

UC Berkeley

Research Reports

Title

Community Pedestrian Safety Engagement Workshops in California

Permalink

<https://escholarship.org/uc/item/5f40z9x2>

Authors

Babka, Rhianna Jolris
Cooper, Jill F
Alfsen, Wendy
[et al.](#)

Publication Date

2011

Peer reviewed

Community Pedestrian Safety Engagement Workshops in California

Rhianna Jolris Babka and Jill F. Cooper, SafeTREC,
Wendy Alfsen, California Walks, and
Marilyn Sabin, SafeTREC

Community Pedestrian Safety Engagement Workshops in California

Submission Date: August 1, 2010

Word Count: 6,569 + 2 Figures and Tables (250 words each) = 7,069

Rhianna JoIris Babka, MSW MPH
Project Consultant
Safe Transportation Research and Education Center
University of California, Berkeley
2614 Dwight Way # 7374
Berkeley, CA 94704-7374
Phone: (510) 643-4259
Fax: (510) 643-9922
E-mail: rbabka@gmail.com

Jill F. Cooper, MSW*
Associate Director
Safe Transportation Research and Education Center
University of California, Berkeley
2614 Dwight Way # 7374
Berkeley, CA 94704-7374
Phone: (510) 643-4259
Fax: (510) 643-9922
E-mail: cooperj@berkeley.edu

Wendy Alfsen
Executive Director
California *WALKS*
PO Box 13143
Berkeley CA 94712-4143
Phone: (510) 684-5705
E-mail: wendy@californiawalks.org

Marilyn Sabin
Project Consultant
Safe Transportation Research and Education Center
University of California, Berkeley
2614 Dwight Way # 7374
Berkeley, CA 94704-7374
Phone: (916) 971-3166
E-mail: msabin@sabwis.com

- corresponding author

ABSTRACT

The Community Pedestrian Safety Engagement Workshops are a community capacity building program to involve local residents in community pedestrian safety. The focus of these workshops is to engage, educate and empower residents to ensure they have the skills, knowledge and resources they need to become active in improving pedestrian safety in their neighborhood, district, city or county. This program uses pedestrian planning and community engagement curriculums as a framework for the content, and goes beyond this to tailor each workshop to the individual community needs, ensuring genuine resident engagement and continued involvement.

This paper highlights the processes and strategies used to engage community residents with local professionals in pedestrian safety workshops throughout California. Several case studies are highlighted focusing on a variety of engagement techniques from obtaining elected officials participation, outreaching and working with existing collaboratives and groups, working with youth volunteers, Video Voice, and peer learning and sharing. All of the workshops result in group-identified pedestrian safety priorities and actions for continued resident involvement and have connected previously inactive community members (both adults and youth) with community pedestrian activists. Subsequent relationships have resulted in enhanced community pedestrian safety efforts and programs that continue long past the workshop dates.

COMMUNITY PEDESTRIAN SAFETY WORKSHOPS

Overview

The Community Pedestrian Safety Engagement Workshops are a community capacity building program to engage and involve community residents in community-level pedestrian safety. The focus of the workshops is to engage, educate and empower local residents to ensure they have the skills, knowledge and resources they need to improve pedestrian safety in their neighborhood, district, city or county. Each of the workshops has had a different focus, and thus a variety of engagement and involvement strategies have resulted. The strategies highlighted in this paper include: elected official's participation, outreaching and working with existing collaboratives and groups, working with youth volunteers, Video Voice, and peer learning and sharing.

The workshops provide an opportunity for community members to converge with the common goal of making their own community safer for walking. In addition, local professionals (from the city's public works traffic engineering or planning departments, local and state law enforcement local elected officials, public health, educators and others) participate, engage and network with the community. In many cases, the workshops complement other training or planning taking place in a city or county among professional traffic planners and engineers, enforcement, public health and/or other community partners.

Background on Pedestrian Safety

Safety is an important part of transportation for all road users and all modes of transportation. There are many factors that contribute to the safety of road users. Walking is the most fundamental mode of human transportation. Yet, pedestrians, a particularly vulnerable group of road users have increased risk with some factors including: design speed, incomplete streets, alcohol, railroad tracks, race/ethnicity, age, and knowledge. The National Highway Traffic Safety Administration (NHTSA) reports that a pedestrian is injured every 8 minutes and killed every 113 minutes in a traffic crash (1). In 2007, pedestrians accounted for 16% of all of California's traffic fatalities, a rate that is 50% higher than the national average (1). The Federal Highway Administration (FHWA) has set a goal to reduce the number of pedestrian injuries and fatalities by 10 percent by the year 2011(2). Identifying new and innovative strategies to involve and engage community residents in improving pedestrian safety will likely result in more effective approaches to increase walking and reduce the number of pedestrian injuries and fatalities.

