



SAFE ROUTES^{TO} SCHOOL NATIONAL PARTNERSHIP

LOCAL SCHOOL PROJECT

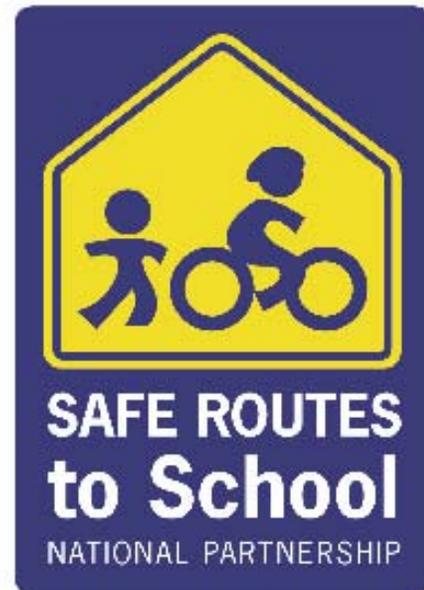
EVALUATION HANDBOOK

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DEVELOPED BY:

TRACY E. MCMILLAN
PPH PARTNERS

JILL F. COOPER
UNIVERSITY OF CALIFORNIA BERKELEY
TRAFFIC SAFETY CENTER



PURPOSE OF LOCAL SCHOOL PROJECT

The purpose of the Safe Routes to School (SRTS) National Partnership's Local School Project (LSP) is to help ten schools in low-income communities throughout the United States to develop SRTS programs. Specifically, the schools and communities in the LSP will develop grassroots support for SRTS, apply for SRTS funding, help to evaluate program efforts, and lay a foundation upon which to both build and enhance activities to further the dual and interrelated goals of increasing physical activity through walking and biking, and increasing child pedestrian and bicycle safety. The project is being funded by the Centers for Disease Control and Prevention (CDC), Kaiser Permanente, and the Robert Wood Johnson Foundation (RWJF).

The UC Berkeley Traffic Safety Center (TSC) and PPH Partners are under contract to evaluate the LSP. Our role as health evaluation consultants for the LSP project includes the development of a user-friendly quantitative and qualitative framework, data collection tools, and a data collection plan that can be implemented by each local site. We are also responsible for data analysis and report preparation, focusing primarily on the LSP's impact on mobility, traffic safety and program sustainability.

The tools in this handbook include those already developed by the National Center for Safe Routes to School, as well as tools developed specifically for this project. If you have any questions about any of the evaluation tools included, please do not hesitate to contact us. We wish you luck with your projects.

Jill F. Cooper, UC Berkeley Traffic Safety Center, 510-643-4259, cooperj@berkeley.edu

Tracy E. McMillan, PPH Partners, 928-380-0778, tracy.mcmillan@pphpartners.com

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WHY EVALUATE?

Evaluation can be an intimidating task if you think that you've never done it before. But actually, we all have experience in evaluation whether we realize it or not. Evaluation is nothing more than using information that you've collected in order to help you make an informed decision. We do this in our everyday lives when we scan the supermarket advertisements to decide who has the best price on bananas this week, or when we count the number of children walking to school before and after a walking promotion event to see if it encouraged more children to walk.

To address the numerous goals of Safe Routes to School (SRTS)—increase the number of children walking and bicycling to schools safely, reduce traffic congestion and auto emissions, and increase overall physical activity, to name just a few—there are many different activities that can be implemented under the four primary programmatic E's (education, encouragement, engineering and enforcement). Deciding which activities would work best in your community is up to your local school team. Evaluation (the 5th E) can help you make those decisions, and determine whether the activities made a difference following their implementation.

Data collection for this project covers:

1. **Local Impact:** First, you are collecting data before, during and after your various program activities to determine the impact they have had for your school related to your identified goals.
2. **National Impact:** Secondly, the evaluation team is also collecting data to determine how the overall Local School Project fared in addressing the federal program's goals.
3. **Program Sustainability:** Finally, the evaluation team is also collecting data from you such as meeting minutes, committee lists, and program planning worksheets throughout the project period to examine SRTS program sustainability.

Evaluation can also help build the case for funding. Data on program effectiveness (e.g., children who walk or bike to school are healthier and more active) can help you present your program to groups in your community that may be sources of funding. Further, the combined results of all the schools in the Local School Project can help increase support for SRTS on a

state and national level. And finally, the funders who support your work, including the RWJF, CDC and Kaiser Permanente, are very interested in the health outcomes of SRTS programs in the ten LSP communities.

The National Center for Safe Routes to School has an informative guide about evaluation on their website that can help you learn more about how you can use evaluation in your project activities (<http://www.saferoutesinfo.org/guide/evaluation/index.cfm>). We encourage you to view this website and use it as a reference for evaluation. This document is meant as the “Cliff Notes” version of the Center’s guide and can help you get started.

PROGRAM PLANNING

One of the initial web pages of the Center's guide is about program planning—defining your program goals and assessing the local walking and bicycling conditions, which will help you choose the best program activities for your school location:

http://www.saferoutesinfo.org/guide/evaluation/step1_plan_program_collect_information.cfm.

Each of the steps described is a component of evaluation. The goals defined in this process will be the real measure of the success of your program. If your local school team determines that your overall goal is increased rates of walking and bicycling, the data you collect throughout the project should allow you to measure change in that activity over time (for example: through the student travel tallies and the parent survey).¹

Assessment of current local walking and bicycling conditions provides baseline data: what are the current conditions *before* you begin introducing program activities that may bring about positive change? **Baseline data is very important! Without it we cannot accurately determine whether the activities implemented at each school site had the desired impact, and knowing this is critical to continued federal funding for SRTS.** We compare this information to data collected later in the school year to see if walking and bicycling rates changed. Finally, your program activities should match your program goals so that you have the best chance to affect change. For example, if personal safety is not an issue at your school, but traffic safety is, your program activities should focus on teaching pedestrian and bicycling safety and traffic enforcement rather than emphasizing aspects of personal safety and security.

¹ We also encourage you to think about some short-term goals that indicate progress toward achieving the longer-term goal. For example, seeing a sustained increase in walking and bicycling is not always possible in the first year of a program, particularly if walk/bike rates are low to begin with. An achievable short-term goal may be to increase the positive perceptions of walking and bicycling to school. Once you reach a critical mass of folks (i.e., parents/caregivers) feeling positive about traveling to school this way, more children will begin to do it.

The Center has a worksheet that can be very helpful in recording your program planning information. It also serves as a helpful reference to refer to as your program gets busy and/or you have those days where you feel as though the program has lost focus. If your local school team works to put all the goals, local conditions, and program activity strategies down on paper, it can help all of you to stay on track. The links to a completed example and the blank worksheet are included here and are also uploaded to WebEx.

Completed:

http://www.saferoutesinfo.org/guide/evaluation/appendix_d_example_completed_evaluation_worksheet.cfm

Blank:

http://www.saferoutesinfo.org/guide/evaluation/appendix_c_evaluation_worksheet.cfm

Again, these worksheets and the program planning pages of the Center's Evaluation Guide are very useful tools for your project. Study them, take notes, and share the information with your school team members!

WHAT, HOW AND WHEN TO MEASURE?

One aspect of evaluation that can be intimidating is what type data to collect, and how and when to measure it. As mentioned earlier, this should all tie into the program goals you've identified and the activities you've planned. The Center's evaluation guide and worksheet helps you to outline your program actions, to assist with planning, and to keep you on track. In this section we will discuss what to measure and how (data collection tools). *When* to measure is discussed in the timeline section of this guide.

WHAT TO MEASURE

The overall goal of the Safe Routes to School Program is to increase walking and biking, and safety, among children. Now that you have selected program activities designed to achieve these goals (e.g., Walking Wednesdays, Walking School Buses), how do you know whether your efforts have been successful at reaching these goals? This is where measurement, or data collection, comes into play.

Based on your program activity, you should define some measurable objectives that will allow you to determine whether this activity helped you make progress toward your overall goal. These objectives should be challenging yet achievable. For example, if you were to implement a Walking Wednesday program and the objective you set was for a 75% participation rate by the end of the first month, but only a very low percentage of students were currently walking, then 75% is probably not attainable by the end of the first month (but maybe within the first year of implementation!). A more reasonable percentage may be 25% for the first month.

