the evaluation, and lessons learned during the process, so that others can adapt this evaluation framework to suit their own programs.

The CPBST Program

The CPBST program is designed to increase community capacity and knowledge about proven safety countermeasures, with the ultimate goal of reducing traffic-related injuries and death. Between 2009-2017, the CPBST team has conducted over 60 CPBST workshops in communities across California. The program has delivered tailored workshops to community residents and stakeholders, providing them with the skills and resources

Blue Lake CPBST, 2017

needed to plan, finance and implement pedestrian and bicycle safety initiatives. This training project is supported by the California Office of Traffic Safety.

To be considered for a workshop, communities must meet several criteria. First, a community must have documented pedestrian or bicycle safety problems. Second, to help ensure that the workshop is not just a one-time event, the host community must already have a committee or group working on pedestrian or bicycle safety to carry on the work after the end of the workshop (the "community partner"). Finally, the CPBST management team prioritizes underserved communities when selecting the sites.

Once host communities are selected, they participate in a two-to-three month workshop planning process with the CPBST team during which they decide on the focus and logistics of the workshop. The planning committee is responsible for inviting community partners, residents, business owners, and other interested parties to the workshop. Additional details about the workshop are shown in the Program Details box on the right. After the workshop, the CPBST team provides a report that summarizes the activities and priorities to help the community take appropriate next steps, and based on interest, provides follow-up support to communities in technical assistance, grant writing, additional training, and other activities.

Program Details:

The workshop lasts about four hours and has three main parts:

1. Presentation: Workshop facilitators focus on equity/empowerment, evaluation, engineering, enforcement, education, and encouragement (what the program calls the "6 E's").
2. Walking audit: Participants observe first-hand the pedestrian and bicycle safety challenges and opportunities their community faces.
3. Planning Session: Participants collaborate in brainstorming and planning for safety improvements in the community.

Evaluating the CPBST Program

To evaluate the CPBST, the evaluation team identified five intermediate goals:

1. Provide communities with safety information
2. Help build coalitions between community partners
3. Increase walking and bicycling
4. Improve perceptions of pedestrian and bicycle safety
5. Increase the number of pedestrian and bicycle safety countermeasures

The program evaluation measured the processes and outcomes toward achieving these goals in the short-term (see Table 1 on page 7).

- Process evaluations consider the program design, operation, service delivery, and efficiency to determine where the program's activities were implemented as intended.[2]
- Outcome evaluations measure the effectiveness of the program to address intended outcomes in the target population.[3]

The purpose of the evaluation was to assess the impact of the CPBST workshops on pedestrian and bicycle safety and to increase program effectiveness. The evaluation was also developed to contribute to the general knowledge about community-based programs addressing street safety.

Sharing the Evaluation Framework

While the findings presented in this report are specific to the CPBST, they may be used to help organize evaluation efforts for similar programs. The team developed a process and outcome evaluation framework with elements that can be applied to other programs.

This framework is suitable for many purposes, including measuring program effectiveness, informing program planning and delivery, and conducting academic research. The goals and objectives structure described in this report can be modified to suit individual program requirements. The measurement tools used are included in the Appendices.

There are many challenges involved in measuring the outcomes of safety programs; however, there is also a growing need to assess performance and to promote data-driven programming.

Orange Cove CPBST, 2017

Other Program Evaluations:

- A study of a transportation safety program in Miami-Dade County, Florida, found that the engineering improvements introduced by the program reduced pedestrian crashes by approximately 10% though education, while other components of the program did not show an effect.[4]

- Watch for Me NC is a comprehensive pedestrian injury prevention program that includes engineering, education, outreach, and enforcement components. Researchers found significant, positive changes in law enforcement attitudes toward enforcing pedestrian laws following a training session,[5] and found that drivers yielded to pedestrians about 5% more often at intersections with engineering improvements and significant enforcement.[6]

-The Active Living by Design program from the Robert Wood Johnson Foundation funded many programs across the country that built community partnerships to increase walking and bicycling. Program evaluators found that a project's success depended on building strong partnerships between communities and agencies.[7]

Evaluation Framework

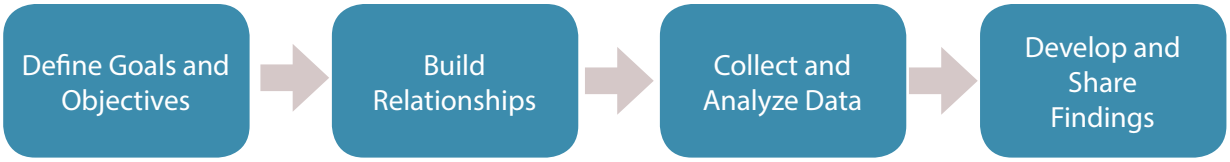


Figure 1: Evaluation Framework

Step 1: Define Goals and Objectives

The evaluation team first identified the purpose of the evaluation, then clearly defined program goals as well as process and outcome objectives that aligned with the goals (see Table 1 on page 7). These goals were proposed by the evaluation team, and then reviewed and edited by the CPBST management team. The evaluation team selected objectives to be measured in the evaluation based on whether each objective: a) aligned with the purpose of the evaluation, and b) was feasible to measure within the project timeline. The evaluation team then developed measurement tools for data collection that aligned with these objectives. Not all objectives could be measured; these unmeasured objectives are included in Appendix E.

- Goals are broad, long-term desired outcomes.
- Objectives are specific and measurable milestones.
    - Process objectives are activities that are implemented to achieve a goal.
    - Outcome objectives are measurable outcomes that determine whether a goal was achieved.

The CPBST program may not be able to document lives saved for many years to come. Therefore, it is necessary for the evaluation to measure goals and objectives that move toward larger aims and match the scope of the program. This evaluation measures a number of the program objectives, primarily focused on pedestrian safety, although the workshops include both pedestrian and bicycle safety.

For each objective shown in Table 1, specific measurement tools were identified to determine whether the objective was achieved.

- Surveys were used to measure the perceptions and opinions of the participants, such as whether they were able to identify unsafe walking and bicycling conditions.
- Observations were used to measure what actually occurred during the workshops, such as whether the participants received certain information.
- Interviews with members of the planning committees were used to measure the outcomes of the workshop, such as whether community stakeholders had formed partnerships with one another.

Table 1: Program Goals and Objectives (abridged table, see full table in Appendix E)

Objective	Measurement tool
Goal 1: Provide communities with the relevant information, data and resources to identify and address local pedestrian and bicycle safety issues	
Process Objective: At each workshop, participants receive community-specific information and resources to address safety issues	Observation: "facilitation", "community data needs", guiding questions
Process Objective: At each workshop, facilitators and participants identify local pedestrian and bicycle safety issues	Observation: "safety issues," guiding questions
Outcome Objective: After completing the workshop and upon follow-up, participants report an increase in their ability to identify unsafe walking and bicycling conditions	Post-workshop survey Q8j
Outcome Objective: After completing the workshop and upon follow-up, participants report an increase in their ability speak up for improvements in their community	Post-workshop survey Q8n
Goal 2: Build coalitions among a variety of community stakeholders to address pedestrian and bicycle safety issues	
Process Objective: Each workshop planning committee includes representatives from local government, non-profit groups, residential organizations and local schools	Observations: "CPBST partners"
Process Objective: Representatives from a cross-section of community groups attend the workshop	Pre-workshop survey Q13, 14; Observation: guiding questions
Outcome Objective: Upon follow-up, community stakeholders report partnering with one another to address local pedestrian/bicycle safety issues	Interviews
Goal 3: Increase walking and bicycling in participating communities	
Process Objective: At each workshop, facilitators and participants identify barriers to walking and bicycling in the community	Post-workshop survey Q9
Process Objective: At each workshop, facilitators and participants develop solutions to barriers limiting walking and bicycling	Observation: "solutions"
Process Objective: Upon follow-up, community partners have attained funding for solutions to barriers limiting walking and bicycling	Interviews
Goal 4: Improve perceptions of pedestrian safety in participating communities	
Process Objective: At each workshop, participants identify local pedestrian and bicycle safety issues	Pre-workshop survey Q7, Q8
Process Objective: At each workshop, facilitators inform participants about local safety issues and best practices to addressing issues	Observation: guiding questions
Goal 5: Increase objective safety measures in participating communities, including infrastructure, policy, programs, events and campaigns that aim to improve pedestrian and bicycle safety	
Process Objective: At each workshop, facilitators and participants identify local pedestrian and bicycle safety issues	Observations: "safety issues," guiding questions
Process Objective: At each workshop, facilitators and participants develop solutions to local pedestrian and bicycle safety issues	Observations: "solutions"
Process Objective: Upon long-term follow-up, community partners have applied for funding to implement solutions to safety issues	Interviews
Outcome Objective: Upon long-term follow-up, at least one safety countermeasure was implemented in the community after the workshop	Interviews

Step 2: Build Relationships

The evaluation team next worked with workshop facilitators to review the evaluation plan and measurement tools, and to integrate the evaluation into the workshops. It was important to make sure that the evaluation team and the workshop facilitators understood and agreed upon the long term and short term benefits of evaluating the program.

The evaluation team and workshop facilitators decided that the evaluation would be conducted at fourteen of the twenty community workshops that were be held between April and September 2017. At the beginning of the workshop planning process, the evaluation team introduced themselves and explained the evaluation process to community partners to confirm that they were aware of and were comfortable with the evaluation taking place.

Bakersfield CPBST, 2017

Step 3: Collect and Analyze Data

The program evaluation consisted of participants completing a survey before and after the workshop, evaluators observing the workshop, and evaluators interviewing planning committee members six to nine months after the workshop. The process is illustrated in Figure 2. The team received approval from the UC Berkeley Human Research Protection Program to conduct the evaluation for research purposes, although other groups considering evaluating their own programs would likely not need to obtain such approval if they were conducting an evaluation for internal purposes.

Surveys were distributed to all workshop participants before and after each workshop. The pre-workshop survey established a baseline of participants' perceptions about walking, as well as their travel patterns and demographic characteristics. The post-workshop survey included identical questions as a way to measure how the workshop activities changed participant perceptions. The surveys were linked by a unique identification code that allowed the team to measure changes in individual responses. Surveys were administered in English and Spanish. See Appendix B for the survey questions.

Members of the evaluation team were participant-observers in each workshop. They took notes about the topics that were discussed, how attendees participated, and how different groups worked together during

the activities. Evaluators followed a standard observation protocol to ensure that they were consistent in the type of information observed and recorded. When appropriate, they provided expertise during the workshops as co-facilitators, and participated in the group discussions and walking audits. Although the survey focused only on pedestrian safety concerns, the observation protocol included both pedestrian and bicycle issues. The observation protocol and a brief description of the analysis process is included in Appendix C.

Follow-up interviews were conducted six to nine months after the CPBST workshops were completed to gain feedback on the effectiveness of the workshop planning process and to collect information on early successes in communities after completion of the workshops. In total, the evaluation team interviewed nineteen individuals from thirteen out of fourteen focus communities. All of the individuals had been a part of the planning committee and had attended the CPBST workshop. The team interviewed the planning committees to learn about any project implentation that had begun or or been completed after the workshop.

Finally, the evaluation team analyzed the collected data. For the survey data, the team conducted a basic analysis using Microsoft Excel to compare the changes in responses before and after the workshop. This

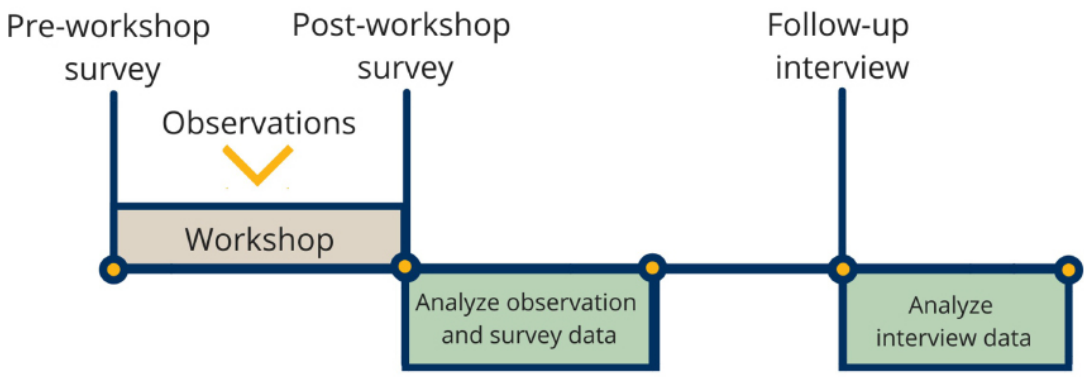


Figure 2: Data Collection and Analysis Timeline

analysis could also be accomplished by entering the information into survey software, such as Google Surveys or Survey Monkey. A more comprehensive analysis was conducted using R (for more information, please see the academic paper *How Effective Are Community Pedestrian Safety Training Workshops?* available upon request).

