



Evaluation:
**Assess success and
identify unintended
consequences or
opportunities.**

Bikeability Checklist

English:

http://www.pedbikeinfo.org/pdf/community_bikeability_checklist.pdf

Spanish:

http://www.pedbikeinfo.org/pdf/community_bikeability-checklist-sp.pdf

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Bikeability Checklist

How bikeable is your community?

Riding a bike is fun!

Bicycling is a great way to get around and to get your daily dose of physical activity. It's good for the environment, and it can save you money. No wonder many communities are encouraging people to ride their bikes more often!



This resource provides a comprehensive checklist to determine the bikeability of a community, identify problems, and ways to solve the problems.

Common Evaluation Designs

http://guide.saferoutesinfo.org/evaluation/appendix_f_evaluation_designs.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

F. Evaluation Designs

The quality of an evaluation varies by design. The most rigorous design is a randomized trial, which requires randomly assigning individuals or groups to either intervention or control status. This is probably not feasible or appropriate for a community-level Safe Routes to School (SRTS) program. Less rigorous designs (see box) have strengths and weaknesses to consider when choosing among them.

Common Evaluation Designs for Program Evaluation

Pre and Post One-Sample Tests:

For example, assess how many students walk to school before a kick off event takes place and how many students walk after the event.

- Strength: easy to conduct, it is the most feasible design.
- Weakness: results may not be accurate as there is no control for outside factors that may explain the findings even in the absence of the SRTS program.

Pre and Post Two-Sample Tests:

For example, measure how many students walk or bike before and after SRTS has been in place for 6 months and measure at those same points in time in a similar school elsewhere that did not take part in SRTS.

- Strength: fairly easy to conduct, better control than the one-sample test, especially if the second school is similar with regard to outside factors.
- Weakness: no two schools are exactly alike with regard to outside factors; some unmeasured difference between the two schools may still explain the result rather than the SRTS program itself.

Time-Series Design:

For example, measure rates of walking and bicycling before the SRTS program, then every other month for one year. A time-series design is most feasible with one sample (the school where the program occurs). However, it is more accurate when it includes a comparison school to rule out the possibility of other explanations (beyond the SRTS program) for the changes.

This resource outlines characteristics of common evaluation designs, including:

- Randomized trial
- Pre and Post One-Sample Tests
- Pre and Post Two (or more)-Sample Tests
- Time-Series Design



Observation of a School: Understanding Walking and Biking Safety Issues

saferoutesinfo.org/sites/default/files/resources/School_Field_Observation_Resource.pdf

Prepared by the National Center for Safe Routes to School



Observation of a School:



Understanding Walking and Biking Safety Issues

The best way to understand walking and bicycling safety issues at a particular school is by observing students arriving or departing during a normal school day. This includes observing children as they walk or bike the routes to school, how they cross streets, the interactions they have with cars and buses on the school campus, and how they make their way to the school door. The goal is to identify two main things:

- The physical environment for walking and bicycling both on the school campus and in the surrounding area; and
- The behaviors of pedestrians, bicyclists and motorists.

A good way to start is in a neighborhood near the school. Observe the route the students are taking. When on the school campus, walk in a loop to make sure you have a chance to observe all locations and forms of behavior. Be prepared to jot down things you want to address. Be at the main entrance the fifteen minutes prior to school starting and the first fifteen minutes when school is dismissed.