Your objectives, and the evaluation of them, must also be accurate and fair. It is not accurate or fair to say you'd like a participation rate of 75% in the first month of Walking Wednesdays if the walking rate at the school is already 90%. Your objective is not challenging enough and likely, you probably haven't selected the best program activity to match the problems experienced at your school (for example, you may already have high rates of walking, but are the walking conditions safe?).

To learn more about writing measurable objectives, refer to these sections of the National Center’s online evaluation guide:

http://www.saferoutesinfo.org/guide/evaluation/step3_decide_what_how_when_measure.cfm

http://www.saferoutesinfo.org/guide/evaluation/step2_write_objectives.cfm

In addition, here are more examples of measurable objectives from the Center’s website:

Program Activity: Walking Wednesday

What Will Be Done	What Will Be Measured	How and When It Will Be Measured
Five walking school buses established	Number of walking school buses and number of children in each school bus	Count walking buses at the beginning and end of the school year
An average of 50 students participate in Walk and Wheel Wednesdays program	Number of students walking to school on each Walk and Wheel Wednesday	<ul style="list-style-type: none"> • School travel tally sheets collected on designated Wednesdays • Count of students arriving at school by walking or “wheeling”
A six-week long incentive program with 50 children participating	<ul style="list-style-type: none"> • Number of students who sign up to participate • Number of students who receive incentives 	Total count of participating students at beginning and end of six week program
20 percent increase in number of children walking or bicycling to school on Wednesdays	Number of children walking or bicycling	School travel tally sheets collected before, during and after program

http://www.saferoutesinfo.org/guide/evaluation/step3_decide_what_how_when_measure.cfm

HOW TO MEASURE (data collection tools)

This handbook contains the following four types of evaluation tools:

- Parent Surveys
- Student Travel Tallies
- Observations
- Focus Groups

A description of each of the four evaluation tools follows. For each tool, we recommend the ideal data collection protocol to follow also in addition to suggesting alternatives. We are available to work with each of you to help you plan your data collection.

SRTS PARENT SURVEY (modified from the National Center for SRTS website)

Surveys or questionnaires are commonly used in evaluation. They provide a low-cost way to obtain information from many people in a relatively short amount of time, and they allow responses to be anonymous.

Parent surveys can answer the question: What are the attitudes and issues that may influence how students get to and from school? Understanding why students are—or are not—walking and bicycling is important. A survey may reveal that parents or caregivers perceive that it is unsafe for their children to walk or bicycle. In such a case, the job for the local program could be to determine if the perception is true. If safety is an issue, strategies to fix the unsafe conditions are needed. If it is instead a *perception* of a safety issue rather than a real danger, then strategies to correct such misperceptions are required. Without this information, the local program might focus efforts on an issue that would fail to result in significant improvements.

Parent Survey Protocol

For this project you will use the Parent Survey developed by the National Center for SRTS. This is the standardized parent survey being used by SRTS programs across the United States. A copy of this form is included in this guide and is available for download at the National Center's website:

http://www.saferoutesinfo.org/guide/evaluation/appendix_b_safe_routes_to_school_parent_survey.cfm

This short two-page survey asks for information about travel mode to school, what factors affect whether parents allow their children to walk or bike to school, the presence of key safety-related conditions along routes to school, and related background information. It is available in both English and Spanish and takes approximately 10-15 minutes to complete.

The ideal method for distributing the parent survey is through “backpack mail”—sending it home and having it returned with children in a designated parent information folder (many schools use these so that parents know where to find the information that schools send home for them to

review). Each LSP should use this method first before trying other methods. This will give all parents at the school a chance to respond to the survey, whereas other methods are likely to reach a more limited group of parents (e.g., not all parents can attend PTA/PTO meetings).

How Many Completed Surveys Do I Need?

A return rate of 50% or more of the school population would be ideal. As mentioned above, the first method of distribution should be to send the parent surveys out in backpack mail in order to give each parent a chance to respond. If that method does not yield a 50% response rate, other alternatives to consider are having parents complete the survey when attending:

- Parent-teacher conferences
- Parent-Teacher Association/Organization (PTA/PTO) meetings
- Large school events. Identifying someone responsible for distribution and collection the surveys, no matter what the method, is very important. This person may be a volunteer from your committee or a school employee.

If you need to use multiple methods of survey distribution, it will be important to ask parents NOT to complete the survey more than once.

Finally, many school sites find that a small incentive given to every student or parent who returns a completed survey—or even a large incentive that is raffled to a lucky student—are helpful in boosting the survey return rate.

Copies of the surveys in English and Spanish are available in Appendices 1 and 2.

SRTS STUDENT TRAVEL TALLY

(modified from the National Center for SRTS website)

Tally forms simply offer a way to count numbers of people or things. Tally forms can answer a question that every SRTS program needs to be able to answer: *How do students travel to and from school?* Tallies can be used to count the number of children traveling to and from school using different modes of travel such as walking, bicycling, bus, private vehicle, car pool, etc. Travel behavior enables you to measure changes after implementation of SRTS program

activities. In addition, tallies provide a way to identify which modes of travel should be targeted, and also provide a general understanding of the school travel environment.

Student Travel Tally Protocol

For this project you will use the Student Travel Tally form developed by the National Center for SRTS. This is the standardized tally form being used by SRTS programs across the United States. A copy of this form is included in this guide and is available for download at the National Center's website:

http://www.saferoutesinfo.org/guide/evaluation/appendix_a_safe_routes_to_school_student_travel_tally.cfm

Teachers or volunteers will use this form to record specific information about how children travel to and from school on Tuesday, Wednesday and/or Thursday of a normal week of school (normal means no special events or vacation days that week, and that it is not the first or last week of school).

The ideal way to collect this data is to take a tally at least two days of that week in the classroom. Students will raise their hands in response to a few questions asked by the teacher or volunteer. This will take approximately 10-15 minutes, depending on the size of the class.

An alternative method is to conduct the tally at large group meetings such as school lunches, student assemblies, and/or having the PE teacher conduct tallies throughout the day. Pass on these suggestions to the principal and school team, and they may be able to help you figure out the best method for that school. One limitation that other SRTS participants have noted when asking these questions in a large group setting is that very young children tend to raise their hands in response to every question. Be sure to work with your school team and the principal, or a teacher, counselor, or another expert at the school to give the students clear instructions on how to answer the questions asked on the tally.

A copy of the tally form is found in Appendix 3.

SRTS OBSERVATIONS

Safety

Observations of pedestrians and bicyclists help to provide important information about actual behavior and potential safety problems. The purpose of the safety observations for the SRTS Local School Project is determine how safely students are crossing the street to get to school by:

- Conducting counts of pedestrians and bicyclists to complement and confirm the self-reported travel documented by the parent surveys & travel tallies.
- Recording elements of the intersection and events that affect safety.

These elements and/or events include: presence of a crossing guard, presence of crosswalks and traffic lights and whether they are used by pedestrians/cyclists, driver yielding behavior, and conflicts between vehicles and pedestrians/cyclists. Conflicts refer to any observation in which either:

- A pedestrian or cyclist abruptly changes stride when a vehicle approaches (e.g., starts running).
- A pedestrian, cyclist or driver of a vehicle seems uncomfortable (e.g., a driver suddenly brakes).

A protocol for conducting observations, and an observational data collection form are included in Appendix 4.

Vehicle Drop-Off and Pick-Up

We also need a count of the number of vehicles dropping off children in the morning and picking them up in the afternoon. This count will provide two important types of information. First, we can show program impact by observing the change in the number of children arriving by vehicle at the beginning of the school year versus the end of the year. Second, we can get a sense of how vehicle emissions around the schools may have improved over the year. We can get this information by tallying the number and general type of vehicles used to drop off and pick up children from school.

Ideally, you will be able to make these observations on the same day as you make the safety observations by having a third volunteer sitting at the vehicle drop-off/pick-up area at the school. As an alternative, you could do these vehicle counts on a separate day.

A protocol for conducting observations, in addition to an observational data collection form are included in Appendix 5.

SRTS FOCUS GROUPS

Safe Routes to School focus groups provide a social setting in which individuals can explore topics and issues related to safe walking and bicycling to school.