Observation data was analyzed by descriptive coding using a pre-generated codebook based on the goals and objectives shown in Table 1. Descriptive coding is the process of summarizing a section of qualitative data in a word or phrase. After the first round of descriptive coding, the team developed themes based on common codes found across the workshops.

The interviews were not coded. Instead, they were compared to find commonalities and differences between individual interview findings.

Step 4: Develop and Share Findings

Once data analysis was complete, the evaluation team examined findings based on each evaluated objective to develop specific and general conclusions and recommendations.

The evaluation findings have been or will be shared in three ways:

1. An internal report to convey specific recommendations for the CPBST program, paired with an internal meeting with the CPBST team.
2. An external practitioner report to share the findings with agencies, stakeholders, and others interested in community-based active transportation planning and evaluations (this document).
3. A presentation of findings at the Transportation Research Board Annual Meeting in 2018 and the academic paper "How effective are community pedestrian safety training workshops? Short-term findings from a program in California" in the Journal of Transportation and Health.

Azusa CPBST, 2017

Palermo CPBST, 2017

Sanger CPBST, 2017

Evaluation Findings

Goal 1: Provide communities with information, data and resources

- Process Objective: At each workshop, participants receive community-specific information and resources to address safety concerns
- Process Objective: At each workshop, facilitators and participants identify local pedestrian and bicycle safety problems
- Outcome Objective: After completing the workshop and upon follow-up, participants report an increase in their ability to identify unsafe walking and bicycling conditions
- Outcome Objective: After completing the workshop and upon follow-up, participants report an increase in their ability speak up for improvements in their community

Every workshop provided participants with community-specific information and resources to address local safety concerns. About half of the communities that applied to host a CPBST workshop identified a particular safety problem they wanted the training to focus on, such as a dangerous corridor or student safety. The other half did not identify a specific need, and a workshop focus was instead determined during the workshop planning meetings.

At each workshop, participants identified safety issues and potential safety improvements through observing local examples used in the presentation, and by discussing local problems and improvements during the walking audits and brainstorming sessions. The workshop facilitators presented

"The workshop helped to give power and language for the community to advocate directly to city and state."

– Workshop Planning Committee Member

Common Safety Concerns and Potential Improvements:

Participants most commonly mentioned pedestrian and bicycle infrastructure as an issue, consistent with survey results finding that the lack of adequate infrastructure was one of the most commonly reported barriers to walking. In workshops in rural areas, the most common infrastructure-related concerns involved breaks in pedestrian and bicycle connectivity, including non-existent sidewalks, missing paths for walking or bicycling, poorly marked crosswalks, and a lack of street lighting. Participants at urban sites focused primarily on traffic control and pedestrian/bicycle visibility. Safety in school zones was a common concern and priority area for most of the communities. The workshop facilitators presented countermeasures for a majority of safety concerns that participants raised.

In most workshops, participants learned about safety improvements that they were not aware of before the workshop. They were particularly interested in infrastructure and safety programs that were community-led, easy to implement, and inexpensive, such as community-decorated crosswalks and murals. Most participants recommended improvements to pedestrian infrastructure, including enhancing visibility of existing crosswalks or installing sidewalks on streets where they did not previously exist. Many of the potential solutions participants suggested involved maintenance of existing infrastructure and small-scale projects. Large-scale projects, such as road diets or paving rural gravel roads, were mentioned less frequently. It was also common for participants to suggest potential programs and events aimed at encouraging walking and bicycling.

information and resources for the majority of safety concerns that participants raised. However, in many workshops participants brought up barriers to walking and bicycling safety that were not included in the planning process, and therefore, were not covered formally in the presentation. Examples of these include: pedestrian and bicycle safety challenges related to high temperatures and rain, and problems such as stray dogs in neighborhoods that made people wary of walking or bicycling in the area.

Survey results indicated that the workshops were successful in meeting the objectives of increasing participants' ability to identify unsafe walking and bicycling conditions and to speak up for improvements. The proportion of participants who agreed that they knew how to identify unsafe pedestrian conditions increased from 74% before the workshop to 83% afterward. There was also a 10% increase in the number of participants who agreed that learning about pedestrian safety helped them advocate for improvements in their community (79% vs 89%).

Interviews with members of planning committees conducted six to nine months after the workshop confirmed that the CPBST program functioned as an opportunity for community members to engage in transportation safety conversations and learn about the role of the built environment on their overall health, safety and wellness. The trainings also introduced technical language to participants that they could use to advocate for improvements in their communities and participate in future transportation safety activities. In one community, CPBST attendees went on to become part of the Technical Advisory Committee and residents' stakeholder groups in grant applications and active transportation plan updates. Various community partners reported taking the skills they gained during the walking assessments to conduct their own safety assessments focusing on topics such as driver behavior, active transportation, healthy communities, public safety and street lighting.

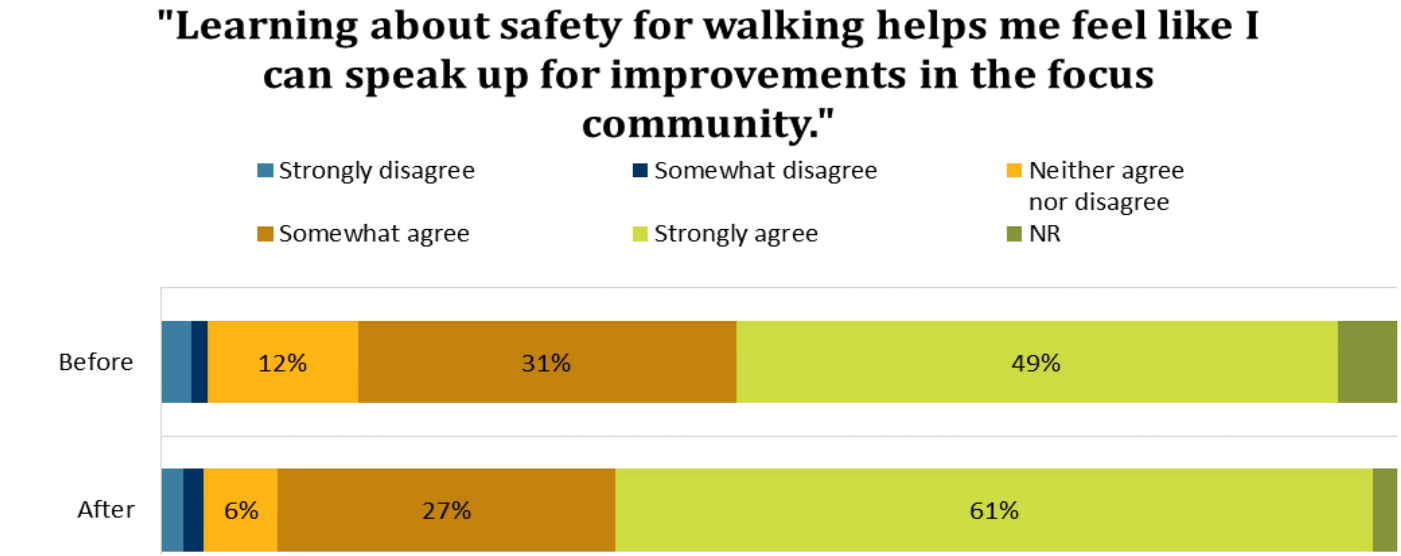


Figure 3: Workshophelped participants advocate for improvements

West Long Beach CPBST, 2017

Goal 2: Build community stakeholder coalitions

- Process Objective: Each workshop planning committee includes representatives from local government, non-profit groups, residential organizations and local schools
- Process Objective: Representatives from a cross-section of community groups attend the workshop
- Outcome Objective: Upon follow-up, community stakeholders report partnering with one another to address local pedestrian/bicycle safety

Representatives from local governments, non-profits, and the public were present on all workshop planning committees. At most workshops, community residents, non-profit leaders and employees, and public sector employees took part, though not equally so at all workshops. Community members with no other affiliation made up 37% of workshop participants. Individuals affiliated with non-profit organizations made up approximately 30% of attendees, and government-affiliated individuals comprised about 25% of participants. Workshop participants were generally long-time residents of the towns where the training sessions were held, and nearly three-quarters were already engaged in transportation safety planning activities. Compared with the California population, workshop participants were more likely to be Hispanic or Latino and less likely to be White, more likely to be college educated, and had household incomes at about the statewide median.

The planning committee was key to ensuring participation from various stakeholders at workshop sites. Workshop sessions were usually the first time that representatives of stakeholder groups were in the same space for a significant amount of time together. Public sector employees in planning, public health, and

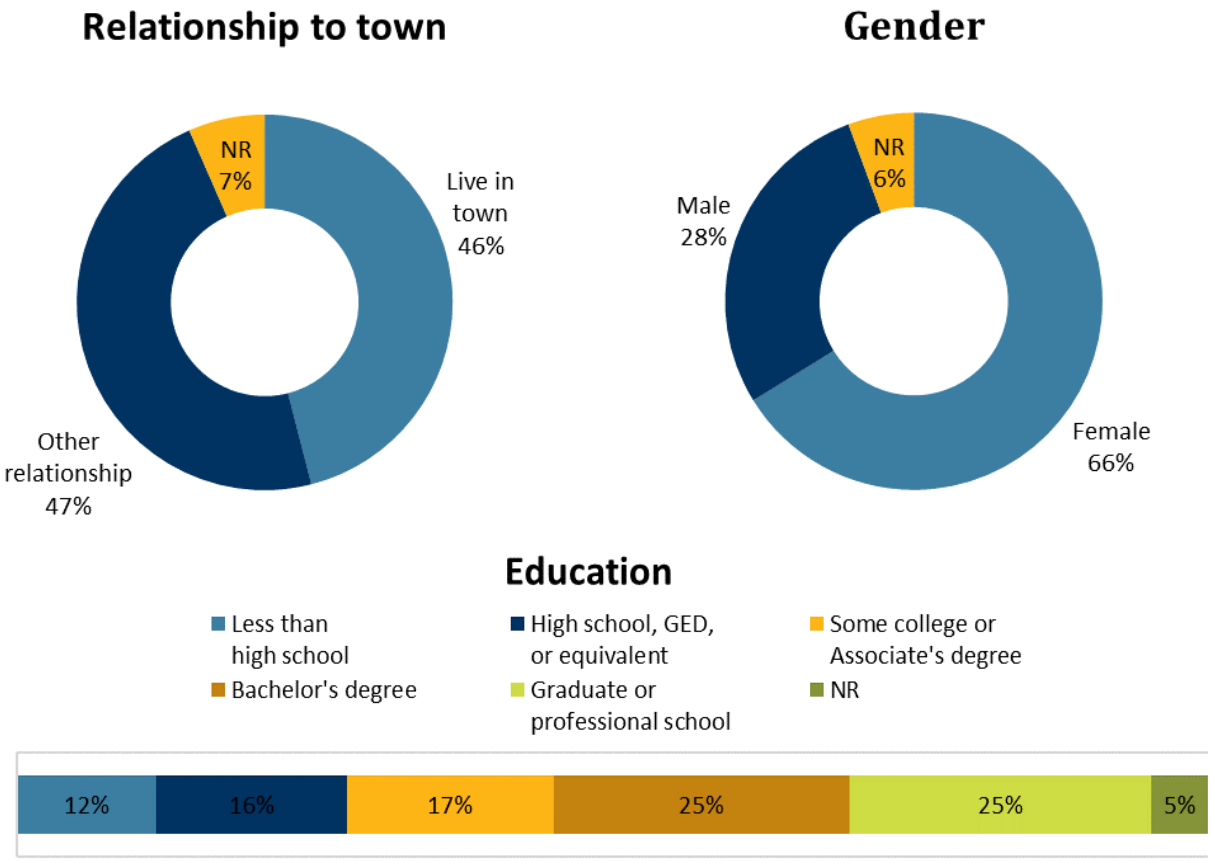


Figure 4: Workshop participant characteristics

*NR = No Response

public works, and advocacy groups, such as local bicycle coalitions and other community organizations, were usually present. Elected officials often gave a welcoming address, but did not always participate in the remainder of the session.