This resource outlines the observations of schools. including:

- Physical environment (engineering aspect)
- Behaviors of motorists, pedestrians, bicyclists, and crossing guards

Online Data System: Data Collection

- Website:
<http://www.saferoutesdata.org>
- Navigating the Safe Routes to School Data System:
<http://www.saferoutesdata.org/downloads/SafeRoutesData%20-%20Navigating%20the%20Data%20System.pdf>
- New Features:
<http://www.saferoutesdata.org/downloads/SafeRoutesData%20-%20New%20Features.pdf>
- Sample Reports Generated by the Online Data System:
http://saferoutesinfo.org/sites/default/files/page/SRTS_Data_sample_reports.pdf

Developed by the National Safe Routes to School



Safe Routes to School Data Collection System

Welcome to the National Center for Safe Routes to School's enhanced data system

For information on the changes, please see the list of [New Features](#) document. For additional information on navigating through the system, please see the [Navigating the Data System](#) document. If you have any questions, please email info@saferoutesinfo.org, and National Center staff will return your email within 24 business hours. We hope you enjoy our system's changes.

Welcome to the National Center for Safe Routes to School's online tracking system for local schools. This system provides a way for local and regional SRTS champions to enter and view data collected using the standardized Student Travel Tally and Parent Survey questionnaires.

To enter your SRTS data, please create a New User account or log in if you are a returning user.

Login for Returning Users	New Users	Tutorials for Using the System
<input type="text"/> Email <input type="password"/> Password	<input type="text"/> First Name <input type="text"/> Last Name	Navigating the Data System New Features How to Mail Data

The online Data System provides tools to collect, enter, update, view, and summarize data from standardized forms.

The Data System can aggregate these types of reports based on surveys:

- 1) one school at one time period (ex: Student Travel Tallies for May 2011)
- 2) one school at two time periods (determine statistically significant change)
- 3) aggregated report (data collected during the same season for all SRTS schools)

Options for Evaluation

http://guide.saferoutesinfo.org/evaluation/options_for_evaluation.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Options for Evaluation

This section discusses two evaluation methods for local programs to consider: standard and basic. The standard method of evaluation is the preferred method as it is more comprehensive and allows for adjustments during the program. However, it is understood that not everyone will have the resources for standard evaluation. Therefore, the basic evaluation will also be explained.

Standard evaluation:
Evaluation is done before, during, and after the program.

Basic evaluation:
Evaluation is done before and after the program.

Standard evaluation can be conducted by the program implementers or with the help of a professional evaluator. Standard evaluation is ideal since it provides information throughout the life of the program and can be used to examine the effectiveness of specific strategies. However, for some programs the ideal must be balanced with the time and the resources available. Basic evaluation may be the choice that fits the circumstances.

This information is shaped around standard evaluation conducted by the program implementer, since it provides a more complete picture than basic evaluation and does not have the costs associated with engaging an evaluation specialist. However, the worksheets and evaluation tools can be used for either of these evaluation plans. Below are descriptions of these options.



This resource outlines evaluation standard and basic methods for programs to consider.

Parent Survey About Walking and Biking to School

- English:
saferoutesinfo.org/sites/default/files/resource/s/Parent_Survey_English.pdf
- Spanish:
saferoutesinfo.org/sites/default/files/resource/s/Parent_Survey_Spanish.pdf
- Arabic, Armenian, Chinese, Haitian Creole, Hmong, Korean, Russian, Somali, Ukrainian, Vietnamese:
saferoutesinfo.org/program-tools/evaluation-parent-survey-other-language-options
- Online Option:
saferoutesinfo.org/program-tools/evaluation-parent-survey-online-surveying-option

This resource provides a 5-10 minute survey for parents or caregivers to learn about children walking and biking to and from school.

Prepared by the National Safes Routes to School

Parent Survey About Walking and Biking to School

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!

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: _____

1. What is the grade of the child who brought home this survey? Grade (PK,K,1,2,3...)

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?

4. What is the street intersection nearest your home? (Provide the names of two intersecting streets)
_____ and _____

Place a clear "X" inside box. If you make a mistake, fill the entire box, and then mark the correct box.