This document provides an overview of the SRTS National Partnership objectives for focus groups, as well as information needed to organize and hold these meetings.

The Objectives of the Safe Routes to School National Partnership Focus Groups Are:

1. To explore patterns of how children get to school at each particular school site, including current practices and barriers to walking/bicycling.
2. To explore and solicit feedback about the types of improvements that would help children to walk or bike safely to school.
3. To explore and solicit feedback about the types of SRTS activities that could increase walking/bicycling and safety, and gain further understanding of ways to encourage parents to participate in SRTS activities.

Instructions for organizing focus groups and a script in English are included in Appendix 6. A Spanish language script will be provided separately.

Other pages in the Center's online guide to evaluation provide examples of what and how to measure:

http://www.saferoutesinfo.org/guide/evaluation/appendix_i_examples_of_what_how_measure.cfm

Descriptions of other ways to collect information can be found on the National Center's website:

http://www.saferoutesinfo.org/guide/evaluation/ways_to_collect_information.cfm

WHEN TO MEASURE

Data Collection Timeline

1. YOUR DATA COLLECTION TIMELINE

As mentioned in the Data Collection Tools section, there are four primary data collection tools that will be used by school sites in this project:

- Parent Surveys
- Student Travel Tallies
- Observations
- Focus Groups

The four Kaiser Permanente school sites are required to collect data using all four tools. The remaining six sites are required to use the *Parent Survey and the Student Travel Tally* (in both the fall of 2008 and the spring of 2009), and are encouraged to also conduct observations and focus groups, if possible.

The collection schedule for certain pieces of data will vary slightly at each location, based on program activities, weather conditions, and school hours. However, there are some standard rules of thumb that should be followed for this project.

Baseline data should be collected before any program activities are initiated. Activities such as Walk and Bike to School Day, bicycle or pedestrian safety classes, Walking Wednesdays, Walking School Buses, new bike racks, crosswalks or sidewalks, and others are likely to lead to increases in the number of students walking or bicycling to school. It is therefore crucial that baseline counts be conducted prior to implementation of any SRTS program activities at the school, or else the program may appear to be less successful than it really was.

First month of school: all LSP sites are responsible for collecting baseline data (the data you collect *before* you initiate any SRTS program activities) during this time period. Baseline data to be collected during this time includes: **student travel tallies, parent surveys and observations of travel conditions at school arrival and dismissal** (observations required for Kaiser Permanente sites; *strongly* suggested for other locations). Focus groups should also be

conducted during this time period, or shortly after Walk and Bike to School Day occurs at your school campus.

It is best to wait at least one week after the first day of school to allow regular travel patterns to become established (though we are hoping to change the auto patterns over the school year) and to let the school staff get settled in.

As mentioned earlier, baseline data is *very important* to measuring your program success. Real program successes are very important to continued SRTS funding. This is dependent on data that is collected accurately.

Baseline Data Collection Timeline

Activity:	Should be Completed by:	Our Dates:
Student tallies	1st month of school before Walk and Bike to School Day	
Parent surveys	1st month of school before Walk and Bike to School Day	
Observations	1st month of school before Walk and Bike to School Day	
Focus groups	1st or 2nd month of school before, or shortly after, Walk and Bike to School Day	

Throughout the school year: based on the type and timing of programming activities that you have planned, you'll want to collect more data throughout the year. The type of data collected depends on the program activities planned. In November, or once you and your school team have selected the program activities for the school year, submit your workplan to the evaluation team (Tracy McMillan and Jill Cooper) to help you to identify appropriate data to collect and the best time to collect it.

In the spring, 4-6 weeks before the school year ends: each LSP site is required to collect **student travel tallies, parent surveys and observations of travel conditions at school arrival and dismissal** (observations required for Kaiser Permanente sites; *strongly* suggested for other locations).

This time frame is recommended because as the end of the school year approaches, school activities change and can affect arrivals and dismissals. Also, schools and teachers will not want you in the classrooms in the last 2-3 weeks since they are trying to wrap up the school year.

End-of-Year Data Collection Timeline

Activity:	Should be Completed by:	Our Dates:
Student tallies	4-6 weeks before school ends	_____
Parent surveys	4-6 weeks before school ends	_____
Observations	4-6 weeks before school ends	_____
Focus groups	N/A	

2. SENDING THIS DATA TO THE EVALUATION TEAM

All of the data that you collect during the school year (baseline data in the beginning, data related to program activities and final data collection in the spring) should be sent to the evaluation team for data entry and analysis. Do *not* send any data to the National Center for Safe Routes to School. This means you will be sending:

- Hard copies of completed parent surveys
- Hard copies of completed student travel tallies
- Hard copies of completed observations
- Notes from focus groups (electronic, preferably)

Send all completed forms to:

Tracy McMillan, Ph.D., MPH
President, PPH Partners
7104 W Suzette Ln
Flagstaff, AZ 86001

EVALUATING PROGRAM SUSTAINABILITY

As mentioned in the data collection timeline section, the last step of this project is for the evaluation team to examine your program's sustainability. The overall Local School Project SRTS program evaluation focuses on long-term goals such as increased physical activity and traffic safety, which are important aspects of child health and health policy in the nation today. Successful SRTS programs, like yours, depend on intermediate steps, such as increasing walking and biking behavior, increasing the perception of safety and perception of convenience of walking/biking, and counting the number of children walking, biking and being driven to school, near-misses, vehicle speeds, and other factors in order to measure progress.

Additionally, though, it is crucial to evaluate process measures, such as the establishment of multi-disciplinary safe routes school teams, level of coordination with local agencies, community-wide SRTS task forces, if any, and influence of school and local policies. Together, these process measures can lead to program success and sustainability. To accomplish this, the evaluation team will collect data from you including meeting minutes, school team or task force lists, and program planning worksheets throughout the project period in order to assess program sustainability. In the spring we'll also do interviews with the LSP program coordinators and, if funds permit, visit each location. The evaluation team will discuss this aspect of data collection during conference calls with the local program teams and will also post requests for data on WebEx.

We'd like to thank you for your help with this Local School Project. Very few communities have measured community progress toward sustainability for SRTS. Your Local School Project can make a real contribution. Providing information about what affects the sustainability and success of Safe Routes to School programs is of paramount importance as the authorization of a new federal transportation program nears. The SRTS National Partnership will be using information from all of the Local School Projects to make the case for additional SRTS funding in the future, and to provide the public with specific examples of successful SRTS programs and lessons learned.

APPENDIX 1 — Parent Survey (English)

SURVEY ABOUT WALKING AND BIKING TO SCHOOL - FOR PARENTS -

Dear Parent or Caregiver,

Your child's school wants to learn your thoughts about children walking and biking to school. This survey will take about 5 - 10 minutes to complete. We ask that each family complete only one survey per school your children attend. If more than one child from a school brings a survey home, please fill out the survey for the child with the next birthday from today's date.

After you have completed this survey, send it back to the school with your child or give it to the teacher. Your responses will be kept confidential and neither your name nor your child's name will be associated with any results. **Thank you for participating in this survey!**

School Name:

Completing this form: Please write with CAPITAL letters. Mark boxes with "X" instead of "✓".

1. What is the grade of the child who brought home this survey? (K - 8) grade
2. Is the child who brought home this survey male or female? MALE FEMALE
3. How many children do you have in Kindergarten through 8th grade? children
4. What is the street intersection nearest your home? (provide the names of two intersecting streets)

AND

5. How far does your child live from school? (choose one and mark box with X)

- | | | |
|---|---|---|
| <input type="checkbox"/> a. less than 1/4 mile | <input type="checkbox"/> c. 1/2 mile up to 1 mile | <input type="checkbox"/> e. More than 2 miles |
| <input type="checkbox"/> b. 1/4 mile up to 1/2 mile | <input type="checkbox"/> d. 1 mile up to 2 miles | <input type="checkbox"/> f. Don't know |

6. On most days, how does your child arrive at school and leave for home after school? (select one choice per column, mark box with X)

	Arrive at school	Leave for home
<input type="checkbox"/> a. Walk	<input type="checkbox"/> a. Walk	<input type="checkbox"/> a. Walk
<input type="checkbox"/> b. Bike	<input type="checkbox"/> b. Bike	<input type="checkbox"/> b. Bike
<input type="checkbox"/> c. School Bus	<input type="checkbox"/> c. School Bus	<input type="checkbox"/> c. School Bus
<input type="checkbox"/> d. Family vehicle (only with children from your family)	<input type="checkbox"/> d. Family vehicle (only with children from your family)	<input type="checkbox"/> d. Family vehicle (only with children from your family)
<input type="checkbox"/> e. Carpool (riding with children from other families)	<input type="checkbox"/> e. Carpool (riding with children from other families)	<input type="checkbox"/> e. Carpool (riding with children from other families)
<input type="checkbox"/> f. Transit (city bus, subway, etc.)	<input type="checkbox"/> f. Transit (city bus, subway, etc.)	<input type="checkbox"/> f. Transit (city bus, subway, etc.)
<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)	<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)	<input type="checkbox"/> h. Other (skateboard, scooter, inline skates, etc.)