COMMUNITY ENGAGEMENT IN PEDESTRIAN SAFETY PLANNING

Engaging residents in pedestrian safety education and strategy workshops benefits both the community members and the local planning efforts. During the workshops community members engage and learn about best practices, meet others interested in pedestrian safety, get to know local professionals, and include their voice in the planning process. Planning efforts also benefit from community involvement as local residents are often intimately familiar with common and pervasive challenges and can assist and inform in priority development.

Moving Beyond "Token" Community Involvement in the Planning Processes

Public health researchers and practitioners have long been practicing community participation and involvement in health planning. It has become clear that "token" community involvement will not suffice, and that planning efforts of all disciplines must integrally involve community voice and input in order to be successful. Successful approaches involve community members and leaders driving the process from their experiences and desires to promote health, safety and wellbeing in their community. Approaches include integrating behavior change tailored to the unique needs in each setting and focusing on priorities adopted by community stakeholders. This approach has been proven to be a successful community based prevention education intervention strategy (3).

Other professions, such as city planners and engineers also practice community engagement in the planning processes because it is invaluable to have community input and buy-in for plans and projects. The FHWA has published both *A Resident's Guide for Creating Safe and Walkable Communities* (4) and *How to Develop a Pedestrian Safety Action Plan* (5). These resources help professionals move beyond community meetings and charrettes by educating, engaging and encouraging residents to maintain involvement in the pedestrian planning and safety process. This program uses both these resources plus walkability checklists (for active walk assessments during the workshop) and builds upon them by working closely with each community to identify unique and tailored engagement and involvement approaches. While the FHWA guides provide a basic framework for the workshop content, plenty of room remains to incorporate innovative engagement techniques. Each community is unique in some way, and pre-identifying the workshop audience is essential to developing an involvement strategy that goes beyond the workshop framework. The planning teams for these workshops have done just this and it is this process that has made the workshops successful.

Program Design and Methodology

The workshops teach basic pedestrian safety best practices, community engagement skills, walkability assessment of a selected pedestrian danger area, and mapping or other small group interactive prioritization of safety issues. At the end of the workshop, participants have a set of pedestrian safety priorities and have identified a next steps action plan to promote safe walking in the community.

Locations are selected using the California Office of Traffic Safety (OTS) pedestrian collisions data rankings (6). This information is publically available on their website, and ranks cities and counties in relation to similarly sized cities and counties on pedestrian injury and fatalities for age groups. All the workshop sites fall within the top ten for pedestrian injuries and fatalities in at least one of the age group categories for average population (see Table 1).

TABLE 1 Workshop location and pedestrian injury and fatality data

Training location (population) (7)	Age: All	Total	Age: 0-14	Total	Age: 65+	Total
Glendale (196,847)	8/55	97	25/55	15	2/55	26
Santa Ana (340,340)	8/13	130	5/13	36	9/13	9
Delano (52,802) 2007 OTS data	1/106*	23	2/106	NA	1/106*	NA
Stockton (287,578)	6/13	146	4/13	36	4/13	16
Los AngelesøCrenshaw District (Los Angeles = 3,831,868)	2/13	2,904	3/13	505	2/13	284
Santa Barbara (86,353)	3/103	60	6/103	14	7/103	8
Oakland ó Brookfield Elementary (409,184)	3/13	296	1/13	58	3/13	25
Oakland ó Eastmont Mall (409,184)	3/13	296	1/13	58	3/13	25
Moving Children Safely, California** (36,961,664) (8)	-	12,654	-	2,826	-	2,046 (Age:60+)
Eureka (25,247)	3/97	25	39/97	2	17/97	2
Long Beach (462,604)	5/13	248	2/13	64	7/13	20

Information represented is from 2008 unless otherwise noted, (NA = Not Available)

* When compared to daily vehicle miles traveled (DVMT) with cities of similar size.

** Hosted by Moving Children Safely, a statewide conference, statewide statistics represented.

Applying Best Practices and Evidence for Community Training and Capacity Building

The workshops use best practices and tools to engage and empower communities in creating safe pedestrian environments. Presenters trained in community pedestrian safety public involvement facilitate the workshop activities. Presenters base the facilitation methods on the walkable community workshop model using an adaptation of the FHWA's *How to Develop a Pedestrian Safety Action Plan* training (5) with additions from *A Resident's Guide for Creating Safe and Walkable Communities* (4) and other resources.

The workshops aim to build community capacity and assist with the development of relationship building and lasting change; therefore, it is critical that during the planning phases, the program team identify people and organizations that provide key entry points to local residents and community members. The ideal entry point is one that has existing concerns with pedestrian safety as well as pre-identified strategies to continue pedestrian safety work. These first connections lead to the development of a constituency base (if not already established) and ongoing leadership.