5. How far does your child live from school?

Less than ¼ mile ½ mile up to 1 mile More than 2 miles
 ¼ mile up to ½ mile 1 mile up to 2 miles Don't know

School Travel Planning: Walkabout Instruction and Checklist

google.com/?client=safari#q=Walkabout+Instructions+by+Active+Safe+Route+Routes+to+School

Prepared by Active and Safe Routes to School



Walkabout Timing

The Walkabout will be conducted either at the same time as the baseline surveying takes place or immediately after, but NOT before. The time of day for the Walkabout will be determined by the school but should coincide with either drop-off or pick-up time at the school.

The Walkabout process includes both a walking tour of the neighbourhood and a debriefing session indoors immediately following the tour. The debriefing session will include discussion of solutions that can be part of the Action Plan. It will take approximately 2.5 hours for the whole process.

An optional second walkabout could be done later in the STP process to review the walking routes as collected on maps during baseline surveying.

This comprehensive resource outlines how to organize and execute a Walkabout:

- Walkability Timing: approximately 2.5 hours for walking tour and debrief
- Participants
- Checklist for at the school site and areas surrounding the school site
- Sample Email Announcement

Student Surveying: In-Class Travel Tally

[http://www.saferoutesinfo.org/sites/default/files/resources/SRTS Two Day Tally.pdf](http://www.saferoutesinfo.org/sites/default/files/resources/SRTS%20Two%20Day%20Tally.pdf)

Prepared by the National Safe Routes to School

Safe Routes to School Students Arrival and Departure Tally Sheet

+ CAPITAL LETTERS ONLY – BLUE OR BLACK INK ONLY +

School Name: _____ Teacher's First Name: _____ Teacher's Last Name: _____

Grade: (PK,K,1,2,3...) _____ Monday's Date (Week count was conducted) _____ Number of Students Enrolled in Class: _____

0-9 H H D D Y Y Y Y 1-5

• Please conduct these counts on two of the following three days Tuesday, Wednesday, or Thursday. (Three days would provide better data if counted)
 • Please do not conduct these counts on Mondays or Fridays.
 • Before asking your students to raise their hands, please read through all possible answer choices so they will know their choices. Each Student may only answer once.
 • Ask your students as a group the question "How did you arrive at school today?"
 • Then, reread each answer choice 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?"
 • You can conduct the counts once per day but during the count please ask students both the school arrival and departure questions.
 • Please conduct this count regardless of weather conditions (i.e., ask these questions on rainy days, too).

This resource provides a method to measure how students get to school and how the Safe Routes To School programs affect their travel.

The Art of Appropriate Evaluation: Getting Help

<http://www.nhtsa.gov/people/injury/research/ArtofAppEvWeb/pages/5GettingHelp.htm>

Prepared by the National Highway Traffic Administration

Chapter 5: Getting Help The Art of Appropriate Evaluation

CHAPTER FIVE
GETTING HELP

You're probably thinking that this Guide is glossing over the really hard parts of evaluation just to trick you into taking the plunge. Well you are right—but not because we are trying to trick you. There are hard parts to evaluation and they can create real nightmares if they are not done right. But there is no point in trying to teach you how to do them right in a little guide that you can fit in your pocket.

Evaluation is one area where it makes sense to bring in outside expertise. It will save you considerable time and effort, and will increase your probability of success significantly. Ah, but what about the opening scenario when the manager delegated responsibility for the evaluation to a volunteer from another office and it was a disaster? Obviously, you can't be so eager to delegate the evaluation tasks that you hire the first person that comes along.

What Can (and Should) an Evaluation Specialist Do for You?

You want your evaluation specialist to:

- Design the evaluation
- Recruit and train the data collectors
- Collect the data
- Provide interim feedback to you during the conduct of the program
- Analyze the data and present the findings
- Provide input to you as you draw conclusions

This resource outlines the role of a Specialist and how to find one through a provided Link to Sources.

It also discusses the importance of preparing a clear statement of work with specific tasks to be completed, a description of all deliverables, and a schedule for completion before beginning work with an evaluator.