7. How long does it normally take your child to get to/from school? (fill-in circle for one choice per column)

	Travel time to school	Travel time from school
<input type="checkbox"/> a. Less than 5 minutes	<input type="checkbox"/> a. Less than 5 minutes	<input type="checkbox"/> a. Less than 5 minutes
<input type="checkbox"/> b. 5 - 10 minutes	<input type="checkbox"/> b. 5 - 10 minutes	<input type="checkbox"/> b. 5 - 10 minutes
<input type="checkbox"/> c. 11 - 20 minutes	<input type="checkbox"/> c. 11 - 20 minutes	<input type="checkbox"/> c. 11 - 20 minutes
<input type="checkbox"/> d. More than 20 minutes	<input type="checkbox"/> d. More than 20 minutes	<input type="checkbox"/> d. More than 20 minutes
<input type="checkbox"/> e. Don't know / Not sure	<input type="checkbox"/> e. Don't know / Not sure	<input type="checkbox"/> e. Don't know / Not sure

8. Has your child asked you for permission to walk or bike to/from school in the last year? (select one) YES NO

9. At what grade would you allow your child to walk or bike without an adult to/from school? (select a grade between K – 8) grade (or I would not feel comfortable at any grade)

10. Which of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (select all that apply, mark with X in box)

11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (select one choice per line) (My child already walks or bikes to/from school)

<input type="checkbox"/> Distance	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Convenience of driving	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Time	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Child's before or after-school activities	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Speed of traffic along route	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Amount of traffic along route	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Adults to walk or bike with	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Sidewalks or pathways	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Safety of intersections and crossings	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Crossing guards	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Violence or crime	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure
<input type="checkbox"/> Weather or climate	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> Not Sure

12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school? (select one, mark with X in box)

Strongly Encourage Encourage Neither Discourage Strongly Discourage

13. How much FUN is walking or biking to/from school for your child? (select one)

Very Fun Fun Neutral Boring Very Boring

14. How HEALTHY is walking or biking to/from school for your child? (select one)

Very Healthy Healthy Neutral Unhealthy Very Unhealthy

15. What is the highest grade or year of school you completed? (select one, mark with X in box)

- Grades 1 through 8 (Elementary) College 1 to 3 years (Some college or technical school)
 Grades 9 through 11 (Some high school) College 4 years or more (College graduate)
 Grade 12 or GED (High school graduate) Prefer not to answer

16. Please provide any additional comments below:

Thank you for participating in this survey!

APPENDIX 2 — Parent Survey (Spanish)

Encuesta sobre ir caminando o andando en bicicleta a la escuela

- PARA PADRES -

Estimado Padre o Proveedor,

La escuela donde su hijo/hija asiste desea saber sus pensamientos sobre niños caminando y andando en bicicleta a la escuela. Esta encuesta tomará entre 5 y 10 minutos para completar. Le pedimos a las familias que completen sólo una encuesta por escuela a la que asisten sus niños. Si recibe más de un formulario de la misma escuela, por favor complete solo una encuesta, la del niño que cumpla años en la fecha más próxima al día de hoy.

Después de completar esta encuesta, devuélvala a la escuela a través de su hijo o entréguesela a la maestra. Sus respuestas se mantendrán confidencial y no se asociará su nombre ni el de su hijo a ningún resultado. ¡Gracias por participar en esta encuesta!

Nombre de la Escuela:

¿Cómo llenar este formulario?: Escriba en letras MAYUSCULAS. Marque las cajas con "X" en vez de "✓".

1. ¿En qué grado esta el niño que trajo esta encuesta al hogar? (K – 8vo) grado

2. ¿El niño que trajo a casa la encuesta es varón o niña? Varon Niña

3. ¿Cuántos niños tiene usted entre Kindergarten y el 8vo grado? niños

4. ¿Cuál es la intersección más cerca de su casa? (el cruce de las dos calles)

Y

5. ¿A qué distancia vive su niño de la escuela? (elija uno y marque la caja con X)

- a. menos de 1/4 milla c. media milla hasta 1 milla e. Más de 2 millas
 b. milla de 1/4 milla el hasta 1/2 d. 1 milla hasta 2 millas f. No lo sé

6. La mayoría de los días, ¿cómo va su niño a la escuela y cómo regresa a la casa después de la escuela? (una respuesta por columna con una "X" en la caja)

Llega a la escuela	Llega a casa
<input type="checkbox"/> a. Caminando	<input type="checkbox"/> a. Caminando
<input type="checkbox"/> b. Bicicleta	<input type="checkbox"/> b. Bicicleta
<input type="checkbox"/> c. Autobús escolar	<input type="checkbox"/> c. Autobús escolar
<input type="checkbox"/> d. Vehículo de la familia (solo con niños de la familia)	<input type="checkbox"/> d. Vehículo de la familia (solo con niños de la familia)
<input type="checkbox"/> e. Compartiendo el viaje en auto con niños de otras familias	<input type="checkbox"/> e. Compartiendo el viaje en auto con niños de otras familias
<input type="checkbox"/> f. Tránsito (autobús de la ciudad, subterráneo, etc.)	<input type="checkbox"/> f. Tránsito (autobús de la ciudad, subterráneo, etc.)
<input type="checkbox"/> h. Otro (patineta, monopatin, patines, etc.)	<input type="checkbox"/> h. Otro (patineta, monopatin, patines, etc.)

7. ¿Cuánto tiempo le toma a su niño para ir y regresar de la escuela? (una respuesta por columna con una "X" en la caja)

Tiempo del recorrido a la escuela	Tiempo del recorrido para llegar a casa
<input type="checkbox"/> a. Menos de 5 minutos	<input type="checkbox"/> a. Menos de 5 minutos
<input type="checkbox"/> b. 5 a 10 minutos	<input type="checkbox"/> b. 5 a 10 minutos
<input type="checkbox"/> c. 11 a 20 minutos	<input type="checkbox"/> c. 11 a 20 minutos
<input type="checkbox"/> d. Más de 20 minutos	<input type="checkbox"/> d. Más de 20 minutos
<input type="checkbox"/> e. No lo sé / No estoy seguro/a	<input type="checkbox"/> e. No lo sé / No estoy seguro/a

8. ¿En el último año, le ha pedido permiso su hijo para caminar o andar en bicicleta para ir o/regresar de la escuela? (marque una respuesta) Sí NO

9. ¿En qué grado permitiría que su hijo camine o ande en bicicleta solo a/o de la escuela? (seleccione un grado entre K y 8) grado (o No me sentiría cómodo/a en ningún grado)

10. ¿Cuáles de las siguientes situaciones afectaron su decisión permitir, o no permitir, que su niño camine o ande en bicicleta a/o de la escuela? (marque todas las que correspondan)

- Distancia
- Conveniencia de manejar
- Tiempo
- Actividades antes o después de la escuela
- Velocidad del tráfico en la ruta
- Cantidad de tráfico en la ruta
- Adultos que acompañen a su niño
- Aceras o caminos
- Seguridad de las intersecciones y cruces
- Guardias de cruce peatonal
- Violencia o crimen
- Tiempo o clima

11. ¿Probablemente dejaría que su hijo caminara o usara la bicicleta para ir a /regresar de la escuela si este problema cambiara o mejorara? (elija una respuesta por línea)