Once the planning committee is formed, the next step is to identify the community that is in greatest need for the workshop. Identification of the community can develop in several ways: geographic boundaries, site-specific (i.e. schools), collaborative groups, and neighborhood associations. The identification of the community also assists in the development of a training focus for each site. For example, if the training is located at or near a school then the focus is on the school community, pedestrian safety for youth and associated programming such as Safe Routes to Schools.

Simultaneously, community outreach is conducted and is one of the most, if not the most, critical planning phases of the workshop. Depending on the target audience, outreach is conducted through a variety of strategies. Many of the strategies that have been used in these workshops include: announcements in newsletters, personal outreach, posting flyers, email blasts, announcements at community meetings, and the media. The media is a powerful tool in health and safety promotion, education, and raising awareness of pedestrian safety. In this case, the media is used primarily as a complimentary resource to raise pedestrian safety awareness. Public service

announcements, radio interviews and feature news articles detailing upcoming workshops have garnered community support.

Tailoring the Workshop to Each Community

Injury based community interventions are most effective when tailored to a specific community and the social/environmental context (9). Customizing the training to specific communities was identified as a "Lesson Learned" in the FHWA's evaluation of their *Developing and Implementing a Pedestrian Safety Action Plan* (10). These workshops are individually tailored to fit the community need and/or desired focus using the local planning team. Specific focus areas identified in several of the communities include youth involvement in pedestrian safety and Safe Routes to School programs, Latino and monolingual Spanish speaking community need, the relationship of vehicle speed to pedestrian fatalities, pedestrian safety at railroad crossings, and the impact on community pedestrian safety related to the consumption of alcohol.

For example, in communities where there are primarily monolingual Spanish-speaking residents, workshops are conducted in Spanish (with simultaneous English translation). During these workshops there is emphasis on cultural norms and experiences around walking and the value of walking in the Latino community. Cultural and language barriers are also addressed, for example addressing issues of community fear of law enforcement as related to immigration deportation.

Using GIS and Traffic Crash Records

This program emphasizes making data and technology available and accessible to community residents. Using technology in new ways to promote health for laypersons is an emerging technique in transportation, public health and other disciplines. Geographic information systems (GIS) is one such technology that has transformed how issues related to health are studied and acted upon. For these workshops GIS is used to map pedestrian collision points to identify areas of potential concern relating to pedestrian injuries and fatalities. Many studies have already used GIS to track pedestrian injuries (11, 12, 13), but few have used this information to inform and enhance resident involvement. These workshops discuss the collision maps with participants. These maps provide the workshop participants a "picture" of the pedestrian collisions in their community. This has not only made participants and residents able to confidently understand the existing pedestrian safety conditions in their community, but it has also helped highlight the unique geographic and subsequent racial, age, and socio-economic disparities with regards to pedestrian safety. The maps and data that have been developed for the workshops have sparked significant interest in community residents. Translating research and information technology into an accessible tool for community members increases their knowledge, involvement, and engagement as advocates for pedestrian safety in their community.

Engaging the Community using the Community Action Model

Engaging the community to improve pedestrian safety is the heart of the workshop programming. The workshops are a space where the community comes together, interacts, learns from the instructors and peers, resulting in informed and empowered pedestrian safety advocates. The workshop is four hours long and has several components that follow the guiding principles of the Community Action Model (14). The Community Action Model uses a 5-step approach to build community capacity and address health disparities. This process is a continual cycle that begins with training participants, and moves through defining community goals, analyzing results, selecting actions and maintaining activities and actions. By moving through this cycle of engagement with community members, successful community driven change can occur.

The five primary components of the workshop are:

1. Train participants using empowerment education
2. Define the issue and conduct a community diagnosis (walkability assessment).
3. Analyze results in small groups
4. Select actions and develop priorities specific to the community
5. Maintain and enforce actions and activities

1. Train participants using empowerment education

Empowerment education has been identified as a link to increased health (15). The workshops focus on empowerment education through active resident participation and attainable action and priority development. Rappaport (1981) suggests that empowerment education is the processes by which professionals work with communities not in terms of their *needs* or *rights*, but rather "to enhance the possibilities for people to control their

own lives (16). These workshops focus on how community members can become more involved to enhance their neighborhood environment to improve their lives and the lives and health of their community. The workshops use and build upon *A Resident's Guide for Creating Safe and Walkable Communities* (4) to develop a framework for the training consisting of the Eight E's, guiding principles for safe pedestrian environments: *Engagement, Evaluation, Engineering, Environment, Enforcement, Emergency Response, Education, and Encouragement*. Each E represents an aspect that is integral in the whole picture of a community's pedestrian safety. Additionally, the training emphasizes how a community can work together to identify economic and regulatory activities that affect pedestrian safety. The training discusses existing community resources and how to acquire additional resources that can contribute to pedestrian safety.