Walkability Checklist

- English: http://www.pedbikeinfo.org/pdf/community_walkability_checklist.pdf
- Spanish: http://www.pedbikeinfo.org/pdf/community_walkabilitychecklist-sp.pdf

Prepared by the Pedestrian and Bicycle Information Center (PBIC)

Walkability Checklist

How walkable is your community?

Take a walk with a child and decide for yourselves.

Everyone benefits from walking. These benefits include: improved fitness, cleaner air, reduced risks of certain health problems, and a greater sense of community. But walking needs to be safe and easy. Take a walk with your child and use this checklist to decide if your neighborhood is a friendly place to walk. Take heart if you find problems, there are ways you can make things better.



This resource provides a comprehensive checklist to determine the walkability of a community, identify problems, and ways to solve the problems.



Ways to Collect Information

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

Prepared by the Pedestrian and Bicycle Information Center (PBIC)
Ways to Collect Information

There are five ways often used by Safe Routes to School (SRTS) programs to collect information: tallies/counts, surveys, observations and audits, interviews and existing data sources.

1. Tallies/Counts

Tally forms are simply ways 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, etc. Travel behavior enables a program to measure changes after SRTS activities. It also provides a means of identifying which modes of travel to target and gives a general understanding of the school travel environment.

School Travel Tally Forms

[Student travel tally forms](#) developed by the National Center for Safe Routes to School are available for download and use. There is a 1-page tally sheet that teachers complete and [online tools](#) that generate a cumulative report for the entire school. Basic steps for use are to the right.

Safe Routes to School Student Travel Tally Forms

Instructions:

- For two days of one week, teachers ask students how they got to school that day and how they got home the previous day.
- Students raise their hands for each mode (walk, bike, car, etc) of travel and the teacher records the counts.
- The in-class tally sheets are collected and the cumulative results are added up. This can be done by entering information into an online data entry tool.
- The summary tool also displays some basic analysis information, such as graphically comparing the amount of walking or biking during the morning and the afternoon.

2. Surveys

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. Surveys may be distributed in many ways such as paper and pencil, telephone, e-mail messages, or over the Internet. Questions for a survey need to be carefully written and ideally pre-tested with potential respondents to be sure that the questions are understandable and that the answers will provide the kind of information sought. Entering survey data and generating results can be time consuming. The [parent survey](#) (see box at right) developed by the National Center for Safe Routes to School has a [data system](#) that automatically summarizes results.

This resource outlines guidelines and ways to collect information:

- Tallies/Counts
- Surveys/Questionnaires
- Observations/Audits
- Interviews
- Existing Data Sources

Working With an Evaluation Specialist

http://guide.saferoutesinfo.org/evaluation/appendix_e_working_with_an_evaluation_specialist.cfm

Prepared by the Pedestrian and Bicycle Information Center (PBIC)
E. Working with an Evaluation Specialist

Some programs will have the resources and interest in conducting a more comprehensive, complex evaluation and will seek the assistance of a specialist in order to do so. The role of an evaluation specialist and tips for creating a successful product are described here.

The Role of an Evaluation Specialist

If a program plans to use an evaluation specialist, the specialist should be included from the very beginning. The specialist can help identify what can be measured and what questions an evaluation will be able to answer. The evaluation specialist can anticipate potential future problems that may arise when gathering or analyzing particular types of data. For example, the evaluator will recognize the potential effect of seasonal differences in the number of walkers, or the impact political changes might have on enforcement activities. Beyond recognizing the potential problems, however, the evaluator will also know how to deal with them.

A specialist may perform the following tasks:

- Design the evaluation
- Identify and train data collectors
- Collect the data
- Provide interim feedback during the program
- Analyze data and present the findings
- Provide input on recommendations

The evaluator can determine survey tools, train data collectors and decide how to analyze results. Program implementers need to stay in communication with the evaluator to make sure that the processes and products align with expectations.

This resource outlines the role of a Specialist and how to find one.

The recommendation is through local colleges or universities.