- Mi niño camina o bikes ya a o desde escuela)
- Sí NO No estoy seguro/a
 - Sí NO No estoy seguro/a

12. En su opinión, ¿cuánto apoyo provee la escuela de su hijo a caminar y usar la bicicleta para ir o regresar de la escuela? (seleccione una opción por línea)

- Anima Fuertemente Anima Ni uno ni otro Desaliente Desaliente Fuertemente

13. ¿Qué tan DIVERTIDO es caminar or andar en bicicleta a o desde la escuela para su niño? (seleccione uno)

- Mismo Diversión Diversión Neutral El agujerear Muy Aburrido

14. ¿Qué tan SANO es caminar o andar en bicicleta a o desde la escuela para su niño? (seleccione uno)

- Muy Sano Sano Neutral Malsano Muy Malsano

15. [opcional] ¿Cuál es el grado o el año más alto de la escuela que usted terminó? (seleccione uno)

- Grados 1 a 8 (Escuela primaria) Universidad 1 a 3 años (alguna universidad o escuela técnica)
- Grados 9 a 11 (alguna High School secundaria) Universidad 4 años o más (graduado de la universidad)
- Grado 12 o GED (graduado High School secundaria) Prefiera no contestar

16. Proporcione por favor cualquier comentario adicional abajo:

¡Gracias por participar en esta encuesta!

APPENDIX 3 — Student Travel Tallies

SAFE ROUTES TO SCHOOL

STUDENT ARRIVAL AND DEPARTURE TALLY SHEET

School Name: Zip Code: -

Teacher: Grade (K-8)

Monday's Date / / # of students enrolled in class
M M / D D / Y E A R

Teachers, here are simple instructions for using this form:

- Please conduct these counts **on any two days from Tuesday, Wednesday, or Thursday of the assigned week.** Only two days worth of counts are needed, but counting all 3 provides better data.
- **Please do not conduct these counts on Mondays or Fridays.**
- Before asking your students to raise their hands to indicate the *one answer* that is correct for them, read through all potential answers so they will know what the choices are.
- Ask your students as a group the question **"How did you arrive at school today?"**
- Read each answer and record the number of students that raised their hands for each.
- **Place just one character or number in each box.**
- Follow the same procedure for the question **"How do you plan to leave for home after school?"**
- Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

Step 1. Fill in the weather conditions and number of students in class each day.			Step 2. Ask students "How did you arrive at school today?" and "How do you plan to leave for home after school?" (record number of hands for each answer)								
	Weather S= sunny R= rainy O= overcast Sn= snow	Number of Students (in class when count made)	Walk	Bike	School Bus		Family Vehicle (only with children from your family)	Carpool (riding with children from other families)	Transit (city bus, subway, etc.)	Other (skateboard, scooter, inline skates, etc.)	
SAMPLE	S	2 7	4	2	1 1	7	3	0	0		
Tues AM											
Tues PM											
Wed AM											
Wed PM											
Thur AM											
Thur PM											

Comments (List disruptions to counts or any unusual travel conditions to/from the school on the days of the tally):

Thank you for helping gather this information!

APPENDIX 4 — Safety Observation Data Collection Protocol and Form

OBSERVATIONS

The purpose is to observe how safe students are while crossing the street to get to school. Observer(s) should stand at a corner of the intersection where they have the best ability to see pedestrians crossing the street, and where they can stand **safely**. It is best to conduct two morning and two afternoon observations on different days. The morning and afternoon observations do not need to be on the same day. However, if you conduct more than one set of observations, do them at the same time each day. These observations should be implemented on regular school days; i.e. when there aren't atypical dismissals, special events, extreme weather, etc.

Your school may have multiple points of entry onto the school grounds. If there is more than one main point of entry, work with your school team to determine at least two or more of the most popular ones, so that a maximum number of students are recorded during the observation.

We recommend that two adults or responsible older students observe each time. If possible, observers should stand so that they can record children in the two busiest intersections near the school. Observers should make every effort to be inconspicuous to drivers and pedestrians in the intersection. However, we strongly advise that you contact the school prior to the observations, to inquire about early dismissal days, rules about checking in, wearing an identification badge, etc.

Please do not conduct these observations during rainy conditions or when there is limited visibility due to heavy fog.

Morning Observations:

Observers should spend a total of 25 minutes at the intersection. They should start 15 minutes before the morning bell and stay 10 minutes after the bell rings.

Afternoon Observations:

Observers should conduct observations for 5 minutes before and 20 minutes after the afternoon bell. If there are staggered release times in the afternoon—for example, early kindergarten release times—work with the school team to determine the most popular dismissal time to observe. It is preferable to observe older grade levels, if there is a choice, since parents are more likely to allow older children (especially ten years old and above) to walk or bicycle to and from school alone.

Definitions and Instructions for Completing Observation Form:

At the top of the form, enter the following information:

- Name of person/people conducting data collection
- Name of school
- Start time of observations
- Date of data Collection
- Name of streets at intersection you are observing (if you are at an intersection)
- End time of observations
- Name of specific street crossing that you are observing
- Whether you are observing a mid-block crossing?
- Whether there is a marked crosswalk present (A marked crosswalk refers to any kind or color of lines or stripes to indicate where a pedestrian should cross a street—these can be located at intersections or mid-block crossings).
- Whether there is a traffic light at the intersection?
- Whether there is a stop sign at intersection?

Pedestrian/Bicyclist:

- Only record children who appear to be under age 14 (8th grade and below) in this column. A cyclist includes any child using any non-motorized transportation using wheels (e.g., bicycles, scooters, wheelchairs, inline skates, skates, tag-along bikes, or skateboards).
- Do not count children driven in cars or buses or kids in trailers.
- Write W (for walking) if the child is walking.

- Write B/NoH (for biking, no helmet) if the child is riding a bike, or walking their bike across the street, and is not wearing a helmet.
- Write B/H (for biking, with helmet) if the child is riding a bike, or walking their bike across the street, and is wearing a helmet.
- Write O (for other) if the child is using some other form of *active* transportation, such as riding a skateboard or a scooter.

Gender:

- Enter M for male and F for female.

Child Traveling with Adult or High School-aged Youth:

- If an adult, other than a crossing guard, is present with a child or group of children crossing the street, enter Y for yes. If no adult is present, enter N for no.

Crossing Guard or Student Safety Patrol Present:

- A crossing guard or student safety patrol is defined as an adult official with the specific job of helping children to cross the street safely. Enter Y for yes if a crossing guard or safety patrol helps a child cross or N for no.

Crossed with Light:

- If there is a traffic signal present, indicate whether a child crossed when the signal indicated they should cross, by entering Y for yes, or an N for no.

Child Crossed at Designated Crossing:

- Indicate whether children crossed in a designated place for crossing. This could be a marked crosswalk or an unmarked crosswalk that is a designated legal place to cross.

Drivers:

- This describes anyone operating a motor vehicle. Driver interactions should be recorded as drivers cross the path of child pedestrians and bicyclists who are in the intersection on their way to or from school.

Driver Yielding:

- This column refers to a driver of a vehicle approaching an intersection or marked mid-block crosswalk. Yielding refers to drivers stopping or slowing down to allow a child to cross the street. If a driver yields, write Y for yes. If a driver does not yield, write N for no. Write 0 if there are no vehicles closer than 1 block away from the intersection.
- If there is a line of vehicles following the first vehicle, and no additional children present to cross the street, just count the behavior of the driver in the first vehicle. If additional children approach, document the first vehicle that has the opportunity to yield.

Conflicts

- Conflicts refer to any observation in which either:
 - A pedestrian or bicyclist abruptly changes speed when a vehicle approaches (e.g., starts running).
 - A pedestrian/bicyclist or driver of a vehicle behaves reactively; for example, when a driver suddenly brakes to avoid a collision with a pedestrian.

If there is a conflict, write Y for yes. If there is not a conflict, write N for no.