At some workshops, participants mentioned that not all critical stakeholder representatives were present, including those from law enforcement, schools, and the business community. In some cases, the groups missing from the discussions had been invited to the workshop but had not attended. In a few cases, the planning committee did not learn about missing groups until discussions progressed during workshop activities. Community turnout met expectations at most workshops, but was lower than expected at six of the fourteen workshops.

In follow-up interviews, participants mentioned that the workshops were a place for agency, organization and community representatives to connect with existing partners and develop new partnerships.

The CPBST served as an opportunity for community members of diverse backgrounds and with different levels of experience in transportation safety topics to be a part of transportation safety conversations. In one community, Public Health staff reported feeling more experienced with the Safe Routes to School program after attending a CPBST workshop. And in another community, Public Health staff has begun to work with Public Works and the County Association of Governments to develop a vision for a countywide safety program. Various communities reported new coalitions among public transit agencies, county transportation commission, city representatives, outdoor recreation groups, educators, families, public health and air quality departments to encourage safe and active transportation, and promote green spaces and parks. Community organizations leveraged newly established partnerships to help prioritize improvements and ensure community members are aware of and involved in the planning process of current and future development projects. For example, a non-profit organization in Northern California reported working with city officials and transit agencies to ensure that the community's interests and concerns inform the planning process of a project that improves a main corridor in their community. In another community, the local Bicycle Pedestrian Advisory Committee has partnered with the police department to promote pedestrian safety through an education campaign that bring awareness of the need for safe crossings to both pedestrians and drivers.

> "We are learning from each other and we avoid replicating work."
>
> – Workshop Participant

Blue Lake CPBST, 2017

North Shore CPBST, 2017

Goal 3: Increase walking and cycling in communities

- Process Objective: At each workshop, facilitators and participants identify barriers to walking and bicycling in the community
- Process Objective: At each workshop, facilitators and participants develop solutions to barriers limiting walking and bicycling
- Process Objective: Upon follow-up, community partners have attained funding for solutions to barriers limiting walking and bicycling

Because measuring objective changes in behavior takes longer than a single year, we were unable to measure whether walking and biking actually increased after the workshops. However, we were able to assess the steps taken toward this goal by measuring the effects of the workshop on the participants' abilities to identify barriers to walking (Figure 5). Before the workshop, survey respondents identified lack of street lighting as the most significant barrier to walking, followed by car traffic, lack of crosswalks, sidewalks in poor condition, and danger from crime. While most people's perceptions of these barriers did not change, the proportion of people who thought that lack of crosswalks was a significant barrier to walking increased from 65% before the workshop to 77% afterward. This change may be due to crosswalks and pedestrian signals being a central focus of the training presentation, and participants often identified crossings as an area of concern during the walking audit.

Other barriers to walking were identified at the workshops, including lack of funding for potential safety solutions and a reliance on county and state governments for support. Workshop participants mentioned a lack of funding for law enforcement, new infrastructure and maintenance of existing infrastructure, programming and events, as being significant issues. Although facilitators did not explicitly address financial constraints in all workshops, many of the workshops served as important elements in communities' applications for a variety of types of funding, including active transportation grants, and affordable housing grants. Additionally, many rural communities reported institutional barriers to addressing safety concerns, including relying on county and state agencies to implement local changes or addressing regional transportation issues to influence local safety.

Palermo CPBST, 2017

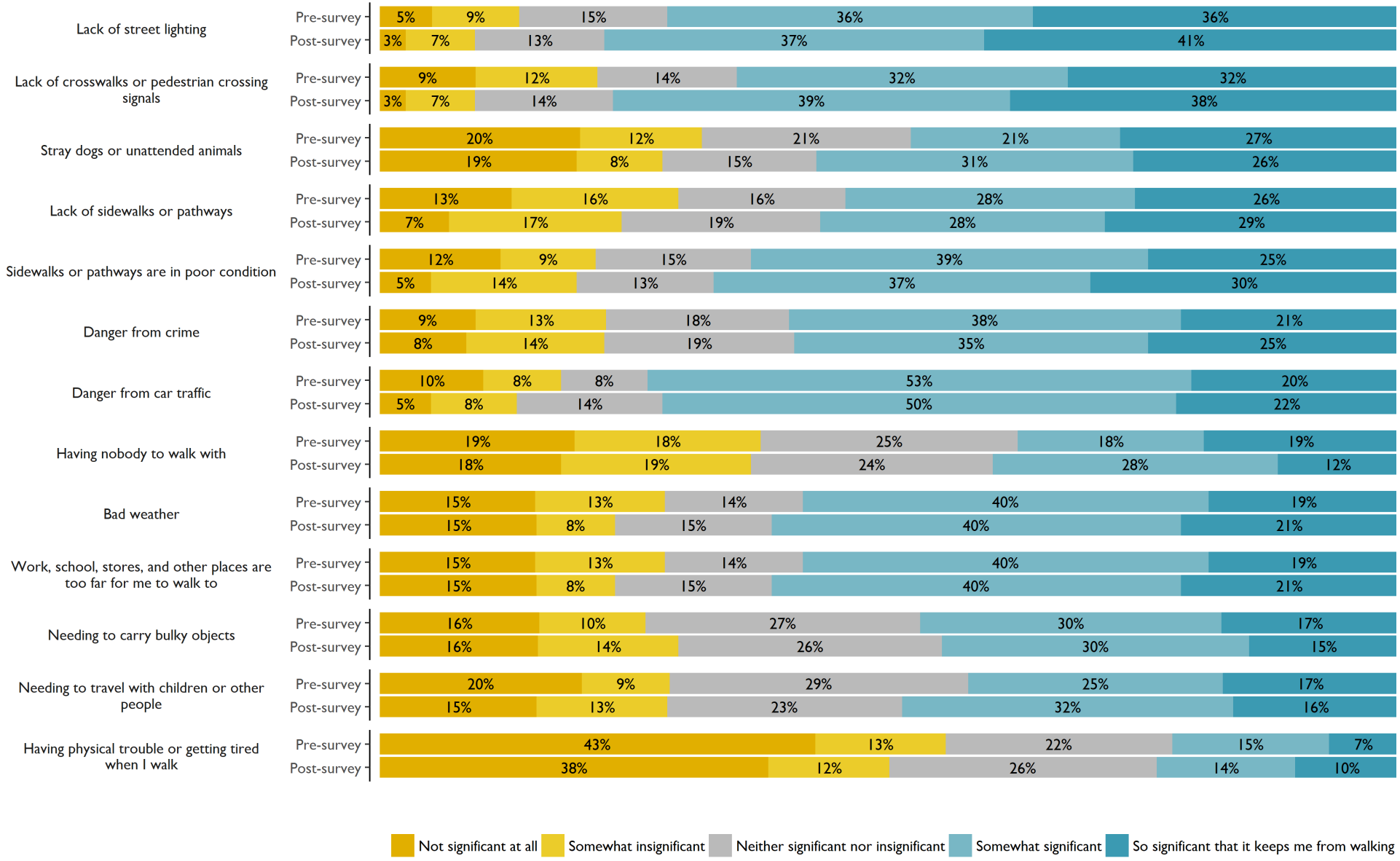


Figure 5: Barriers to walking, pre- and post-workshop

Goal 4: Improve safety perceptions

- Process Objective: At each workshop, participants identify local pedestrian and bicycle safety issues
- Process Objective: At each workshop, facilitators inform participants about local safety concerns and best practices to addressing issues

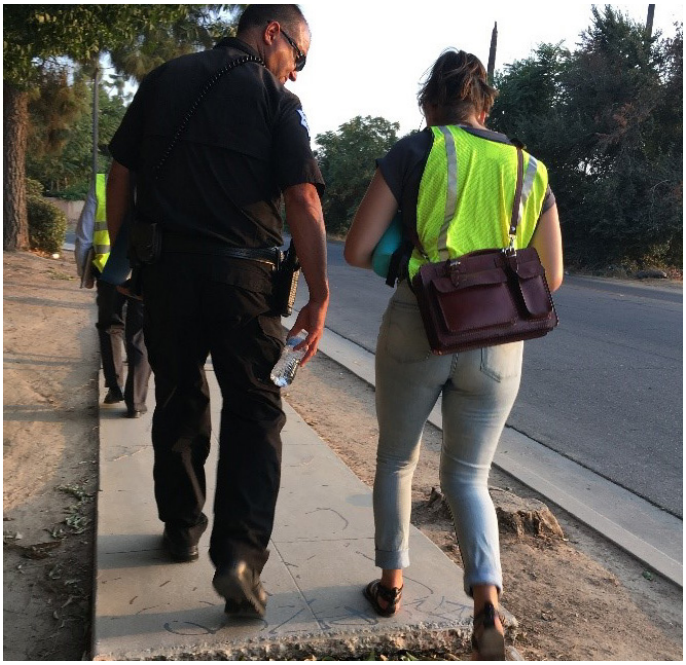
At the beginning of each training session, participants were asked to rate the safey of the workshop area for pedestrians. The median response was that it was neither safe nor dangerous, and 38% reported feeling "Somewhat safe" or "Very safe." About one third responded that it was somewhat dangerous for walking, while 11% believed it was very dangerous to walk in the workshop area.

Most respondents did not believe that the workshop area was safe enough for a child walking alone. By the end of the workshop, a higher number of participants concluded that the workshop area was not safe for children walking alone (46% vs 54%).

In the surveys, workshop participants reported their perceptions of factors related to pedestrian safety (Figure 6). They strongly agreed that traffic enforcement, special events and group activities, and slower driving improved their perceptions of safety. Based on survey findings, the workshop mainly seemed to influence participants' perceptions of the social aspects that affect safety. Before the workshop, 62% of respondents agreed that special events such as street fairs improved safety perceptions, increasing to 75% after the workshop. After the workshop, more participants thought neighborhood groups would make them feel safer (an increase from 65% to 76%).

Increasing perception of safety is important for encouraging people to walk more; however, it is important to not confuse perceptions of safety with objectively-measured safety.