2. *Define the issue and conduct a community diagnosis*

The best way to understand the pedestrian safety issues in a community is to experience the walking environment. These workshops conduct a mini walkability assessment to apply workshop learning, and the *Walkability Checklist* is provided (17). While completing the form during the assessment is not a workshop goal (many save it to use in their own neighborhood), participants use the checklist as a guide for discussing or focusing issues identified during the walkability assessment.

3. *Analyze results & Identify action priorities in small groups*

After the walkability assessment participants work together in small groups to analyze the results of their community diagnosis/walkability assessment. During this process participants cross-reference learning from the Eight E's. In this fashion, participants are able to quickly see how the E's impact their immediate pedestrian environments. This analysis naturally flows into community-identified priorities. Many small group discussions have identified pedestrian safety priorities from the walkability assessment, while others identify systemic concerns with pedestrian safety in their city or town.

4. *Select actions and develop consensus on priorities specific to the community*

Working together to develop group priorities and an action plan is integral to the success of the workshops. After the small group work, participants report out to the larger group to begin a large group priority development activity. With a collaborative discussion model the participants develop a list of priorities and potential solutions to these priorities. This experience not only offers participants an opportunity to hear from and learn from their fellow community members, but they also work together as a team to identify common goals. Participants share their priorities and selected actions are recorded.

5. *Maintain and enforce actions and activities*

As a one-day training these workshops do not have the full capacity in-and-of themselves to maintain and enforce actions and activities. However, one of the integral parts of the workshops is the networking opportunities and sharing of current activities for continued involvement and relationship building. Networking is implicit in every aspect of the training. The workshops not only have community member participants, but professionals from various sectors including engineering, enforcement, health, and local government in attendance. This bridging of community and professionals provides an opportunity for community members to meet and become familiar with those working on pedestrian safety in their community. Professionals also benefit by hearing first-hand the concerns that community members have about pedestrian safety. In many of the workshops project team-planning members have continued to be engaged and provided follow-up assistance and activities to the local communities.

RESULTS AND CASE SUMMARIES

To date, eleven Community Pedestrian Safety Workshops have been conducted throughout California. The training locations represent various geographic areas of California as well as urban, rural, and suburban areas and many were conducted in Spanish with simultaneous English translation. Over 380 community residents and professionals have participated (see Table 2).

TABLE 2 Training Locations, Language and Number of Attendees

Training Location	Spanish	# of Attendees
Glendale		37
Santa Ana	Yes	42
Delano	Yes	70
Stockton		35
Los AngelesøCrenshaw District		47
Santa Barbara	Yes	41
Oakland ó Brookfield Elementary	Yes	26
Oakland ó Eastmont Mall	Yes	24
Moving Children Safely		20
Eureka		30
Long Beach		16
TOTAL		388

Case Summaries

All of the workshops have had a slightly different focus, all with different outcomes and actions, and most importantly they have all had a unique community involvement strategy. The common thread among all the workshops is the commitment and energy that the community residents have shown through their participation and willingness to become more involved in pedestrian safety engagement activities. Each of the communitiesø highlighted here have utilized a different strategy to engage and capture the interest and involvement from the local community.

Involving Media and Public Figures in Glendale

The Glendale workshop, the first workshop in the series, was a huge success largely due to the influence of elected officials and their individual commitment to pedestrian safety, followed by media attention. A councilmember (now mayor) spearheaded the training after a young girl was killed in the city. The planning team used this opportunity to garner city-wide support through two news articles and outreaching to community members through backing from public figures. The workshop commenced with a special welcome from now Mayor Najarian who addressed his commitment to pedestrian safety and thanked the community residents to devoting their precious time. Having a public figure speak out on issues of pedestrian safety, paired with news media created a momentum and excitement by engaged community residents to improve pedestrian safety in Glendale. This momentum resulted in many concrete priorities and actions from the workshop including: an attendee is now a member of the Glendale Transportation Commission, Glendale enforcement were able to obtain more and targeted (culturally specific) enforcement and education strategies of existing traffic laws, engaging all age groups to become more active in pedestrian safety activities through Safe Routes to School application and partnerships with enforcement efforts, and working with the Metropolitan Transportation Commission for resources to update pedestrian facilities (sidewalks and curb cuts).

In addition to these community priorities and activities, Glendale was chosen as a site for the Pedestrian Safety Action Plan workshop, a three-day workshop for professionals, this plan is nearing completion. Since the workshop, now Mayor Najarian has continued to implement his øGlendale Safe Streets Initiativeø using the community-identified priorities as a guide. The police department conducted a pedestrian awareness program in the spring of 2010 to enforce and educate drivers on the laws on yielding to pedestrians. Also in the spring of 2010, several staff from the City of Glendale conducted a site visit in the City of Berkeley to learn more from experts at UC Berkeley on implementing pedestrian safety measures and programs. All of these outcomes would not have been possible without the initial elected officials and media involvement stirring community residents involvement.