Instructions for Conducting Observations

- 1. The two observers should be positioned on the corner of whichever street(s) will be the busiest during the school commute times.**
 - Make sure you choose a place that is **safe for you to stand**.
 - Each observer should focus on one street.
 - If there is more than one observer, one should focus on the main street and the other on the cross street. If a pedestrian crosses both streets, they should be counted each time.
- 2. Fill out site information at the top of the observation form. Each observer will have his/her own form.**
 - Write your name and the date of the data collection on the top of the form.
 - Write the name of the school site your observation is associated with.
 - Write the names of the intersection where you are observing.
 - Write the name of the street crossing that you will be focusing on for your observation.

- Note the start time of your observation.
- Each pedestrian should be recorded on a separate line, even if they are in a group.
 - If there is a group of pedestrians crossing, put a bracket around the rows on the left side of the form. For example, in the sample table below, the first two pedestrians crossed together, the 3rd pedestrian crossed alone and then the next three crossed as a group:

PEDESTRIAN/CYCLIST	GENDER	CHILD TRAVELING WITH ADULT or HIGH SCHOOL-AGED YOUTH?	CROSSING GUARD /STUDENT SAFETY PATROL PRESENT?	CROSSED WITH LIGHT? (if applicable)	CHILD CROSSED AT DESIGNATED CROSSING?	DRIVER YIELDING (driver closest to ped at entrance to intersection)	CONFLICT
W = Walking B/NoH = Biking, no helmet B/H = Biking, with helmet O = Other (skateboard, scooter)	M = Male F = Female	Y = Yes N = No	Y = Yes N = No	Y = Yes N = No	Y = Yes N = No	Y = Driver yielded N = Driver did not yield 0 = No car	Y = Conflict N = No conflict
1.							
2.							
3.							
4.							
5.							
6.							

- Be sure to note the end time of your observation.
- If you use more than 1 page, please enter the page number and total number of pages at the bottom of the form.

Observation Data Collection Form

SRTS Observational Data Collection Form

Data Collected By (Name): _____		School: _____		Start Time: _____			
Data Collected On (Date): _____		Intersection: _____		End Time: _____			
Name of street crossing that you are observing: _____				Mid-block crossing? Yes / No (Circle one)			
Marked crosswalk present? Yes / No (Circle one)				Stop sign at intersection? Yes / No (Circle one)			
		PEDESTRIANS/CYCLISTS			DRIVERS		
PEDESTRIAN/CYCLIST W = Walking B/NoH = Biking, no helmet B/H = Biking, with helmet O = Other (skateboard, scooter)	GENDER M = Male F = Female	CHILD TRAVELING WITH ADULT or HIGH SCHOOL-AGED YOUTH? Y = Yes N = No	CROSSING GUARD/STUDENT SAFETY PATROL PRESENT? Y = Yes N = No	CROSSED WITH LIGHT? (IF APPLICABLE) Y = Yes N = No	CHILD CROSSED AT DESIGNATED CROSSING? Y = Yes N = No	DRIVER YIELDING (driver closest to ped at entrance to intersection) Y = Driver yielded N = Driver did not yield O = No car	CONFLICTS Y = Conflict N = No conflict
1							
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3							
4							
5							
6							
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APPENDIX 5 — Vehicle Observations Data Collection Protocol & Form

Vehicle counts provide two types of information. First, we can show program impact by observing the change in the number of children arriving by vehicle at the beginning of the school year versus the end of the year. Second, we can get a sense of how vehicle emissions around the schools may have improved over the year. We can get this information by tallying the number and general type of vehicles dropping off and picking up children at school.

Ideally, you will be able to conduct these observations on the same day as the safety observations, by having a 3rd volunteer sitting at the vehicle drop-off/pick-up area at the school. As an alternative, you could conduct these vehicle counts on a separate day.

Vehicle counts should be conducted at the main vehicle drop-off/pick-up area at the school. If there is more than one main drop-off/pick-up area, work with your school team to determine the two most popular ones, so that a maximum number of vehicles are recorded during the observation. Ideally, you would conduct counts at both locations with a volunteer at each location; if that is not possible, choose the one that experiences the highest volume of drop-off/pick-up traffic. If you need help determining where to observe, we are happy to help you with choosing the appropriate location(s).

Morning Observations:

Count and identify general vehicle type as children are dropped off at school. Volunteers should stand or sit at the entrance to the school for the 20 minute period before the school bell rings and for 5 minutes after it rings in the morning

Afternoon Observations:

Stand or sit at the entrance to the school for 5 minutes before and 20 minutes after the school bell rings. It is likely that parents will be parked in front of the school. In this case, count vehicles that children get into.

As with the safety observations, we strongly advise that you contact the school prior to the observations to inquire about early dismissal days, rules about checking in, wearing an identification badge, etc. Please do not conduct these observations during rainy weather or when there is limited visibility due to heavy fog.

General Vehicle Type Classification Examples:

While it is impossible for us to include a list of every car that falls into these general classifications, we provide some examples that can help those conducting vehicle counts place the vehicles in the correct category.

Small Vehicles: Economy or compact cars such as Toyota Corolla, Honda Civic, Ford Focus, Hyundai Accent, Kia Rio; also includes cars with two-doors plus hatchback and 2-seater cars

Medium vehicles: Mid-sized or family sedans such as Honda Accord, Toyota Camry, Ford Taurus, Hyundai Elantra, Kia Spectra, Chevrolet Malibu, Ford Fusion, Nissan Altima, Pontiac G6, Dodge Stratus, Chevrolet Impala, Dodge Charger

Mini-Vans: Family mini-vans that typically seat 6-8 passengers such as Dodge Caravan, Toyota Sienna, Honda Odyssey, Nissan Quest, Chevrolet Uplander, Chrysler Town and Country, Kia Sedona, Mazda MPV, Ford Freestar

Small SUVs: Smaller body style SUVs such as Ford Escape, Honda CR-V, Mazda Tribute, Suzuki Grand Vitara, Toyota Rav4, Hyundai Tucson or Santa Fe, Kia Sportage, Toyota Highlander

Large SUVs: Larger body style SUVs such as Ford Explorer, Toyota 4Runner, Honda Pilot, Hyundai Sorento, Nissan Pathfinder, Nissan XTerra, Chevy Tahoe, Ford Expedition, Hummer, GMC Envoy, GMC Yukon, Dodge Durango, Chevy Suburban, Cadillac Escalade

Pick-Up Trucks: Two- or 4-door trucks such as Ford Ranger, Mazda B2300, Nissan Frontier, Toyota Tundra, Chevy Colorado, Ford F-150, Toyota Tacoma

Vehicle Observations Data Collection Form						
Data collected by (Name):						
School:						
Location at school where conducting count (e.g., front entrance, side entrance, on school property, on street off of school property):						
Time of observation: to am/pm (circle one)						
For each vehicle counted, place a tally mark in the appropriate box.						
	Small vehicles	Medium vehicles	Mini-vans	Small SUVs	Large SUVs	Trucks
Count						
Total						
General Vehicle Type Classification Examples:						
While it is impossible for us to include a list of every car that falls into these general classifications, we provide some examples that can help those conducting vehicle counts place the vehicles in the correct category.						
Small vehicles: economy or compact cars such as Toyota Corolla, Honda Civic, Ford Focus, Hyundai Accent, Kia Rio; also includes cars with two-doors plus hatchback and 2-seater cars						
Medium vehicles: mid-sized or family sedans such as Honda Accord, Toyota Camry, Ford Taurus, Hyundai Elantra, Kia Spectra, Chevrolet Malibu, Ford Fusion, Nissan Altima, Pontiac G6, Dodge Stratus, Chevrolet Impala, Dodge Charger						
Mini-vans: Family mini-vans that typically seat 6-8 passengers such as Dodge Caravan, Toyota Sienna, Honda Odyssey, Nissan Quest, Chevrolet Uplander, Chrysler Town and Country, Kia Sedona, Mazda MPV, Ford Freestar						
Small SUVs: smaller body style SUVs such as Ford Escape, Honda CR-V, Mazda Tribute, Suzuki Grand Vitara, Toyota Rav4, Hyundai Tucson or Santa Fe, Kia Sportage, Toyota Highlander						
Large SUVs: larger body style SUVs such as Ford Explorer, Toyota 4Runner, Honda Pilot, Hyundai Sorrento, Nissan Pathfinder, Nissan XTerra, Chevy Tahoe, Ford Expedition, Hummer, GMC Envoy, GMC Yukon, Dodge Durango, Chevy Suburban, Cadillac Escalade						
Pick-up Trucks: 2 or 4-door trucks such as Ford Ranger, Mazda B2300, Nissan Frontier, Toyota Tundra, Chevy Colorado, Ford F-150, Toyota Tacoma						

APPENDIX 6 — Focus Group Overview and Questions

Overview of Focus Group Planning

Recruiting Participants:

The focus groups should include parents whose children attend the target school. To promote as diverse and random a group as possible, it is best for an official announcement or letter to be sent out from the school, or to recruit randomly at the school site, using flyers with a Local School Project contact name and phone number/email (as opposed to using the default of caregivers of those already participating in SRTS activities). As parents respond, they should be asked some preliminary questions such as the name/age of their child (or children), the approximate distance from their home to the school, and how their child currently gets to school. It will be important to balance attendance, based on diverse responses to these questions. It is optimal to have 8-12 participants in each focus group. Focus group organizers should confirm attendance with participants by telephone prior to the meeting.