Sanger CPBST, 2017



Fresno CPBST, 2017

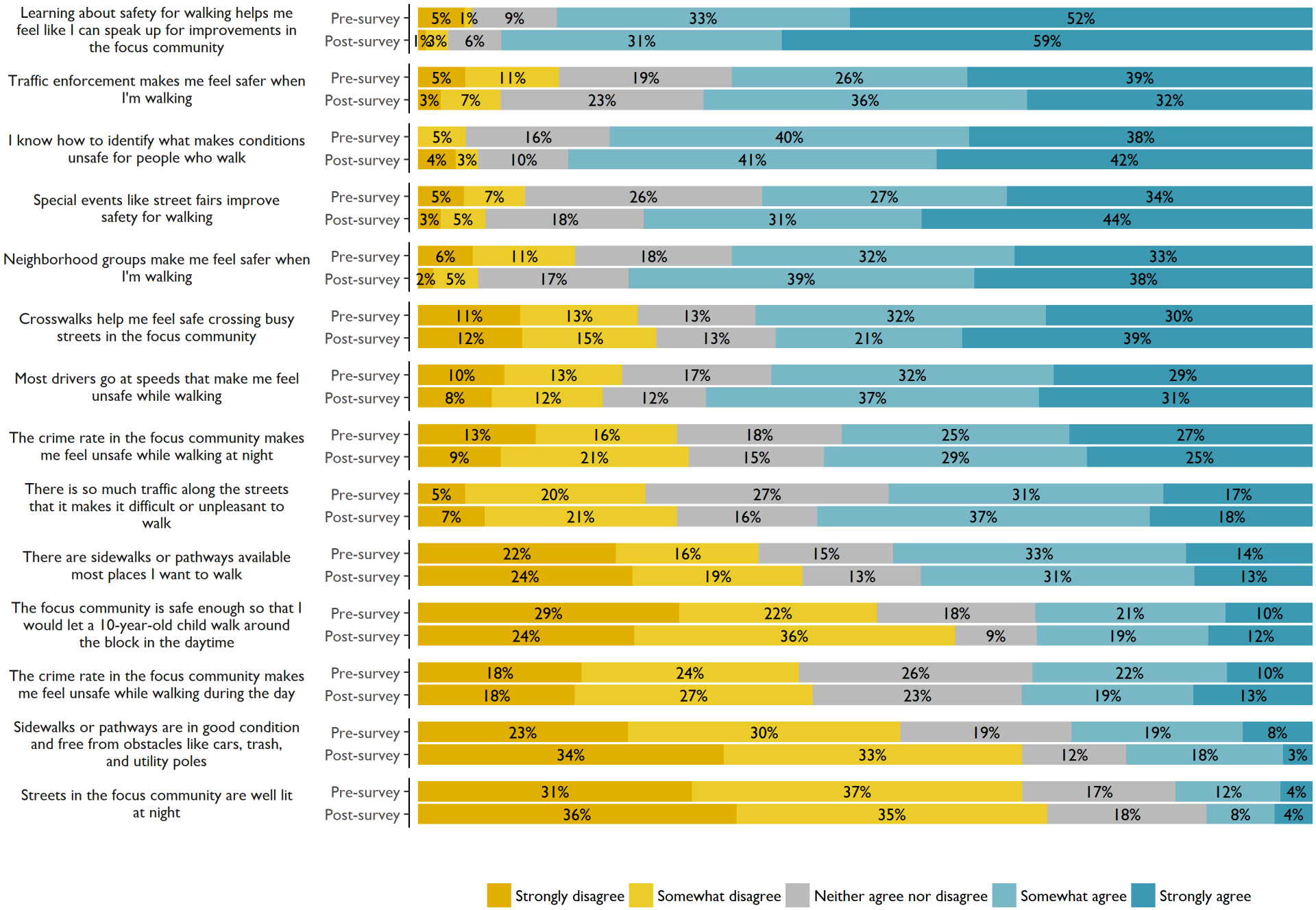


Figure 6: Perceptions of pedestrian safety, pre- and post-workshop

Goal 5: Increase objective safety measures

- Process Objective: At each workshop, facilitators and participants identify local pedestrian and bicycle safety concerns
- Process Objective: At each workshop, facilitators and participants develop solutions to local pedestrian and bicycle safety issues
- Process Objective: Upon long-term follow-up, community partners have applied for funding to implement solutions to safety issues
- Outcome Objective: Upon long-term follow-up, at least one safety countermeasure was implemented in the community after the workshop

At each workshop, facilitators and participants identified local pedestrian and bicycle safety concerns. Workshops were successful in generating ideas for safety solutions. The facilitation team documented ideas and potential solutions generated during the brainstorming activities held throughout the training, distributing them to the planning committees and publishing them online in a summary report.

When discussing the lack of basic infrastructure, workshop participants did not know the timeframe and steps necessary to make these changes, including who to contact in government agencies and how to acquire funding.

Stakeholder interviews, conducted 6-9 months after the workshop, provided some reports of early success. Many communities were taking steps to implement safety measures, including applying for funding for safety improvements and hosting community safety events.

Although the CPBST workshops have an overall aim of improving pedestrian and bicycle safety, this goal is very difficult to achieve or evaluate in the short term. Planning processes to install infrastructure often take years to implement. Collision data are not available for analysis for at least one year following data collection, and even then, trends take several years to identify because of the relatively infrequent occurrence of serious collisions. Therefore, whether the program achieves its overall aim must be evaluated at a later time.

Although the CPBST workshops have an overall aim of improving pedestrian and bicycle safety, this goal is very difficult to achieve or evaluate in the short term. Planning processes to install infrastructure often

North Shore CPBST, 2017

take years to implement. Collision data are not available to analyze for at least one year following data collection, and even then, trends take several years to identify because of the relatively infrequent occurrence of serious collisions. Therefore, whether the program achieves this outcome must be evaluated at a later time. At the time the planning committee interviews took place, one community reported successfully implementing a short-term demonstration of a curb bulb-out and an enhanced crosswalk. A rural community in Northern California successfully installed crosswalks and speed humps in several locations and is determining costs and funding sources for flashing beacons. Another community reported a current project to install flashing beacons, and pavement markings adjacent to a school to improve pedestrian and bicycle safety.

Lessons Learned

The team learned several valuable lessons about conducting evaluations of community-based programs:

- The survey should be shortened. The survey should be shortened. Depending on the communities in which the workshops were conducted, the pre-workshop survey took anywhere from 10-30 minutes. This meant that the team received more surveys from participants who were working in the transportation safety sector, and fewer from community residents. Part of this was due to the fact that the team wanted to be able to use the information for academic research, resulting in a more extensive survey and survey procedures. See Appendix F for a shorter version of the evaluation survey.
- When collecting observations, the evaluation team noticed that some workshop partners and participants were apprehensive about an observer taking notes during the workshop. In the future, the team would make sure partners and participants are clear about and comfortable with the evaluation procedures before the workshops.
- Flexibility in the evaluation plan is important. The evaluation team had planned to conduct follow-up surveys with participants six to nine months after the workshops. However, the team determined that there would likely be a very low response rate due to the inability to reach community participants. Instead, the team decided to conduct interviews with a representative from the workshop planning committee from each community. This allowed the team to acquire information about any safety improvements that had been completed or were in progress.

North Shore CPBST, 2017

Recommendations for Program Improvement

Based on the findings, the evaluation team recommended the following changes be made to the CPBST program:

- During the planning meetings and workshops, partnership development and networking activities should be emphasized as an important part of the workshop structure.
- With the planning committee, workshop facilitators should develop target numbers of workshop participants for each workshop (for example, 30 community members, 5 city agency staff, 1 school district representative, 1 police representative, etc.), and then develop outreach plans accordingly.
- Workshop facilitators should provide additional support and guidance for outreach to ensure representative attendance at workshops.
- A library of extra slides or resources should be available for situations in which participants bring up barriers to walking and bicycling that are not covered in the presentation.
- In presentations, the timeframe and steps needed to make infrastructure changes should be explained.
- The program should continue to support planning around pilot projects since potential tools for improving safety may not require substantial funds.
- The program should continue to introduce communities to the value of implementing changes to the built environment.
- The program should discuss opportunities for communities to seek funding for safety projects.

Ponoma CPBST, 2017

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Appendix A: Gaining Consent

Suggested Intro Script

My name is _____ and I'm a [position] at SafeTREC. As part of today's community pedestrian and bicycle safety training workshop, we are conducting an evaluation of how well the program builds community capacity to advocate for safety, and how it affects your perceptions of safety for walking and bicycling. We're doing this for research purposes so we can share our results with others who are interested in developing similar programs.

The evaluation consists of two parts: an observation of the workshop and a set of surveys. For the observation, we are going to take notes on how the group participates and works together during the workshop. You won't have to do anything except your normal participation during the workshop, and we won't identify anyone by name when we write up the results.

We'll also ask you to take two surveys—both of which are in your folder. As soon I'm done, I'll ask you to take the survey labeled #1, which asks about your daily travel, your perceptions of safety, and some information about yourself. It should take about 10 minutes to fill out. At the end of the workshop, I'll ask you to take survey #2. It has similar questions but should only take about 5 minutes to fill out. If you leave early, please fill it out at home using the website we provide you. You can skip any question on the survey if you'd prefer not to answer it.

If you're willing to participate, please sign the consent form we gave you and return it to me. The form also has more details about this evaluation.

English

University of California at Berkeley

Consent to Participate in Research

Evaluating a Community Pedestrian and Bicycle Safety Training Program (Pre-workshop)

Introduction and Purpose

Our names are Jesus Barajas and Kate Beck. We are researchers working with Jill Cooper and Offer Grembek, Co-Directors of the Safe Transportation Research and Education Center (SafeTREC) at the University of California, Berkeley. We would like to invite you to take part in our research study, which concerns how a community safety training program affects safety and your perceptions of safety for walking.

Procedures

If you agree to participate in our research, we will ask you to complete the attached survey. The survey will involve questions about your daily travel, your experiences walking, barriers preventing you from walking more, and questions about you and your household. The survey should take about 10 minutes to complete.

We will also ask you to complete two follow-up surveys: one at the end of today's workshop and one about six months from now.

Benefits

There is no direct benefit to you from taking part in this study. We hope that the information gained from the study will help public agencies and communities learn how a community safety training program enables them to improve pedestrian safety.

Risks/Discomforts

Some of the research questions may make you uncomfortable or upset. You are free to decline to answer any questions you don't wish to, or to stop participating at any time. As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk.

Confidentiality

Your study data will remain confidential. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

To minimize the risks to confidentiality, only members of the research team will have access to the study data. We will enter the data on a secure, password-protected database. We will keep paper copies of the survey in a locked cabinet for error-checking purposes, then destroy them at the end of the study.

When the research is completed, we may save the data for use in future research done by myself or others. We will retain these records indefinitely after the study is over. The same measures described above will be taken to protect confidentiality of this study data.

Compensation

To thank you for participating in this study, we will enter you in a drawing for one of five $10 gift cards after you have returned all three surveys. We will conduct the drawing six months after all of this year's workshops have been completed.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate, to answer any particular question, or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact us. You can reach Jesus at 925-338-9740 or jmbarajas@berkeley.edu.

If you have any questions about your rights or treatment as a research participant in this study, please contact the University of California at Berkeley's Committee for Protection of Human Subjects at 510-642-7461, or e-mail subjects@berkeley.edu.

If you agree to take part in the research, please keep a copy of this page for future reference. By returning this survey, we understand that to mean you have consented to participating in this research.

University of California at Berkeley

Consent to Participate in Research

Evaluating a Community Pedestrian and Bicycle Safety Training Program (Post-workshop)

Introduction and Purpose

Our names are Jesus Barajas and Kate Beck. We are researchers working with Jill Cooper and Offer Grembek, Co-Directors of the Safe Transportation Research and Education Center (SafeTREC) at the University of California, Berkeley. We would like to invite you to take part in our research study, which concerns how a community safety training program affects safety and your perceptions of safety for walking.

Procedures

If you agree to participate in our research, we will ask you to complete the attached survey. The survey will involve questions about your experiences walking and barriers preventing you from walking more. The survey should take about 10 minutes to complete.

We will also ask you to complete one additional follow-up survey about six months from now using your preferred method of contact we requested from you at the beginning of today's workshop. We can email you, call you, or mail you the follow-up survey.

Benefits

There is no direct benefit to you from taking part in this study. We hope that the information gained from the study will help public agencies and communities learn how a community safety training program enables them to improve pedestrian safety.

Risks/Discomforts

Some of the research questions may make you uncomfortable or upset. You are free to decline to answer any questions you don't wish to, or to stop participating at any time. As with all research, there is a chance that confidentiality could be compromised; however, we are taking precautions to minimize this risk.

Confidentiality

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

To minimize the risks to confidentiality, only members of the research team will have access to the study data. If you complete this survey in person, we will enter the data in a secure, password-protected database. We will keep paper copies of the survey in a locked cabinet for error-checking purposes, then destroy them at the end of the study. If you complete this survey online, you will be entering your data in a secure, password-protected

database.

When the research is completed, we may save the data for use in future research done by ourselves or others. We will retain these records indefinitely after the study is over. The same measures described above will be taken to protect confidentiality of this study data.

Compensation

To thank you for participating in this study, we will enter you in a drawing for one of five $10 gift cards after you have returned all three surveys. We will conduct the drawing six months after all of this year's workshops have been completed.

Rights

Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time. Whether or not you choose to participate, to answer any particular question, or continue participating in the project, there will be no penalty to you or loss of benefits to which you are otherwise entitled.

Questions

If you have any questions about this research, please feel free to contact us. You can reach Jesus at 925-338-9740 or jmbarajas@berkeley.edu.

If you have any questions about your rights or treatment as a research participant in this study, please contact the University of California at Berkeley's Committee for Protection of Human Subjects at 510-642-7461, or e-mail subjects@berkeley.edu.

If you agree to take part in the research, please keep a copy of this page for future reference. By returning this survey, we understand that to mean you have consented to participating in this research.

Spanish

Universidad de California Berkeley

Consentimiento para participar en la investigación

Evaluando el taller comunitario de seguridad peatonal y ciclista (antes del taller)

Introducción y el propósito

Nuestros nombres son Jesús Barajas y Kate Beck. Somos investigadores bajo la supervisión de Jill Cooper y Offer Grembek, codirectores del Centro de Investigación y Educación para el Transporte Seguro de la Universidad de California, Berkeley. Nos gustaría invitarlos a ser parte de nuestra investigación en la que intentamos entender cómo los entrenamientos comunitarios afectan la seguridad y sus percepciones de la seguridad peatonal.

Procedimiento

Si acepta ser parte de nuestra investigación, le pediremos que llene el cuestionario adjunto. El cuestionario hace preguntas acerca de su recorrido diario, obstáculos que le impidan que camine más, y preguntas acerca de usted y su vivienda. El cuestionario le tomara alrededor de 10 minutos.