Diverse Partnerships in Santa Ana

Partnerships were the key ingredient in the Santa Ana Workshop. The planning group for this training consisted of local professionals representing Garfield Elementary School, the School District, the City of Santa Ana, Public Works, Planning, California Highway Patrol, School Police, Latino Health Care Access, and the Orange County Health Care Agency. Each of the planning team members had something different to offer during the planning phase and at the workshops, and all agreed that Spanish-speaking youth and their families were the top population priority for the outreach efforts. Rather than reinventing the wheel or blindly outreaching, the outreach efforts were very targeted. Outreach to the community was conducted through the Healthy Eating and Active Community

Collaborative, backpack mailings at the three nearby Elementary Schools, and Latino Health Access. These were all groups that had previously worked together and found that there were active parents among their networks.

The workshop in Santa Ana took place at a local elementary school to attract parents and was largely focused on school-aged children. The workshop was presented in Spanish with simultaneous English translation, and all outreach materials were available in both Spanish and English. Partnering with like-minded organizations, identifying the affected population, conducting culturally and linguistically appropriate outreach, and holding the workshop at a familiar neighborhood location resulted in a successful workshop. The two known pedestrian safety concerns were also emphasized during the workshop: the close proximity of the school to a multilane arterial road, and the presence of controlled and uncontrolled railroad tracks that are crossed on a daily basis by students walking to and from school. Participants, youth and adults, worked to identify priorities and actions to make walking to school safer.

Youth Volunteers in Los Angeles' (LA) Crenshaw District

The Crenshaw High School football team (the "Cougars") enthusiastically participated in this workshop as part of their student leadership and community service to improve their neighborhood. The two primary factors that led to the development of the training in this area were high rates of pedestrian collisions in this neighborhood compared to other parts of Los Angeles, especially at 11th and West Slauson Ave., close to the High School (including one High School student fatality in 2008), and the existing efforts in this area regarding pedestrian safety and neighborhood improvements supported by the Los Angeles Urban League (LAUL).

Involving the youth as the primary workshop participants not only engaged the youth in helping to improve the safety of their neighborhood, but it also provided the professionals and staff present an opportunity to learn about pedestrian safety and potential solutions from the youth perspective. This workshop emphasized having local professionals speak about current community activities and the professionals engaged in strategy-oriented discussions with the youth. This allowed for a relaxed environment where all the participants were able to openly and honestly share their thoughts on pedestrian safety. During the walk assessment youth were provided with and encouraged to take photos that represented, to them, the existing pedestrian safety conditions. The resulting photos depicted their views of the improvements and hazards affecting pedestrians, producing a mini photo-voice project on existing conditions. The youth involved in LAUL projects spoke, both during the workshops and through their photos, to the many hazards pedestrians face in the Crenshaw district, including vehicles traveling at high speeds on multi-lane roads, pedestrian collisions at intersections, and the prevalence of criminal gang activity.

Priority steps for community safety and walkability that the Crenshaw Cougars and adult residents identified during the workshop were community clean-up, gang graffiti removal, traffic calming at 11th and West Slauson Ave. and other school walking route intersections, sidewalk repair and maintenance. Since the workshop, LA Metro produced a video (18) and partnered with the LAUL to host a graffiti removal project, the Highway Safety Improvement Project funded traffic light installation design for the intersection of 11th and West Slauson Ave. is underway, and the football team presented their pedestrian safety Photo Voice experience four months later at the 2010 LA Street Summit. During the annual Cougar football banquet, the youth were presented certificates of recognition for their efforts in making their community a safer place to walk by participating in pedestrian safety activities. Involving and engaging this existing youth group was a win-win situation. They were able to get credit for community public services, learn about and engage in community pedestrian safety, and continue to build their capacity through conference presentations on their experiences. All of the professionals also gained immensely from this experience by having an opportunity to see the realities of the youth perspective on pedestrian safety in the Crenshaw district.

Video Voice: Youth Teaching Adults at a Statewide Conference

The workshop at the statewide Moving Children Safely Conference was very uniquely designed with a train-the-trainer focus on engaging community residents using Video Voice Mapping. This workshop focused on learning the technique of Video Voice to involve and engage community residents. Special youth guests who currently use Video Voice Mapping as a strategy for creating community change presented the Video Voice engagement technique. This opportunity not only involved the participants in an innovative learning and engagement strategy, but it continued to involve and engage the youth working towards community change by providing them an opportunity to teach adults about Video Voice. The youth that presented at the workshop are part of the Center for Civic Participation's Statewide Youth Board on Obesity Prevention (SYBOP) Kern County (19). The youth explained their Video Voice projects and how they videotape themselves in places they choose within their community, depicting and describing the strengths or deficits of those places, both identifying changes needed or already made and how community residents can or did contribute to achieving those changes.