We recommend that incentives be given to parents to attend; e.g., food at the focus groups and a gift certificate for a local retail store (we recommend \$25).

Consent to Participate:

We do not anticipate that the sites will require that you have (signed) informed consent from participants to participate. In the opening paragraph of the script, the facilitator will let people know that the focus group is voluntary, and that they may leave if they want to do so. If a site requires signed consent, please contact Jill Cooper at UC Berkeley at 510-643-4259 or cooperj@berkeley.edu.

Organizational:

If possible, we recommend setting aside 1½ hours for the focus group. It is best to hold it during the evening; e.g., from 6:30-8:00pm. Child care should be arranged. We strongly recommend having food available, as it supports a relaxed atmosphere and helps create ease among participants.

Surveys:

During the first 10 minutes, the staff will register participants and administer the SRTS parent survey (See Appendices 1 and 2 of the evaluation handbook for the parent survey in English and Spanish). We will also have a short survey for parents that will include some general demographic questions. This survey is found at the end of the focus group script.

The following supplies are needed during the focus groups:

- Notepads/pens for note takers
- Parent surveys
- Pens for participants (for surveys)
- Name tents or tags
- Markers
- Flip charts
- Color pictures of sample activities, messages and improvements to serve as basis for discussion
- Healthy snacks and water
- Business cards from Local School Project contact person
- SRTS resources
- Tape recorder and tapes (optional, but recommended)

Facilitation:

There should be one facilitator and one note taker at the focus group. The facilitator should be primarily responsible for moderating the discussion, and the note taker should be responsible for supporting the facilitator when necessary and taking notes. Each facilitator will have a script with an opening statement and a consent form to be read (attached at the end of this document). Further, the facilitators will have a list of questions and prompts that will promote discussion related to the focus group objectives. A script in Microsoft Word appears below, so note takers can type comments directly into the document on a laptop computer while at the focus group or afterwards.

During focus groups, it is important to put participants at ease, allowing people the freedom to speak, while probing important issues to be sure we are getting to the “core” of the research questions. While allowing all participants the opportunity to speak, it is also important not to let

one or a few people dominate the group. It is also critical for statements to be non-judgmental and to not let one or more people to dominate the discussion. If you need further instructions for conducting focus groups, please contact the evaluation team and we will provide additional resources to you.

We recommend that you write the ground rules on a piece of butcher paper or on a poster board and post them so everyone can see them as you review them. It might be necessary to remind people of them throughout the session.

Products:

Electronic (preferred) or written notes from the focus group should be provided to the SRTS National Partnership evaluation team (to Jill Cooper at cooperj@berkeley.edu or to c/o Tracy McMillan at the address on page 12.)

Agenda and Script:

The agenda and script below serve as a tool for the focus group facilitators. Have an agenda prepared on flip chart paper to post for everyone to see. Please see sample agenda below.

Follow the procedure below for asking the questions.

1. Read each main question. Record any responses. Before moving on to the next question, ask if there are any more comments. You do not need to get everyone's input for each question, but if you notice that some people are talking less than others, please give them a chance to answer, by specifically asking if they have anything to add.
2. In some cases, there are follow up questions for which you will ask for a show of hands. In each case, ask for any additional comments before moving on to the next topic area, while monitoring time for each section.
3. When there are no more responses to a question, use any prompts included to probe further. Prompts allow facilitators to get more in-depth information about important issues. If the group has already addressed the prompts, you do not need to ask them again. You might ask, "Does anyone have anything to add to this subject?"
4. Summarize the main issues raised in each section before moving on to the next section.

5. You will have 15 minutes for each of the 4 categories of questions. You will probably find that the time will go by very quickly.

Note Taking:

We have a script for you to use that provides questions and wording for each agenda topic.

There is room after each question for you to write the group's answers. This can be done at the focus group by hand or using a laptop computer. Typing the answers during the focus group on a laptop is preferred.

Ideally, you will track each individual's comments. You can do this by recording the initials of each individual, or by assigning a number to each person. You can then enter their initials or their number by each of their comments.

The note taker should try recording comments *word for word* whenever possible.

AGENDA

- I. Registration/Surveys – 10 minutes
- II. Welcome/Introductions – 5 minutes
- III. Focus Group Overview – 5 minutes
- IV. Introduction of Participants and Icebreaker – 10 minutes
- V. Focus Group Content – 1 hour
- VI. Adjourn; Distribute SRTS materials

SRTS FOCUS GROUP SCRIPT

Facilitator's name _____

Note takers name: _____

Date of focus group: _____ Time held: _____

Number of parents present: _____

Number of children represented by parents: _____

Location of focus group _____

I. Registration/Surveys — 10 minutes

II. Welcome/Introductions — 5 minutes

Sample opening: My name is _____ and I will be moderating today's focus group. I'd like to thank you all for taking the time to participate in our study. The purpose of today's focus group is to explore your ideas about whether it is safe and easy for your child or children to walk and bicycle to and from school. The results of this focus group will be used to help children walk and bike more, and more safely, to school.

III. Focus Group Overview — 5 minutes

- We want you to know that your participation is completely voluntary, and that you may choose not to answer certain questions. You also may leave the group at any point.
- Everything you say here will be kept confidential (we won't be recording names with any of the responses).
- Ground rules:
 - It's important we hear from everyone, give others a chance to talk
 - I may at times suggest that we move on to another person
 - I may suggest we return to a question or move on for time
 - Please refrain from side conversations so we may hear everything that is said
 - Most importantly, we are not looking for any particular answers
 - Please tell us whatever it is you're thinking
 - Everyone in this group is an expert on this topic
 - It's okay to repeat what others have already said

- It's okay to have a completely different response
- For many of the questions we will ask for a show of hands as an initial response and then open the question for discussion from anyone who would like to comment.

IV. Introduction of Participants and Icebreaker — 10 minutes

- Before we start the questions, let's go around the room and introduce ourselves. To give us a little background before we begin, can I see a show of hands—How many of you walked or biked to get here today? How many drove? How many took a bus? How many were dropped off? Who got here another way? As you go around and say your name, please also include how you got to school when you were a child, and how your children get to school now.

V. Focus Group Content

- There are 4 main topics we would like to talk about today:
 - The first topic will explore patterns of how children get to school, including current practices and barriers to walking/bicycling.
 - The second main topic will explore barriers that adults might face in walking or biking their children to school.
 - The third main topic will explore and get feedback on the types of changes that would help children to walk or bike safely to school with or without an adult or older youth (high school-aged).
 - The fourth main topic will explore and get feedback on the types of SRTS activities that could help increase walking/bicycling and safety.

We will allow 15 minutes to discuss each of these 4 main topics.

A. Topic 1 — Now we'll focus on the first topic and ask questions to explore patterns of how children get to school, including current practices and barriers to walking/bicycling. (15 minutes)

Question 1.1. On most days, how does your child arrive at school and leave for home after school?

[Note to facilitator: If people are not able to answer this question, use the prompts to elicit responses. Prompts: Do they walk, bike, ride a school bus or family vehicle (with only children from your family), carpool (riding with children from other families), ride transit (city bus, subway, light rail, etc.)? What other ways do they get to school? (skateboard, scooter, inline skates, etc.)]

Question 1.2. How far does your family live from the school?