También le pediremos que llene dos cuestionarios adicionales: uno al final del taller de hoy y otro dentro de seis meses.

Beneficios

No hay beneficios directos para los participantes. Pero parte de la meta de esta investigación es obtener información que ayudara a las agencias públicas y a las comunidades aprender como un programa de entrenamiento dirigido a la seguridad pueden mejorar la seguridad peatonal.

Riesgos / Incomodidades

Algunas preguntas le pueden incomodar o molestar. En cualquier momento, usted tiene la libertad de omitir las preguntas que desee o puede decidir terminar su participación. Como en cualquier otra investigación, corre el riesgo de violación de confidencialidad; sin embargo, tomaremos todas las precauciones posibles para minimizar este riesgo.

Confidencialidad

Su información será manejada con mayor confidencialidad. Si los resultados de este estudio son publicados o presentados, se excluirán nombres o información que identifique a la persona.

Para reducir los riesgos de violación de confidencialidad, únicamente miembros de la investigación tendrán acceso a los datos de este formulario. Los archivos electrónicos serán almacenados en formato encriptado que requiere contraseña. Los datos escritos serán almacenados en un gabinete bajo llave con el propósito de conservar pruebas de errores, al final de la investigación serán destruidos.

Cuando la investigación llegue a su fin, hay una posibilidad que conservemos los datos para usarlos en investigaciones futuras que serán llevadas a cabo por mi u otros. Retendremos los datos indefinidamente al final de la investigación. Las mismas medidas que se mencionaron anteriormente se llevaran a cabo para proteger la confidencialidad de esta investigación.

Compensación

Como agradecimiento por su tiempo, tendrá la oportunidad de ganar una de cinco tarjetas de regalo de $10 después de haber completado el último cuestionario. La rifa se llevará a cabo seis meses después del último taller de seguridad de este año.

Derechos

Su participación en esta investigación es completamente voluntaria.

Tiene el derecho de negarse a participar en el proyecto. Puede omitir cualquier pregunta y puede decidir no ser parte del proyecto en cualquier momento. No habrá ninguna sanción a usted o perdida a los beneficios que de otra forma tiene derecho a reclamar.

Preguntas

Si tiene preguntas o dudas acerca de esta investigación, se puede poner en contacto con Jesús al número 925-338-9740 o a la dirección de correo electrónico jmbarajas@berkeley.edu.

Si tiene preguntas o dudas acerca de sus derechos o del tratamiento como sujeto, puede contactar la oficina del Comité para la Protección de Sujetos Humanos de la Universidad de California, Berkeley al número 510-642-7461 o al correo electrónico subjects@berkeley.edu.

Si desea participar en la investigación, por favor guarde una copia de esta página para referencia. Al completar y regresar el cuestionario, entendemos que ha consentido a participar en esta investigación.

Universidad de California Berkeley

Consentimiento para participar en la investigación

Evaluando el taller comunitario de seguridad peatonal y ciclista (después del taller)

Introducción y el propósito

Nuestros nombres son Jesús Barajas y Kate Beck. Somos investigadores bajo la supervisión de Jill Cooper y Offer Grembek, codirectores del Centro de Investigación y Educación para el Transporte Seguro de la Universidad de California, Berkeley. Nos gustaría invitarlos a ser parte de nuestra investigación en la que intentamos entender cómo los entrenamientos comunitarios afectan la seguridad y sus percepciones de la seguridad peatonal.

Procedimiento

Si acepta ser parte de nuestra investigación, le pediremos que llene el cuestionario adjunto. El cuestionario hace preguntas acerca de su recorrido diario, obstáculos que le impidan que camine más, y preguntas acerca de usted y su vivienda. El cuestionario le tomara alrededor de 10 minutos.

También le pediremos que llene un cuestionario adicional en seis meses. Usaremos la información de contacto que prefiere que nos dio al principio del taller. Podemos enviarle el cuestionario por correo electrónico, por teléfono, o por correo postal.

Beneficios

No hay beneficios directos para los participantes. Pero parte de la meta de esta investigación es obtener información que ayudara a las agencias públicas y a las comunidades aprender como un programa de entrenamiento dirigido a la seguridad pueden mejorar la seguridad peatonal.

Riesgos / Incomodidades

Algunas preguntas le pueden incomodar o molestar. En cualquier momento, usted tiene la libertad de omitir las preguntas que desee o puede decidir terminar su participación. Como en cualquier otra investigación, corre el riesgo de violación de confidencialidad; sin embargo, tomaremos todas las precauciones posibles para minimizar este riesgo.

Confidencialidad

Su información será manejada con mayor confidencialidad. Si los resultados de este estudio son publicados o presentados, se excluirán nombres o información que identifique a la persona.

Para reducir los riesgos de violación de confidencialidad, únicamente miembros de la investigación tendrán acceso a los datos de este formulario. Los archivos electrónicos serán almacenados en formato encriptado que

requiere contraseña. Los datos escritos serán almacenados en un gabinete bajo llave con el propósito de conservar pruebas de errores, al final de la investigación serán destruidos.

Cuando la investigación llegue a su fin, hay una posibilidad que conservemos los datos para usarlos en investigaciones futuras que serán llevadas a cabo por mi u otros. Retendremos los datos indefinidamente al final de la investigación. Las mismas medidas que se mencionaron anteriormente se llevaran a cabo para proteger la confidencialidad de esta investigación.

Compensación

Como agradecimiento por su tiempo, tendrá la oportunidad de ganar una de cinco tarjetas de regalo de $10 después de haber completado el último cuestionario. La rifa se llevará a cabo seis meses después del último taller de seguridad de este año.

Derechos

Su participación en esta investigación es completamente voluntaria.

Tiene el derecho de negarse a participar en el proyecto. Puede omitir cualquier pregunta y puede decidir no ser parte del proyecto en cualquier momento. No habrá ninguna sanción a usted o perdida a los beneficios que de otra forma tiene derecho a reclamar.

Preguntas

Si tiene preguntas o dudas acerca de esta investigación, se puede poner en contacto con Jesús al número 925-338-9740 o a la dirección de correo electrónico jmbarajas@berkeley.edu.

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Si desea participar en la investigación, por favor guarde una copia de esta página para referencia. Al completar y regresar el cuestionario, entendemos que ha consentido a participar en esta investigación.

Appendix B: Surveys

Pre-Workshop Survey - English

Community Pedestrian and Bicycle Safety Survey (#1)

Thank you for agreeing to take this survey! Your answers will help researchers at UC Berkeley's Safe Transportation Research and Education Center provide feedback to decision makers about top safety issues in your community and understand how community safety training programs like this one affect walking and bicycling. Your participation in this survey is completely voluntary; you may skip any question you do not wish to answer, and you may stop taking the survey at any time.

Section A: About your daily travel

1. What mode of transportation do you usually use to go to work or to run errands?
   Select only one.

   ☐ Driving or riding in a car
   ☐ Walking *[If you selected walking, go to question 4.]*
   ☐ Bicycling
   ☐ Taking the bus or train
   ☐ Some other mode of transportation

2. Have you thought about walking to work or to run errands in the last 6 months?

   ☐ Yes
   ☐ No

3. How likely are you to walk to work or to run errands at least once in the next 6 months?

   ☐ Not likely
   ☐ Somewhat likely
   ☐ Very likely

For the following questions, write "0" if you did not use that mode or travel for that purpose. When we refer to "walking" in this survey, we mean walking or getting around using an assistive mobility aid like a wheelchair or motorized wheelchair.

4. During the last 7 days, how many days did you:

   a. Walk for at least 10 minutes at a time? _____ days
   b. Bicycle for at least 10 minutes at a time? _____ days
   c. Ride in a car, either as a driver or passenger? _____ days
   d. Take the bus or train? _____ days

Please continue to the next page →

5. Now think about the travel you did ONLY in ABCTown. During the last 7 days, how many days did you walk for at least 10 minutes at a time?
   _____ days *[If 0, skip to question 7]*

6. During the last 7 days, how many days did you walk for the following reasons in ABCTown?

a. Work, school, or daycare _____ days
b. Social, recreational, or religious services _____ days
c. Shopping, errands, or meals _____ days
d. Exercise _____ days

Section B: Walking experiences

7. How safe or dangerous does ABCTown generally feel when you are walking during the day?

   ☐ Very dangerous
   ☐ Somewhat dangerous
   ☐ Neither safe nor dangerous
   ☐ Somewhat safe
   ☐ Very safe

   ☐ I don't walk in ABCTown

Please continue to the next page →

8. How strongly do you agree or disagree with the following statements about walking in ABCTown?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. ABCTown is safe enough so that I would let a 10-year-old child walk around the block in the daytime.	☐	☐	☐	☐	☐
b. There is so much traffic along the streets that it makes it difficult or unpleasant to walk.	☐	☐	☐	☐	☐
c. Most drivers go at speeds that make me feel unsafe while walking.	☐	☐	☐	☐	☐
d. Crosswalks help me feel safe crossing busy streets in ABCTown.	☐	☐	☐	☐	☐
e. There are sidewalks or pathways available most places I want to walk.	☐	☐	☐	☐	☐
f. Sidewalks or pathways are in good condition and free from obstacles like cars, trash, and utility poles.	☐	☐	☐	☐	☐
g. Streets in ABCTown are well lit at night.	☐	☐	☐	☐	☐
h. The crime rate in ABCTown makes me feel unsafe while walking during the day.	☐	☐	☐	☐	☐
i. The crime rate in ABCTown makes me feel unsafe while walking at night.	☐	☐	☐	☐	☐
j. I know how to identify what makes conditions unsafe for people who walk.	☐	☐	☐	☐	☐
k. Traffic enforcement makes me feel safer when I'm walking.	☐	☐	☐	☐	☐
l. Neighborhood groups make me feel safer when I'm walking.	☐	☐	☐	☐	☐

Please continue to the next page →

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
m. Special events like street fairs improve safety for walking.	☐	☐	☐	☐	☐
n. Learning about safety for walking helps me feel like I can speak up for improvements in ABCTown.	☐	☐	☐	☐	☐

Section C: Barriers to walking

9. To what extent does each of the following barriers limit you from walking in ABCTown?

	Not significant at all	Somewhat insignificant	Neither significant nor insignificant	Somewhat significant	So significant that it keeps me from walking
a. Bad weather	☐	☐	☐	☐	☐
b. Danger from car traffic	☐	☐	☐	☐	☐
c. Danger from crime	☐	☐	☐	☐	☐
d. Needing to carry bulky objects	☐	☐	☐	☐	☐
e. Needing to travel with children or other people	☐	☐	☐	☐	☐
f. Having physical trouble or getting tired when I walk	☐	☐	☐	☐	☐
g. Work, school, stores, and other places are too far for me to walk to	☐	☐	☐	☐	☐
h. Lack of sidewalks or pathways	☐	☐	☐	☐	☐
i. Sidewalks or pathways are in poor condition	☐	☐	☐	☐	☐
j. Lack of crosswalks or pedestrian crossing signals	☐	☐	☐	☐	☐
k. Lack of street lighting	☐	☐	☐	☐	☐
l. Having nobody to walk with	☐	☐	☐	☐	☐
m. Stray dogs or unattended animals	☐	☐	☐	☐	☐

Please continue to the next page →

Section D: About you

Please answer the following questions about yourself. All questions are optional, and you may choose to skip any question you wish.

10. Do you have access to a working car, van, truck, or motorcycle that you can use as either a driver or a passenger? (Exclude taxis.)

- ☐ Yes
- ☐ No

11. Which categories best describe you? *Choose all that apply.*

- ☐ White
- ☐ Hispanic, Latino, or Spanish
- ☐ Black or African American
- ☐ Asian
- ☐ American Indian or Alaska Native
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ Some other race, ethnicity, or origin

12. What is the highest education level you completed?

- ☐ Less than high school
- ☐ High school, GED, or equivalent
- ☐ Some college or Associate's degree
- ☐ Bachelor's degree
- ☐ Graduate or professional school

13. Have you ever attended a city, neighborhood or community meeting in ABCTown?

- ☐ Yes
- ☐ No

Please continue to the next page →

14. Which category best describes your relationship to ABCTown? *Choose all that apply.*

- ☐ I live here
- ☐ I work in government, such as city council, city manager, planner, or Caltrans
- ☐ I work in public safety, such as the police department, fire department, or EMT staff
- ☐ I run or work in a non-profit or advocacy organization
- ☐ I own or work in a local business
- ☐ I work for or volunteer for a local school
- ☐ I work at another type of business or organization

  Describe: _____

15. How many years have you been living or working in ABCTown? _____ years

16. What is your gender? _____

17. How many people live in your household, including yourself? _____ people

18. How many children under the age of 18 live in your household? _____ children

19. In what city and ZIP code is your home?

_____

20. What is your home address or the nearest cross streets to your home?

_____

21. EXCLUDING income from roommates, what was the approximate total combined income of all working adults in your household last year?