Adult workshop participants acquired basic skills necessary to engage community members and youth in local policy and advocacy using the Video Voice technique. During a 4-hour session, participants reviewed pedestrian safety best practices, became acquainted with the Video Voice tool and learned, actualized, and realized the potential of Video Voice projects. Participants were enthusiastic about learning *from* youth and getting hands on practical experience. The group was divided into three subgroups for the Video Voice walk assessment, and each group collected video data, downloaded the files, edited videos, and presented their findings to the larger group ó all within a 2-hour period. Throughout the workshop, participants were very engaged with the youth and many expressed that they want to continue this work in their own organizations. SYBOP youth described the technique they use to upload videos using GIS mapping technology so that the existing conditions data is easily retrievable by location for anyone with web access (20). Both community involvement strategies used in this workshop are extremely beneficial to community residents. Residents were able to learn a new highly effective engagement and education tool to communicate pedestrian safety concerns. Simultaneously, youth were teaching adults and sharing their experience, building their own capacity for presenting material, identifying existing pedestrian conditions, and articulating strategies to improve pedestrian safety.

Peer Learning and Sharing in Santa Barbara

During the planning stages of the Santa Barbara workshop, it became quite clear that one of the anticipated outcomes would be a core group of community members interested in continued involvement and engagement to improve community pedestrian safety in Santa Barbara. The planning team thought it would be useful for the budding Santa Barbara group to hear from peers who have been successful at working on pedestrian safety and building community support to create change. As a result, the Greenfield Walking Group was invited to the workshop to share their experiences as a successful community-led walking group working to create community change. This strategy proved to be very successful in building the group energy for continued involvement in pedestrian safety.

The Greenfield Walking Group shared the successes and challenges that they have achieved and overcome. They shared strategies to identify pedestrian concerns and solutions they have found useful in creating lasting community change. There were also many children at this workshop. The children had the opportunity to go on a walking lesson with a California Highway Patrol Officer (trained in Safe Routes to School activities) and reported out on their own pedestrian safety priorities. The children involvement was invaluable for the other training participants because the children provided a unique perspective on issues of pedestrian safety such as access to parks and the perils of alcohol consumption.

Alcohol consumption and pedestrian safety in downtown Santa Barbara was a priority issues the community (the California Office of Traffic Safety 2009 data has ranked Santa Barbara number 4 in collisions involving alcohol) (6). In other parts of Santa Barbara, such as the Eastside where the workshop took place, it is clear to community residents that there is a dearth of pedestrian resource allocation resulting in unmaintained sidewalks, poor visibility of crosswalks, and even areas where there are no sidewalks. Santa Barbara Walks, a local advocacy organization worked as the primary local contact for this workshop.

Local residents, with the help and experience from the Greenfield Walking Group, developed priorities including: reducing levels of alcohol impaired drivers, neighborhood beautification (removal of trash and blight), installing and upgrading curb ramps on the Eastside of town, and identifying safety measures at specific intersections. Since the workshop, many participants have maintained an active involvement in Santa Barbara Walks activities including walking groups, living car free, Safe Routes to School, mapping pedestrian safety priorities for community planning, and policy engagement in greenhouse gas reduction strategies.

Participant Evaluations

Evaluations were collected at all of the workshops with an average 47% evaluation return rate. Evaluations were based on Yes/No answers with a few qualitative questions. The majority of evaluation Yes/No question responses were very positive with the bulk of the question Yes-responses in the 90th percentile. The majority of qualitative responses were also positive. When asked, "What was the most valuable thing you learned today?" participants responded under two primary categories: 1) Community members can make a difference by working together, and 2) meeting new people and making contacts with local professionals. For example, responses included: "I have the power to make a change", "There are many things we can do to change our community", "If we work together, we can make the community safer", "Together we can make a difference to make the community more safe and clean", "We can do lots of things for the community knowing how to ask", "How to ask for help. Who to ask for help", and "Making contacts with other agencies". Other comments included "Combining engineering and beautification for

pedestrian safety and walkability, "How to coordinate the city and community to better the safety infrastructure of our neighborhood, and "Going on the walk was extremely valuable and educational."