- (a) 1/4 mile or less
- (b) between 1/4 and 1/2 mile
- (c) between 1/2 and 3/4 miles
- (d) between 3/4 miles and 1 mile
- (e) between 1-2 miles
- (f) over 2 miles?

[Note to facilitator: Ask for a show of hands from the group for each category.]

Question 1.3. What is the longest distance you think your child and/or yourself would comfortably walk or bike to school?

Question 1.4. Are there school buses in your school district? If so, is your child eligible to take a school bus?

Question 1.5. If your child does not currently walk/bike to school, why not?

[Note to facilitator: For everyone answering this question (i.e., if their children do not walk/bike), get a show of hands for each of the reasons below. They can raise their hands in response to more than one concern.]

1.5.1 Do you or your child think that school is too far to walk/bike to?

hands raised _____

Initials (or id numbers, if possible) _____

1.5.2. Is there too much traffic, or too many speeding cars on the way to school?

hands raised _____

Initials (or id numbers, if possible) _____

1.5.3. Are sidewalks missing, or crosswalks and intersections inadequate/unsafe?

hands raised _____

Initials (or id numbers, if possible) _____

1.5.4. Does your child complain about walking or biking because his/her friends do not walk/bike?

hands raised _____

Initials (or id numbers, if possible) _____

Question 1.6. If you pick up your child from school with a car:

[Note to facilitator: For everyone answering this question (i.e., if their children do not walk/bike), get a show of hands for each of the reasons below. They can raise their hands in response to more than one concern.]

1.6.1. Do you usually go on errands right after you drop off your child at or pick them up after school?

hands raised _____

Initials (or id numbers, if possible) _____

1.6.2. Do you pick up other children after school?

hands raised _____

Initials (or id numbers, if possible) _____

Question 1.7. Do you think that the way you get to school is a choice or a necessity?

[**Prompt:** If you drive, do you think you need to drive? Why?]

Question 1.8. Does your child have or use a bicycle, skateboard, scooter, or rollerblades?

Yes (#) _____

No (#) _____

If you answered no, why not?

[**Prompts:** Are they too expensive? Are you concerned about you or your child(ren)'s safety or knowledge about how to use them? Do you have a place to store bicycles, or scooters, etc.?)

Question 1.9. If your child rides a bicycle, scooter, skateboard or rollerblades, does he/she use a helmet?

Yes (#) _____ What are the reasons he/she does?

No (#) _____ What are the reasons he/she does not?

B. Topic 2 —Now it's time to explore barriers that adults might face in walking or biking their child to school. (15 minutes)

Question 2.1. Would you let your child walk to school without an adult or an older child (high school-aged)?

Yes (#) _____

No (#) _____

Question 2.2. What is an appropriate age for children to walk to school with an adult or high school-aged child?

[Note to facilitator: Get each person's input.]

Question 2.3. Does your work schedule or location, or the jobs of other adults in your home make it difficult for your child to walk/bike to school? Why?

Question 2.4. Do you have concerns about your child's physical health?

[Prompts: do any of your children have asthma or breathing problems? Are any of you concerned about your child being or becoming overweight?]

Question 2.5. What do you think can help kids with improving their physical health?

Question 2.6. Are you concerned about poor air quality caused by traffic around your school?

2.6.1. Are you concerned about poor air quality caused by industry near your school?

[Note to facilitator: Please ask for explanation]

Question 2.7. Does your child know how to ride his/her bike when traffic is around?

Question 2.8. Have you seen any accidents between moving vehicles and walkers/bicyclists on the way to school?

[Prompts: Have you seen any near misses, where a car has to stop short to miss hitting a walker or bicyclist, or where a walker or bicyclist has to start running, or take some other quick action, to get out of the way of a moving car?]

Question 2.9. Are there scary dogs in your neighborhood that your child is likely to come into contact with on the way to school?

Question 2.10. Is there crime in your neighborhood that your child is likely to come into contact with on the way to school? How about bullies? Are you afraid of strangers hurting your child?

C. Topic 3 — Now we'll focus on the types of improvements that would help children to walk or bike safely to school. (15 minutes)

Question 3.1. Which of the following would make you feel more comfortable with having your child walk or bike to school (whether they do now or not)?

[Note to facilitator: Get a show of hands for each improvement]

3.1.1. Sidewalks (repaired or new)

hands raised _____

3.1.2. Neighbors to walk or bike with

hands raised _____

3.1.3. Slower traffic on the way to school

hands raised _____

3.1.4. More time to cross the street

hands raised _____

3.1.5. Having a short distance to cross the street (for example, having a median island in the middle of a multi-lane street)

hands raised _____

3.1.6. Crosswalks that are more visible to drivers

hands raised _____

3.1.7. Crossing guards

hands raised _____

3.1.8. More police

hands raised _____

3.1.9. Cleaner streets

hands raised _____

3.1.10. No scary dogs

hands raised _____

3.1.11. Off-street trails

hands raised _____

3.1.12. A place to keep bikes, scooters, etc. at home?

hands raised _____

3.1.13. A place (like locked storage gates) to keep bikes, scooters, etc. at school?

hands raised _____

3.1.14. Children have better knowledge of the rules of the road?

hands raised _____

Question 3.2. Do you think that a group of adults and kids walking together can make it safer to walk or bike to school? (Do you think it can prevent crime? Slow traffic?)

D. Topic 4 — Now we'll focus on the types of SRTS activities that could help increase walking/bicycling and safety, and ways to encourage parents to participate in SRTS activities of improvements that would help children to walk or bike safely to school. (15 minutes)

Question 4.1. Are you comfortable letting a neighbor/parent walk or bike with your child to school? Why or why not?

4.1.1. Would you drop your child off—or walk/bike with—other parents/volunteers/kids at a specific point up to one mile from the school?

hands raised _____

4.1.2. Up to two miles from school?

hands raised _____

Question 4.2. Many schools are starting "Walking School Buses", where parent volunteers pick up children at various locations (similar to a yellow school bus) and they walk or bike to school together. Would you participate in a Walking or Biking School Bus?

hands raised _____

4.2.1. Would you participate in a Walking School Bus every day?

hands raised _____

One day per week? # hands raised _____

Once? # hands raised _____

Would it make a difference if your child had friends participating?

Question 4.3. Would you or your child participate in a one-day walking/biking fair or event up to three times during the school year? How about in the winter? If not, why?

Question 4.4. Would contests/prizes/events encourage you to participate in a promotional event?

[**Prompts:** Bike raffles, helmet give-aways, money, awards, etc.]

Question 4.5. If your child had friends walking or biking to school, would that create an incentive for your child to do the same?

Question 4.6. Do you have ideas for how to encourage more walking and biking?
What are they?

Question 4.7. Would these ideas you just brought up affect your allowing your child to walk or bike to school? Why?

Question 4.8. In closing, I'd like to ask you to come with a list of some of the benefits of walking and biking. Let's go around to hear everyone's comments.

IV. Conclusion

That's all the main questions we have for you. We want to thank you for taking the time to participate in the focus group today. Again, we will keep your comments confidential—only your ideas, without your names, will be summarized. Your comments will help us build our SRTS program here at _____ school, and help make kids safer and healthier.

(Provide information about local SRTS meetings, free or reduced cost bicycle helmet programs in your communities, ideas for safe walking and biking, Walking School Buses and other activities, etc.)

Safe Routes to School Focus Group – Questionnaire

Thank you for taking the time to participate in this focus group. We have some brief introductory questions for you before we start. All answers are completely confidential.

1. Are you? Female Male

2. How many adults over age 18 live in your home? _____

3. What is your age?

Under 18 19-25 26-30 30-40 40-50 50-60 Over 60

4. How many children do you have living at home? _____

Under age 5: How many? _____

Between ages 5 and 10: How many? _____

Between ages 11 and 13: How many? _____

Between ages 14 and 18: How many? _____

Over age 18: How many? _____

5. Do you have access to an automobile whenever you need to use one?

Yes, I own an automobile

Yes, I can borrow an automobile

No, I don't have access whenever I need an automobile

6. How many times last year did your child walk, bike, or take a scooter or skateboard to school?

Never

Between 1-5 times

Between 6-10 times

Between 11-20 times

Over 20 times

Thank you for completing this questionnaire!