- ☐ $0-$4,999
- ☐ $5,000-$14,999
- ☐ $15,000-$24,999
- ☐ $25,000-$49,999
- ☐ $50,000-$74,999
- ☐ $75,000-$99,999
- ☐ $100,000-$149,999
- ☐ $150,000-$199,999
- ☐ $200,000 or more

Survey ID: «Survey_ID»

Pre-Workshop Survey - Spanish

Encuesta sobre seguridad de peatones y bicicletas en la comunidad (#1)

¡Gracias por aceptar esta encuesta! Sus respuestas ayudarán a los investigadores del Centro de Investigación y Educación para el Transporte Seguro de la Universidad de Berkeley a proporcionar información sobre los problemas de seguridad en su comunidad y nos ayudan a entender cómo los programas de seguridad comunitaria como ésta, afectan andar en bicicleta y caminar. Su participación en esta encuesta es completamente voluntaria. Puede omitir cualquier pregunta que no quiera responder, y puede dejar de tomar la encuesta en cualquier momento.

Sección A: Sobre su viaje diario

1. ¿Qué medio de transporte usa habitualmente para ir al trabajo o para hacer recados? *Seleccione sólo uno.*

   - ☐ Conducir o montar en un auto
   - ☐ Caminar *[Si seleccionó caminar, pase a la pregunta 4.]*
   - ☐ Bicicleta
   - ☐ Tomar el autobús o el tren
   - ☐ Otro tipo de transporte

2. ¿Ha pensado en caminar al trabajo o hacer recados en los últimos 6 meses?

   - ☐ **Sí**
   - ☐ **No**

3. ¿Qué tan probable es que camine para ir al trabajo o hacer recados al menos una vez en los próximos 6 meses?

   - ☐ **No es probable**
   - ☐ **Algo probable**
   - ☐ **Muy probable**

Para las siguientes preguntas, escriba "0" si no usó ese modo o viajó con ese propósito. Cuando nos referimos a "caminar" en esta encuesta, queremos decir caminar o moverse usando una ayuda de movilidad como una silla de ruedas o una silla de ruedas motorizada.

4. **Durante los últimos 7 días, ¿cuántos días:**

   a. Caminó por lo menos 10 minutos a la vez? _____ **días**
   b. Anduvo en bicicleta por lo menos 10 minutos a la vez? _____ **días**
   c. ¿Montó en un auto, ya sea como conductor o como pasajero? _____ **días**
   d. Tomó el autobús o el tren _____ **días**

5. **Ahora piense en el viaje que hiciste SOLAMENTE en Oakland. Durante los últimos 7 días, ¿cuántos días caminó durante al menos 10 minutos a la vez?**

_____ **días** *(Si 0, vaya a la pregunta 7)*

6. Durante los últimos 7 días, ¿cuántos días ha caminado por las siguientes razones en Oakland?

a. Trabajo, escuela o guardería _____ **días**
b. Eventos sociales, recreativos o religiosos _____ **días**
c. Compras, recados o comidas _____ **días**
d. Ejercicio _____ **días**

Sección B: Experiencias cuando camina

7. ¿Qué tan seguro o peligroso se siente Oakland cuando camina durante el día?

☐ Muy peligroso
☐ Algo peligroso
☐ Ni seguro ni peligroso
☐ Algo seguro
☐ Muy seguro

☐ No viajo en Oakland

8. ¿Qué tan de acuerdo o en desacuerdo está usted con las siguientes frases acerca de caminar en Oakland?

	Muy en desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	Muy de acuerdo
a. Oakland es lo suficientemente seguro para permitir que un niño de 10 años pasee por la cuadra durante el día.	☐	☐	☐	☐	☐
b. Hay tanto tráfico a lo largo de las calles que hace difícil o desagradable caminar.	☐	☐	☐	☐	☐
c. La mayoría de los conductores van a velocidades que me hacen sentir inseguro cuando camino.	☐	☐	☐	☐	☐

		Muy en desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	Muy de acuerdo
d.	Las cruces peatonales me ayudan a sentirme seguro cruzando las calles congestionadas en Oakland.	☐	☐	☐	☐	☐
e.	Hay banquetas o caminos disponibles la mayoría de los luqares que quiero caminar.	☐	☐	☐	☐	☐
f.	Las banquetas o vías están en buenas condiciones y libres de obstáculos como automóviles, basura y postes de electricidad.	☐	☐	☐	☐	☐
g.	Las calles de Oakland están bien iluminadas por la noche.	☐	☐	☐	☐	☐
h.	La delincuencia en Oakland me hace sentir insequro cuando camino durante el día.	☐	☐	☐	☐	☐
i.	La delincuencia en Oakland me hace sentir inseguro cuando camino por la noche.	☐	☐	☐	☐	☐
j.	Sé cómo identificar las condiciones que no son seguras para caminar.	☐	☐	☐	☐	☐
k.	Los aqentes de tráfico me hacen sentir sequro cuando estoy caminando.	☐	☐	☐	☐	☐
l.	Los grupos de mi vecindad me hacen sentir más seguro cuando estoy caminando.	☐	☐	☐	☐	☐

3 *Por favor continuar en la siguiente página →*

	Muy en desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	Muy de acuerdo
m. Eventos especiales como las ferias de calle, como esta mejoran la seguridad para caminar.	☐	☐	☐	☐	☐
n. Aprender sobre la sequridad peatonal me ayuda a sentirme que puedo vocalizar para el mejoramiento en Oakland.	☐	☐	☐	☐	☐

Sección C: Obstaculos cuando camina

9. ¿En qué medida le ha limitado cada obstaculo cuando camina en Oakland?

	No es significativo en absoluto	Algo insignificante	Ni significativo ni insignificante	Algo significativo	Tan significativo que me impide caminar
a. Mal clima	☐	☐	☐	☐	☐
b. Peligro del tráfico de automóviles	☐	☐	☐	☐	☐
c. Peligro del crimen	☐	☐	☐	☐	☐
d. Necesidad de cargar objetos pesados	☐	☐	☐	☐	☐
e. Necesidad de viajar con niños o otras personas	☐	☐	☐	☐	☐
f. Tener problemas físicos o cansarse cuando camina	☐	☐	☐	☐	☐
g. El trabajo, escuela, tiendas, y otros lugares son demasiado lejos para poder caminar	☐	☐	☐	☐	☐
h. Falta de banquetas y caminos	☐	☐	☐	☐	☐
i. Las banquetas o caminos están en mal estado	☐	☐	☐	☐	☐
j. Falta de cruces peatonales o señales de cruce de pesatones	☐	☐	☐	☐	☐

4 *Por favor continuar en la siguiente página →*

		No es significativo en absoluto	Algo insignificante	Ni significativo ni insignificante	Algo significativo	Tan significativo que me impide caminar
k.	Falta de luces de calle	☐	☐	☐	☐	☐
l.	No tener a nadie con quien caminar	☐	☐	☐	☐	☐
m.	Perros callejeros o animales desatendidos	☐	☐	☐	☐	☐

Sección D: Informacion sobre usted

Por favor conteste las siguientes preguntas acerca de usted. Todas las preguntas son opcionales y puede omitir cualquier pregunta que desee.

10. ¿Tiene acceso a un vehículo, camioneta, camión, o motocicleta funcional que puede usar como conductor o pasajero? (excluyendo un taxi).

- ☐ Sí
- ☐ No

11. ¿Cuáles categorías mejor lo describen? *Seleccioné todos los que aplican.*

- ☐ Blanco
- ☐ Hispano, latino, o español
- ☐ Negro o africano americano
- ☐ Asiático
- ☐ Indio americano o Nativo de Alaska
- ☐ Nativo de Hawái o Nativo de otra isla del Pacífico
- ☐ Otra raza, etnicidad u origen

12. ¿Cuál es el mayor nivel de educación que recibió o completo?

- ☐ Menos de la escuela secundaria
- ☐ Graduado de escuela secundaria, GED, o diploma equivalente
- ☐ Algún nivel de universidad o título asociado
- ☐ Título de licenciatura
- ☐ Escuela graduada o escuela profesional

13. ¿Alguna vez atendió una junta de la ciudad o de la comunidad en Oakland?

- ☐ Sí
- ☐ No

14. ¿Cuál categoría mejor describe su relación a Oakland? *Seleccioné todas las categorías que apliquen.*

- ☐ Vivo aquí.
- ☐ Trabajo bajo el sector gubernamental, tal como consejo municipal, administrador municipal, organizador, o con Caltrans.
- ☐ Trabajo en la seguridad pública, tal como el departamento de la policía, el departamento de bomberos, o cuerpo de técnicos ambulantes.
- ☐ Manejo o trabajo en una organización sin ánimo de lucro u organización que aboga por los derechos.
- ☐ Soy dueño de un negocio local/ o trabajo en un negocio local.
- ☐ Trabajo en otro tipo de negocio u organización. *(Por favor describa)*:

_____

15. ¿Cuantos años ha vivido o trabajado en Oakland? _____ años

16. ¿Cuál es su género? _____

17. ¿Cuántas personas viven en su vivienda, incluyendo usted? _____ personas

18. ¿Cuántos niños menores de 18 años viven en su casa? _____ niños

19. ¿Cuál es la ciudad y código postal de su residencia?

_____

20. ¿Cuál es su dirección o calles de intersección más cercanas a su casa?

_____

21. EXCLUYENDO los ingresos de sus inquilinos, aproximadamente ¿cuál fue el ingreso anual de todos los adultos en su hogar el año pasado?

- ☐ $0-$4,999
- ☐ $5,000-$14,999
- ☐ $15,000-$24,999
- ☐ $25,000-$49,999
- ☐ $50,000-$74,999
- ☐ $75,000-$99,999
- ☐ $100,000-$149,999
- ☐ $150,000-$199,999
- ☐ $200,000 o más

Survey ID: _____

Post-Workshop Survey - English

Community Pedestrian and Bicycle Safety Survey (#2)

Thank you for agreeing to take this survey! Your answers will help researchers at UC Berkeley's Safe Transportation Research and Education Center provide feedback to decision makers about top safety issues in your community and understand how community safety training programs like this one affect walking and bicycling. Your participation in this survey is completely voluntary; you may skip any question you do not wish to answer, and you may stop taking the survey at any time.

If you left early, please submit this survey online at http://bit.ly/FlorenceFirestoneSurvey within three days of this workshop.

