1. **What happens if the data you collect is completely different from what you expected?**

   **Answer:** That data becomes part of your evaluation and you can describe why you received those results. There are a couple of things to consider. You may have asked the wrong question(s) or you may want to revisit your instruments or tools and try again. It may be that what you thought would happen one way, actually happened differently. We refer to that as “collateral change.” The main thing is to report the data in the evaluation report and explain why you think it may have happened that way. If you get a negative result, the evaluation will help you reorient the project, and a positive result point towards something you want to explore more in the future.

2. **Did the painted red crosswalks seem to make pedestrians more likely to use the crosswalks?**

   **Answer:** People seemed more likely to use the crosswalk and were more comfortable and less hesitant in the painted crosswalks. However, this raises a great question that could be considered in a follow-up evaluation. In a follow-up, you could potentially figure out a way to systematically look at a place where a red crosswalk has not yet been painted. After a red crosswalk has been painted, you could observe it to see if there is behavior change. That would be a great evaluation project to systematically determine if people were more likely to use crosswalks that are painted red.

3. **Is the number of people affected truly applicable in rural areas? In competitive funding opportunities, our low numbers can be a detriment to funding projects.**

   **Answer:** It could be worth the effort if the small number of people represents a disparate population that doesn’t receive much attention. It is also possible to define reach in terms of your own community. What’s appropriate to a small number of people from a population that doesn’t get much attention can be very important in the grand scheme of things. For instance, even in a rural area that is heavily travelled through by business or shopping, traffic changes would be affecting a larger population than local residents.

4. **Did you measure pedestrian injury on those intersections that were painted?**

   **Answer:** Luckily, no one was injured in any of our crosswalks or the crosswalks that were painted red in our project.
5. *Has any area implemented or suggested legislation to implement the red crosswalks by schools/school zones?*

   **Answer:** I personally think that is a great idea, and if anyone listening has any information on this, feel free to share. Unfortunately, at this time I do not have any information on red crosswalks in school zones.

6. *How was the number of cars passing through the intersection counted? Did you count the number of vehicles that stopped for pedestrians in the crosswalk?*

   **Answer:** We counted the total number of cars that drove through the intersection in both lanes. We measured the number of cars that stopped for pedestrians in the crosswalk and the number of cars that were yielding to pedestrians separately. You could have two counters, one that counts cars passing through the intersection and the other counter looking at pedestrians and whether cars stopped for them. Initially, we had help counting from several people, but the last time I counted, I used a video camera. That is one of the best decisions I made because, not only did it cut down on the number of people required for counting, but the results were more accurate. This method allows you to stop the recording and observe people’s behavior as they approach the crosswalk.

7. *Was the local speed limit reduced in certain areas to assist in motorist behavior for those that often step off a curb near the crosswalk?*

   **Answer:** When we initially started talking about this with a police officer from the city of Auburn, I would be watching cars and think that they were going much faster than the speed limit. The speed limit in the city of Auburn is 30 mph, which I think that is way too fast. Lowering speed limits could be beneficial, but our city hasn’t looked at that yet.

8. *Did the number of pedestrians counted include those crossing when no cars were present? Might this explain why 2014 (post-education) looked worse?*

   **Answer:** All pedestrians and cars that stopped were counted. Every once in a while, we had cars stop even when no pedestrians were present. It’s a busy intersection with fairly constant traffic patterns, and I don’t think there would be enough pedestrians crossing when there were no cars present to skew the results. We will be doing a targeted campaign over time to determine whether cars are getting used to stopping or yielding for pedestrians in the red painted crosswalks.

9. *Over how many hours and at what times were the observations done?*

   **Answer:** Observations were from 10 am to 11 am in the months of May, June and September. We didn’t do observations during the summer months because of heavy tourist traffic in our city. We wanted to keep driver behavior indigenous
to our area. Because we have a variety of people who pass through our city, they may be more used to stopping for pedestrians and I didn’t want that to skew the results. Additionally, these months were selected because they are part of the school year and the intersection we have been observing is situated between two middle schools.

10. *In my neighborhood, there is no interest in adopting a complete streets policy. Can implementation of short term lead to policy adoption?*

   **Answer:** Implementation can precede a policy change, but the evaluation process would be just as important. There are communities that have started implementing traffic adaptations such as bike lanes. In this case, once a bike lane has been added, results of the bike lane can be evaluated and the evaluation can help to lead or push policy change.

11. *What do you do if there is no data source or evaluation tool out there to answer your question?*

   **Answer:** In that situation, you would have to create an instrument that will develop your data source. There are some pitfalls with this approach and it can be challenging to carry out. Let’s say you want to do an intercept interview and you want to find out where people are going or if people are using a new resource. Since there isn’t a data tool that will tell you that information, you develop one and test it carefully. Have people read it, answer the questions, see how they answer the questions and ask many different people the same questions. If you don’t have a data source, create one very carefully and with a lot of help and look for tools that have created similar data sets. If you review literature, look for something similar, adapt the tool and test it repeatedly.