DISCUSSION AND NEXT STEPS

The workshops have had a lasting impact for the local communities and California as a whole. Throughout the state, this work has brought community residents and professionals together to meet one another, learn about pedestrian safety, strategize on how to improve the community, and developed next steps and actions – many of which are continuing and building momentum in the individual communities as well as statewide. The process for planning the workshops has been fluid and open to the unique needs and experiences of each community. This flexibility in the program has allowed for several innovative strategies for engaging and involving community residents. Several of these opportunities have linked communities together from around the state to share experiences, build capacity, and grow from peer learning. Others have involved local electeds and leaders, media, technology, and of course partnerships. All of these strategies were made possible by working closely with the existing resources in a community and identifying the audience and effective ways to engage and involve various members of the community.

By working with the community professionals in the planning stages this program has been successful in assessing the existing pedestrian safety efforts in each community and in many cases pre-identifying a level of need and possible strategies. These conversations have strengthened relationships with transportation planners, engineers, police departments, public health, community based organizations, public works, and many more. Involving the community members in this program builds capacity within the community to be the most effective they can be as pedestrian advocates and stakeholders. This involvement benefits residents, professionals, and the entire community by ensuring user needs are included in the discussion and planning and that user buy-in is present in the proposed and implemented planning. This will result in appropriate use of limited resources.

Throughout this process the planning team has been learning ways that to improve the program. The top three lessons learned for an effective and lasting program are 1) *community readiness*, 2) *community outreach*, and 3) *follow-up activities*.

Community readiness is essential to the success of a pedestrian program such as this. During the planning efforts the planning team searches for community contacts who have an organization or department who is willing to host the workshop and be an ongoing community contact for residents. Time, energy, and resources are all factors that play into this readiness. Some communities are very interested in community pedestrian safety and would like to become more involved, but lack the staff, resources or commitment to follow through for a period of time. This is especially important when working with community members, because community members will need evidence of staff commitment and consistency to gain trust that pedestrian safety is a true community priority.

Community outreach is the core of this programming. You cannot and will not have a successful community pedestrian safety workshop or program if community members are not involved. Outreaching to community members is an art, and it takes relationships and time. It is often not enough in programs such as this to only send out flyers, newsletters or public service announcements. When planning an event you must think of the audience you are trying to attract and the most effective way to reach that audience. This often involves a set of strategies including personal contact, word of mouth, community calendars, in addition to flyers, newsletters, and public service announcements. The planning teams for these workshops have put considerable time and care into thinking about the target community outreach needs including language, cultural appropriateness, workshop location and timing, identifying community leaders and working closely with staff to conduct as much outreach as possible.

Follow-up activities are often as important as the workshop itself. The workshop is often framed as a first step. Different communities might use this first step for very different purposes such as, identifying interested community residents for further involvement or development of a walking/pedestrian advocacy group, community identification of existing conditions and strategies for improvement, resident input on proposed planning efforts, learning a new skill, or community involvement in upcoming funding development. Identifying at least one or two short-term follow-up activities for community residents will not only ensure ongoing community involvement but also illustrate to residents and community members that there are many ways to become and stay involved in pedestrian issues. During these workshops the facilitators identify one or two immediate next steps as well as a few longer-term next steps. Contact information from participating community residents is collected and provided to the hosting agency for ongoing communication. An ongoing link is established and the planning team has continued to support the local communities by providing pedestrian injury and fatality data, technical assistance, capacity building for community residents to present information at conferences and to other community groups, as well as provided information about upcoming funding opportunities.

California *WALKS* and SafeTREC are very pleased to have had the opportunity to work with residents and professionals in these eleven communities to improve pedestrian safety and awareness in California.

CONCLUSION

Community involvement in pedestrian safety planning is essential to long term success. This model utilizes community involvement to focus and direct the pedestrian safety planning process. This program, and others like it, builds on community strengths: the intimate community expertise with local walking conditions, identification of next steps to improve safety and support as community allies for solutions from transportation professionals. With education, empowerment and engagement skills community members continue to grow the field of pedestrian safety, and with their knowledge and awareness they make pedestrian safety pervasive. It is imperative that community engagement strategies for community involvement be well thought out to meet the needs of the community. This may include assessing your potential audience for age, language, socio-economic, geographic, recent pedestrian collisions, neighborhood characteristics, and so on. Innovative strategies to genuinely garner community resident involvement in pedestrian safety will lead to more awareness about walking as transportation, resulting in a multi-modal transportation system which better reflects the needs of community pedestrian safety.

ACKNOWLEDGEMENTS

The Safe Transportation Research and Education Center (SafeTREC) would like to thank the California Office of Traffic Safety, especially Chris Murphy and Lisa Dixon for their continued commitment to pedestrian safety through funding and supporting this project. We would like to thank the American Automobile Association (AAA) of California (North and South) for their generosity in supporting the workshops. SafeTREC would also like to thank California *WALKS* for its training leadership.