1. How strongly do you agree or disagree with the following statements about walking in ABCTown?

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
a. ABCTown is safe enough so that I would let a 10-year-old child walk around the block in the daytime.	☐	☐	☐	☐	☐
b. There is so much traffic along the streets that it makes it difficult or unpleasant to walk.	☐	☐	☐	☐	☐
c. Most drivers go at speeds that make me feel unsafe while walking.	☐	☐	☐	☐	☐
d. Crosswalks help me feel safe crossing busy streets in ABCTown.	☐	☐	☐	☐	☐
e. There are sidewalks or pathways available most places I want to walk.	☐	☐	☐	☐	☐
f. Sidewalks or pathways are in good condition and free from obstacles like cars, trash, and utility poles.	☐	☐	☐	☐	☐
g. Streets in ABCTown are well lit at night.	☐	☐	☐	☐	☐
h. The crime rate in ABCTown makes me feel unsafe while walking during the day.	☐	☐	☐	☐	☐

	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
i. The crime rate in ABCTown makes me feel unsafe while walking at night.	☐	☐	☐	☐	☐
j. I know how to identify what makes conditions unsafe for people who walk.	☐	☐	☐	☐	☐
k. Traffic enforcement makes me feel safer when I'm walking.	☐	☐	☐	☐	☐
l. Neighborhood groups make me feel safer when I'm walking.	☐	☐	☐	☐	☐
m. Special events like street fairs improve safety for walking.	☐	☐	☐	☐	☐
n. Learning about safety for walking helps me feel like I can speak up for improvements in ABCTown.	☐	☐	☐	☐	☐

2. To what extent does each of the following barriers limit you from walking in ABCTown?

	Not significant at all	Somewhat insignificant	Neither significant nor insignificant	Somewhat significant	So significant that it keeps me from walking
a. Bad weather	☐	☐	☐	☐	☐
b. Danger from car traffic	☐	☐	☐	☐	☐
c. Danger from crime	☐	☐	☐	☐	☐
d. Needing to carry bulky objects	☐	☐	☐	☐	☐
e. Needing to travel with children or other people	☐	☐	☐	☐	☐
f. Having physical trouble or getting tired when I walk	☐	☐	☐	☐	☐
g. Work, school, stores, and other places are too far for me to walk to	☐	☐	☐	☐	☐
h. Lack of sidewalks or pathways	☐	☐	☐	☐	☐

		Not significant at all	Somewhat insignificant	Neither significant nor insignificant	Somewhat significant	So significant that it keeps me from walking
i.	Sidewalks or pathways are in poor condition	☐	☐	☐	☐	☐
j.	Lack of crosswalks or pedestrian crossing signals	☐	☐	☐	☐	☐
k.	Lack of street lighting	☐	☐	☐	☐	☐
l.	Having nobody to walk with	☐	☐	☐	☐	☐
m.	Stray dogs or unattended animals	☐	☐	☐	☐	☐

Post-Workshop Survey - Spanish

Encuesta sobre seguridad de peatones y bicicletas en la comunidad (#2)

¡Gracias por aceptar esta encuesta! Sus respuestas ayudarán a los investigadores del Centro de Investigación y Educación para el Transporte Seguro de la Universidad de Berkeley a proporcionar información a los tomadores de decisiones sobre los principales problemas de seguridad en su comunidad y entender cómo los programas de capacitación de seguridad comunitaria como éste afectan a caminar y andar en bicicleta. Su participación en esta encuesta es completamente voluntaria. Puede omitir cualquier pregunta que no quiera responder, y puede dejar de tomar la encuesta en cualquier momento.

Si salió temprano, por favor llene esta encuesta en la página web http://bit.ly/OaklandCPBST no más tarde de tres días después del taller.

1. ¿Qué tan de acuerdo o en desacuerdo está usted con las siguientes afirmaciones acerca de caminar en Oakland?

	Muy en desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	Muy de acuerdo
a. Oakland es lo suficientemente seguro para permitir que un niño de 10 años pasee por la cuadra durante el día.	☐	☐	☐	☐	☐
b. Hay tanto tráfico a lo largo de las calles que hace difícil o desagradable caminar.	☐	☐	☐	☐	☐
c. La mayoría de los conductores van a velocidades que me hacen sentir inseguro mientras caminar.	☐	☐	☐	☐	☐
d. Las cruces peatonales me ayuda a sentirse seguro cruzando calles muy concurridas en Oakland.	☐	☐	☐	☐	☐
e. Hay aceras o caminos disponibles la mayoría de los lugares que quiero caminar.	☐	☐	☐	☐	☐

		Muy en desacuerdo	Algo en desacuerdo	Ni de acuerdo ni en desacuerdo	Algo de acuerdo	Muy de acuerdo
f.	Las aceras o vías están en buenas condiciones y libres de obstáculos como automóviles, basura y polos de servicio público.	☐	☐	☐	☐	☐
g.	Las calles de Oakland están bien iluminadas por la noche.	☐	☐	☐	☐	☐
h.	El índice de delincuencia en Oakland me hace sentir inseguro mientras camina durante el día.	☐	☐	☐	☐	☐
i.	El índice de delincuencia en Oakland me hace sentir inseguro al caminar por la noche.	☐	☐	☐	☐	☐
j.	Sé cómo identificar lo que hace que las condiciones no sean sequras para las personas que caminan.	☐	☐	☐	☐	☐
k.	Agentes de tráfico me hace sentir seguro cuando estoy caminando.	☐	☐	☐	☐	☐
l.	Los qrupos de mi vecindad me hacen sentir más seguro cuando estoy caminando.	☐	☐	☐	☐	☐
m.	Eventos especiales como ferias de la calle mejoran la seguridad para caminar.	☐	☐	☐	☐	☐
n.	Aprender acerca de la seguridad para caminar me ayuda a sentir que puedo hablar para el mejoramiento en Oakland.	☐	☐	☐	☐	☐

2. ¿En qué medida cada una de las siguientes barreras le impide caminar en Oakland?

	No es significativo en absoluto	Algo insignificante	Ni significativo ni insignificante	Algo significativo	Tan significativo que me impide caminar
a. Mal clima	☐	☐	☐	☐	☐
b. Peligro del tráfico de automóviles	☐	☐	☐	☐	☐
c. Peligro del crimen	☐	☐	☐	☐	☐
d. Necesidad de transportar objetos pesados	☐	☐	☐	☐	☐
e. Necesidad de viajar con niños u otras personas	☐	☐	☐	☐	☐
f. Tener problemas físicos o cansarme cuando camino	☐	☐	☐	☐	☐
g. El trabajo, escuela, tiendas, y otros lugares son demasiado lejos para poder caminar	☐	☐	☐	☐	☐
h. Falta de aceras y caminos	☐	☐	☐	☐	☐
i. Las aceras o caminos están en mal estado	☐	☐	☐	☐	☐
j. Falta de cruces peatonales o señales de cruce de peatones	☐	☐	☐	☐	☐
k. Falta de luces de calle	☐	☐	☐	☐	☐
l. No tener a nadie con quien caminar	☐	☐	☐	☐	☐
m. Perros callejeros o animales desatendidos	☐	☐	☐	☐	☐

Survey ID: _____

Post-survey email template

Send this email to participants who did not complete the post-workshop survey within 24 hours of the workshop being complete.

Subject: PLEASE COMPLETE: (Community name) CPBST Survey

Content:

Hi _____,

Thank you for participating in our evaluation of the _____ CPBST workshop.

Please complete the follow-up survey using the link below. When asked for your survey code, please use the code XXX.

(enter survey bit.ly link).

Thank you so much for your time,

(Sign name)

Appendix C: Workshop Observation

The first cycle of analysis consisted primarily of descriptive coding using a pre-generated codebook, after which we developed themes or categories based on common codes across the workshops. Guiding questions (shown below) and the pre-generated codebook were developed as a way of collecting information to measure the outcomes outlined in Table 1. Two evaluation team members participated in the first workshop as a pilot test to develop consistent observation procedures and to revise the common protocol for observing and coding. A single evaluation team member attended subsequent workshops and coded his or her observations, then discussed the analysis with the larger evaluation team.

Oakland CPBST Workshop Observation Guiding Questions

Pre-Workshop Observations

- Date:
- Site:
- How many people are attending the workshop?
    - Adults:
    - Children:
    - Total:
- Which groups/agencies/organizations do attendees represent?

Presentation

- How many attendees participated in the presentation (eg. ask questions, offer comments, etc)?
- Provide examples of ways in which attendees participated:
- List the topics that attendees seem MOST interested in during the presentation:
- List the topics that attendees seem LEAST interested in during the presentation:
- How long is the presentation? Does the presentation run within the scheduled timeframe?
- Observations: Equity and Empowerment & Evaluation

- Observations: Break out session 1

- Observations: Engineering & Enforcement

- Observations: Break out session 2

- Observations: Education & Encouragement

- Observations: Q & A

Walking/Biking Audit

- How many attendees chose to go on the walking/biking audits?
- How many attendees are there per walking/biking group?
- During the audit, how many attendees asked questions or provided comments?
- Are participants familiar with the audit site? Have they been to the site before?
- What level of participation was there from each group/agency/organization?
- What issues were identified by the audit facilitator?
- What issues were identified by the attendees?
- What were the reactions to issues identified?
- How long is the audit (in time and distance)? Does the audit run within the scheduled timeframe?

Partnership Building/Planning Workshop

- How many attendees chose to participate in the planning workshop?
- How many groups did attendees divide into?
- Did attendees from the same groups/agencies/organizations work together during the workshop or interact with attendees from other groups?
- During the workshop, how many attendees asked questions or provided comments?
- What level of participation was there from each group/agency/organization?
- What issues were identified by the workshop facilitator?
- What issues were identified by the attendees?
- What were the reactions to issues identified?
- What were the most important issues discussed (top 3 or 4)?
- What were issues that did not make it into the community's plan of action?

*take photos/record ideas generated during the workshop

Post Workshop Observations

- What went well during the workshop?
- What could be improved upon during the workshop?

- Who were key informants at the workshop? Which groups/agencies/organizations were they from?
- Did any group/agency/organization stand out in anyway?
- How many people stayed throughout the whole workshop? How many people left early?
- Did attendees from one group/agency/organization participate more than others?
- Did attendees stay after the workshop to talk with one another or the facilitators?
- Did attendees make plans to meet again after the workshop?

Researcher's Role

- What role did you play during the workshop?
- How many times did you provide input into the workshop? What did this input concern?
- Which would you categorize yourself as during the workshop?
    - Peripheral member researcher: interact with attendees enough to establish an insider identity without participating in activities that constitute the core of group membership
    - Active member researcher: more involved in central activities, assumes responsibility that advances the group without fully committing to member values and goal
    - Complete member researcher: already member of the group or become completely converted to genuine membership of the group during the research

Appendix D: Interview Questions and Procedure

Community:
Date of workshop:

Date of interview:
Interviewer:

Interviewee:
Organization:
Position:
Attended workshop?:

Introduction
Thank you for agreeing to participate in a telephone interview. My name is <INSERT NAME>. I am conducting this interview on behalf of SafeTREC to evaluate how the Community Pedestrian and Bicycle Safety Training Workshop we held on in <COMMUNITY> on <DATE> with CalWalks has impacted your community.

You should have received an email that contained an overview of the topics that I would like to talk to you about today. The interview should take no more than 20-30 minutes. Is it okay if I take notes while we talk? Do you have any questions before we begin?

Questions

I. First, can you talk briefly about what you hoped to get out of the workshop?

II. In your opinion, what were the 3 major recommendations or goals that came out of the workshop?

Recommendation/Goal 1:

Recommendation/Goal 2:

Recommendation/Goal 3:

III. Did you meet with other groups to specifically follow up on these goals? [If yes: *"Tell me more about those meetings?" "Who did you meet with?" "What were the meetings about?"*]

IV. Tell me about some of the initiatives related to walking and bicycling safety that your community has worked on since the CPBST workshop. [Try to ask about each of the below categories.]

Prompts if needed:

"Can you tell me a little more about that?"
"Can you talk about anything your community has done related to <TOPIC>?"
"What organizations, agencies and individuals are involved with the project? How have they been involved?"
"Can you be more specific about <lessons learned, specific accomplishments, challenges/barriers>?"

Media or community outreach Social media, news articles or community newsletters	
Unprompted	
Prompted	
Community programs Safety PSAs, information incorporated into traffic enforcement/education program Zumba in the park	
Unprompted	
Prompted	
Safety assessments, traffic or pedestrian counts	
Unprompted	
Prompted	
Law enforcement efforts Police officers on bikes, crossing guards,	
Unprompted	
Prompted	
Policy changes	
Unprompted	
Prompted	
Infrastructure improvements Flashing beacons, crosswalks, yield markings, new traffic signals, lighting, radar speed signs	
Unprompted	
Prompted	

Grants and funding **ATP grant, donations from businesses for programs/infra**	
Unprompted	
Prompted	
Coalitions or partnerships	
Unprompted	
Prompted	

V. Overall, what from the CPBST workshop has helped your organization most?

VI. Are there any future plans you'd like to talk about?

VII. Are there any specific partners that you would recommend I talk to?

Conclusion + Thanks

I have just a few more questions that would help us improve our workshops, if you have the time.

VIII. Would you be interested in additional CPBST or other trainings for your community? If so, what would you like to focus on?

IX. If this type of project were expanded to other communities, what should be included in training and orientation sessions to best prepare the communities for such an endeavor?

X. If I have any follow questions, would it be okay to give you a quick phone call or email?

XI. Did you have any other questions for me?

Thank you for your time!

Appendix E: Full Goal/Objective Table

Objective	Measurement tool
Goal 1: Provide communities with the relevant information, data and resources to identify and address local pedestrian and bicycle safety issues	
Process Objective 1.1: At each workshop, participants receive community-specific information and resources to address safety issues	Observation: "facilitation", "community data needs", guiding questions
Process Objective 1.2: At each workshop, facilitators and participants identify local pedestrian and bicycle safety issues	Observation: "safety issues," guiding questions
Outcome Objective 1.1: After completing the workshop and upon follow-up, participants report an increase in their ability to identify unsafe walking and bicycling conditions	Post-workshop survey Q8j
Outcome Objective 1.2: After completing the workshop and upon follow-up, participants report an increase in their ability speak up for improvements in their community	Post-workshop survey Q8n
Goal 2: Build coalitions between a variety of community stakeholders to address pedestrian and bicycle safety issues	
Process Objective 2.1: Each workshop planning committee has representatives from local government, non-profit groups, residential organizations and local schools	Observations: "CPBST partners"
Process Objective 2.2: The planning committee conducts outreach about the workshop to a variety of community groups	Not measured
Process Objective 2.3: Outreach is conducted in languages and on platforms that target a variety of community stakeholders and members	Not measured
Process Objective 2.4: Barriers to participation in the workshops are lowered	Not measured
Process Objective 2.5: Representatives from a cross-section of community groups attend the workshop	Pre-workshop survey Q13, 14; Observation: guiding questions
Process Objective 2.6: During the breakout sessions, walking audit and planning sessions, participants representing different community stakeholders discuss safety issues and solutions with one another	Not measured
Process Objective 2.7: At the end of each workshop, participants make plans to meet again to discuss safety issues	Not measured
Outcome Objective 2.1: Upon follow-up, community stakeholders report partnering with one another to address local pedestrian/bicycle safety issues	Interviews
Goal 3: Increase walking and bicycling in participating communities	
Process Objective 3.1: At each workshop, facilitators and participants identify barriers to walking and bicycling in the community	Post-workshop survey Q9
Process Objective 3.2: At each workshop, facilitators and participants develop solutions to barriers limiting walking and bicycling	Observation: "solutions"
Process Objective 3.3: Upon follow-up, community partners have attained funding for solutions to barriers limiting walking and bicycling	Interviews

Process Objective 3.4: Upon follow-up, community partners have implemented solutions to barriers limiting walking and bicycling	Not measured
Outcome Objective 3.1: Upon follow-up, participants report reduced barriers to walking	Not measured
Outcome Objective 3.2: Upon follow-up, participants report increases in the number of days they have walked	Not measured
Goal 4: Improve perceptions of pedestrian safety in participating communities	
Process Objective 4.1: At each workshop, participants identify local pedestrian and bicycle safety issues	Pre-workshop survey Q7, Q8
Process Objective 4.2: At each workshop, facilitators inform participants about local safety issues and best practices to addressing issues	Observation: guiding questions
Outcome Objective 4.1: After completing the workshop and upon follow-up, participants report improved perceptions of safety	Not measured
Outcome Objective 4.2: Upon six-month follow-up, participants report improved perceptions of safety	Not measured
Goal 5: Increase objective safety measures in participating communities, including infrastructure, policy, programs, events and campaigns that aim to improve pedestrian and bicycle safety	
Process Objective 5.1: At each workshop, facilitators and participants identify local pedestrian and bicycle safety issues	Observations: "safety issues," guiding questions
Process Objective 5.2: At each workshop, facilitators and participants develop solutions to local pedestrian and bicycle safety issues	Observations: "solutions"
Process Objective 5.3: Upon long-term follow-up, community partners have applied for funding to implement solutions to safety issues	Interviews
Outcome Objective 5.1: Upon long-term follow-up, at least one safety countermeasure was implemented in the community after the workshop	Interviews

Appendix F: Short Surveys

English

CPBST Site: _____ **Date:** _____

CPBST Workshop Evaluation

Your feedback is critical for our team to ensure that we are meeting your community's needs. We would appreciate if you could take a few minutes to share your opinions with us so we can serve you better. Please return this form to the organizer at the end of the workshop. Thank you.

---

1. **As a result of today's workshop (*check all that apply*)**
   - ☐ I met people of my community that are interested in bettering the safety of bicyclists and pedestrians.
   - ☐ I met professionals in my community that are working towards bettering the safety of pedestrians and bicyclists.
   - ☐ I have a better understanding on how to make walking safer in my community.
   - ☐ I have a better understanding of how to make bicycling safer in my community.

2. **Please rate your level of satisfaction with the following:**

	Strongly dissatisfied	Somewhat dissatisfied	Neither dissatisfied nor satisfied	Somewhat satisfied	Strongly satisfied	N/A (did not participate)
A. Overall workshop	☐	☐	☐	☐	☐	☐
B. Overall workshop facilitation	☐	☐	☐	☐	☐	☐
C. Walk/bike assessment overview	☐	☐	☐	☐	☐	☐
D. Walk/bike assessment	☐	☐	☐	☐	☐	☐
E. Walk/bike assessment alternate activity	☐	☐	☐	☐	☐	☐
F. Ped/Bike Safety Presentation on the 6E's	☐	☐	☐	☐	☐	☐
G. 6E's Activity	☐	☐	☐	☐	☐	☐
H. CPBST info packet	☐	☐	☐	☐	☐	☐

3. **Learning about pedestrian and/or bicyclist safety helps me feel like I can speak up for bicycle and pedestrian improvements that can be made in my community.**

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
☐	☐	☐	☐	☐

4. **I know how to identify the conditions that contribute to the unsafe conditions for bicyclists and pedestrians.**

Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree
☐	☐	☐	☐	☐

5. What was the most useful part of today's workshop to you? (*check all that apply*)

- ☐ Walk/bike assessment
- ☐ Presentation on Equity & Community Empowerment
- ☐ Presentation on Engineering
- ☐ Presentation on Education
- ☐ Presentation on Enforcement
- ☐ Presentation on Encouragement
- ☐ Presentation on Evaluation
- ☐ 6E's Activity
- ☐ Partner Check-In
- ☐ Opportunity to Network
- ☐ Other: _____

6. Think of the best practices that you learned about at today's workshop. What methods, tools or strategies would help make you feel safer when walking or biking in your community?

_____

_____

7. What did you like most about this workshop?

_____

_____

8. How can this workshop be improved?

_____

_____

9. Participant Demographic Information (*check all that apply*).

Gender
- ☐ Male
- ☐ Female
- ☐ Other
- ☐ Decline to state

Age
- ☐ 0-15
- ☐ 16-19
- ☐ 20-34
- ☐ 35-64
- ☐ 65+
- ☐ Decline to state

Primary language
- ☐ English
- ☐ Spanish
- ☐ Other: _____

Race/Ethnicity (*check all that apply*)
- ☐ Black or African American
- ☐ Latino or Hispanic
- ☐ Asian
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Native American or Native Alaskan
- ☐ Multiracial
- ☐ Other:
- ☐ Decline to state

Relationship to CPBST site (*check all that apply*)
- ☐ I live here
- ☐ I go to school here
- ☐ I work in government
- ☐ I work in public safety
- ☐ I work at a non-profit
- ☐ I own/work in a local business
- ☐ Other: _____

Number of transportation safety workshops previously attended
- ☐ 0 workshops/never attended
- ☐ 1-5 workshops
- ☐ 5+ workshops

Thank you for participating in today's CPBST workshop!

Funding for this project was provided by a grant from the California Office of Traffic Safety through the National Highway Traffic Safety Administration.

Spanish

CPBST Sitio: _____ Date: _____

Evaluación del taller CPBST

Sus comentarios son fundamental y nos ayudan asegurar que nuestro equipo alcance las necesidades de su comunidad. Agradeceríamos si tomará unos minutos para darnos su opinión, para poder servirle mejor. Por favor entregue esta encuesta a el organizador de este taller. Gracias.

1. Como resultado del taller de hoy (marque todas las frases que aplican)
   - ☐ Conocí a personas de mi comunidad que están interesados en mejorar la seguridad de los ciclistas y peatones.
   - ☐ Conocí a profesionales en mi comunidad que están interesados en mejorar la seguridad de los ciclistas y peatones.
   - ☐ Tengo un mejor entendimiento de cómo hacer que caminar sea más seguro en mi comunidad.
   - ☐ Tengo un mejor entendimiento de cómo hacer que andar a bicicleta sea más seguro en mi comunidad.

2. Por favor indique el nivel de satisfacción sobre lo siguiente:

	Fuertemente insatisfecho	Un poco insatisfecho	Ni insatisfecho ni satisfecho	Un poco satisfecho	Fuertemente satisfecho	No applicable (no participé)
A. El taller en general	☐	☐	☐	☐	☐	☐
B. El asesoramiento general del taller	☐	☐	☐	☐	☐	☐
C. Resumen de la evaluación de la viabilidad de peatones y ciclistas	☐	☐	☐	☐	☐	☐
D. Evaluación de la viabilidad de peatones y ciclistas	☐	☐	☐	☐	☐	☐
E. Actividad afterna de la evaluación de la viabilidad de peatones y ciclistas	☐	☐	☐	☐	☐	☐
F. Presentación de las 6E's sobre la seguridad de peatones y ciclistas	☐	☐	☐	☐	☐	☐
G. Actividad de las 6E's	☐	☐	☐	☐	☐	☐
H. Paquete de información sobre el taller CPBST	☐	☐	☐	☐	☐	☐

3. Aprender sobre la seguridad peatonal y/o ciclista me ayuda a vocalizar mis opiniones sobre los mejoramientos que se pueden hacer en mi comunidad sobre la seguridad peatonal y ciclista.

Fuertemente en desacuerdo	Un poco en desacuerdo	Ni en acuerdo o desacuerdo	Un poco en acuerdo	Fuertemente en acuerdo
☐	☐	☐	☐	☐

4. Sé como identificar las condiciones que contribuyen a la inseguridad de los ciclistas y peatones.

Fuertemente en desacuerdo	Un poco en desacuerdo	Ni en acuerdo o desacuerdo	Un poco en acuerdo	Fuertemente en acuerdo
☐	☐	☐	☐	☐

5. Que parte del taller de hoy fue más útil para usted? (marque todas las frases que apliquen)

- ☐ La evaluación de la viabilidad peatonal/ciclista
- ☐ La presentación sobre la igualdad y empoderamiento de la comunidad
- ☐ La presentación sobre la ingeniería
- ☐ La presentación sobre educación
- ☐ La presentación sobre aplicación
- ☐ La presentación sobre apoyo/ánimo
- ☐ La presentación sobre evaluación
- ☐ La actividad IE's
- ☐ La actividad donde hablamos con otro compañero
- ☐ La oportunidad de establecer conexiones de redes sociales
- ☐ Otro: _____

6. Piensa en todas las mejores prácticas que aprendiste en el taller de hoy. Cuales métodos, herramientas o estrategias te ayudarán a sentirte más seguro/a cuando caminas o usas tu bicicleta en tu comunidad?

_____

_____

7. Que te gusto mas del taller?

_____

_____

8. Como se puede mejorar este taller?

_____

_____

9. Información demográfica del participante (marque todas las frases que aplican)

Sexo
- ☐ Masculino
- ☐ Femenino
- ☐ Otro
- ☐ Negarse a decir

Edad
- ☐ 0-15
- ☐ 16-19
- ☐ 20-34
- ☐ 35-64
- ☐ 65+
- ☐ Negarse a decir

Lengua principal
- ☐ Ingles
- ☐ Español
- ☐ Otro: _____

Raza/Etnicidad (marque todas las opciones que apliquen)
- ☐ Negro o afro americano
- ☐ Latino o hispano
- ☐ Asiático
- ☐ Nativo de Hawai o de las islas pacíficas
- ☐ Blanco
- ☐ Indígena Americano o indígena de alaska
- ☐ Multiracial
- ☐ Otro:
- ☐ Negar a decir

Relación con el sitio de CPBST *(marque todas las opciones que apliquen)*
- ☐ Yo vivo aquí
- ☐ Yo voy a la escuela aquí
- ☐ Yo trabajo con el gobierno
- ☐ Yo trabajo en la seguridad pública
- ☐ Yo trabajo en una organización sin fines de lucro
- ☐ Yo soy dueño/trabajo en un negocio local
- ☐ Otro: _____

Número de talleres en seguridad de transporte que atendí previamente
- ☐ 0 talleres/nunca había atendido
- ☐ 1-5 talleres
- ☐ 5+ talleres

¡Gracias por participar en el taller comunitario para la seguridad de peatones y ciclistas (CPBST)!

Los fondos de este programa vienen de una beca de la Oficina de Seguridad de Tráfico de California por parte de la Administración Nacional Para la Seguridad de Tráfico de la Carretera.