We would like to thank organizations who collaborated in facilitation including peer mentoring of Greenfield Walking Group (in Spanish), CCROPP, Kern SYBOP and CCP youth video voice mapping, Walk San Diego, Bay WALKS, HUMPAL, Local Government Commission, LA Urban League, and Santa Barbara WALKS.

Additionally, we would like to thank all of the local community-based organizations, cities, counties and state agencies who have worked above and beyond to ensure that these workshops are successful in their communities.

And last but not least, we would like to thank all of the community members who spend their evening and weekend hours devoted to improving the safety of pedestrians in their neighborhoods and communities.

REFERENCES

1. National Highway Traffic Safety Administration. *Traffic Safety Facts, 2007 Data: Pedestrians*. DOT HS 810 994. <http://www-nrd.nhtsa.dot.gov/Pubs/810994.PDF>. Accessed September 8th, 2009.
2. Federal Highway Administration. *Pedestrian & Bicycle Safety*. http://safety.fhwa.dot.gov/ped_bike/. Accessed September 9, 2009.
3. Klassen T.P., J. Morag MacKay, D. Moher, A. Walker, and A.L. Jones. Community-Based Injury Prevention Interventions. *The Future of Children*. Vol.10, No. 1, 2000, pp. 83-110.
4. Federal Highway Administration. *A Resident's Guide for Creating Safe and Walkable Communities*. Feb 2008. <http://www.fhwa.dot.gov/environment/bikeped/publications.htm>. Accessed July 26, 2010.
5. Federal Highway Administration. *How to Develop a Pedestrian Safety Action Plan*. 2006. <http://www.fhwa.dot.gov/environment/bikeped/publications.htm>. Accessed July 26, 2010.
6. California Office of Traffic Safety. *2008 Collision Rankings*. http://www.ots.ca.gov/media_and_research/Rankings/default.asp. Accessed September 8th, 2009.
7. United States Census. Population Finder, 2009 Estimates. <http://www.census.gov/>. Accessed July 26th, 2010.
8. California Highway Patrol. Statewide Integrated Traffic Records System (SWITRS). *2008 Annual Report of Fatal and Injury Motor Vehicle Traffic Collisions*. <http://www.chp.ca.gov/switrs/>. Accessed July 26th, 2010.
9. Nilsen P. What makes community based injury prevention work? In search of evidence of effectiveness. *Inj. Prev.* Vol. 10, 2004, pp. 268-274.
10. Federal Highway Administration. *Developing and Implementing a Pedestrian Safety Action Plan. Progress Report: September 2004-December 2007*. 2008. http://www.walkinginfo.org/training/collateral/PSAPReport_noAppendix.pdf. Accessed September 25, 2009. Pp. 32.
11. Abdel-Aty M., S.S. Chundi, C. Lee. Geo-spatial and log-linear analysis of pedestrian and bicyclist crashes involving school-aged children. *J of Safety Research*. Vol. 38, 2007, pp. 571-79.
12. Weiner E.J. and J.J. Tepas. Application of electronic surveillance and global information system mapping to track the epidemiology of pediatric pedestrian injury. *J of TRAUMA Injury, Infection, and Critical Care*. Vol. 66, No. 3, 2009, pp. 10-16.
13. Pulugurtha S.S., V.K. Krishnakumar and S.S. Nambisan. New methods to identify and rank high pedestrian crash zones: An illustration. *Accident Analysis and Prevention*. Vol. 39, No 4, 2006, pp. 800-811.
14. Hennessey Lavery S, M.L. Smith, A.A. Esparza, A. Hrushow, M. Moore and D.F. Reed. The Community Action Model: A Community-Driven Model Designed to Address Disparities in Health. *Am J Public Health*. Vol. 95, 2005, pp. 611-616.
15. Wallerstein N. and E. Bergstein. Empowerment education: Freire's ideas adapted to health education. *Health Educ Behav*. Vol. 15, 1988, pp. 379-94.
16. Rappaport J. In Praise of Paradox: A Social Policy of Empowerment Over Prevention. *American Journal of Community Psychology*. Vol.9, No. 1, 1981, pp.15.
17. Walking Info. *Walkability Checklist*. <http://www.walkinginfo.org/library/details.cfm?id=12>. Accessed July 26th, 2010.
18. Los Angeles Metro. *Video: Metro At Crenshaw Pedestrian Safety Workshop 10-3-9*. 2009. <http://www.youtube.com/watch?v=cvU0UgcRILY>. Accessed July 26th, 2010.
19. California Center for Civic Participation. *Statewide Youth Board on Obesity Prevention*. <http://californiacenter.org/work/sybop/>. Accessed July 26th, 2010.
20. Healthy Communities Institute, <http://www.healthycommunitiesinstitute.com/>. Accessed July 26th, 2010.