



QPED

Qualitative Pedestrian Environments Data

Protocol & Guidebook

Version 2.1 (10.1.19)



Learning from the lived experiences of pedestrians



Thank you to our partners and funders for making this work possible.



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QPED Team

QPED was developed at the University of Arizona in collaboration with Living Streets Alliance and with funding from the CDC's Physical Activity Policy Research Network (PAPRN+) and the National Institute for Transportation and Communities (NITC). Numerous former graduate students, funded by PAPRN+ and NITC, provided invaluable assistance in the development and testing of the QPED toolkit. They include: Vanessa Cascio, Michele Scanze, Ian Wan, Chris Ortiz y Pino, Gabriela Barillas-Longoria, Monica Landgrave-Serrano, Jhentille Cargill, Moises Lavoignet, Krista Hansen, and Sarah Meggison from the University of Arizona and Rose Haag, Kristin Milardo, and Molly Marcucilli from the University of Colorado Denver.

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QPED

Qualitative Pedestrian Environments Data



What is QPED?

QPED is the Qualitative Pedestrian Environments Data Toolkit.

QPED helps communities and decision makers understand neighborhood walkability from the perspective of a different kind of expert: the people out walking in their communities.

QPED is a simple yet powerful toolkit of community engagement and data collection tools, protocols, and trainings for use by researchers, agencies, and community organizations to help them identify holistic strategies for improving neighborhood walkability in different community contexts.

Why QPED?

1. Standard approaches to measuring walkability may not be equally applicable across community contexts. For example, our review of research shows that standard built environment measures are stronger predictors of walking in higher-income, white areas than in low-income or communities of color.
2. Unlike surveys and audits, **QPED** gathers data without the filter of possibly biased, expert-derived priorities and measures.
3. Traditional community engagement strategies often miss the most vulnerable populations. These groups may have some of the most useful insights for decision makers and the most to gain from the right kind of investment in their community. **QPED** is an efficient and cost-effective way to reach beyond the “usual suspects.”



Welcome to QPED

Despite recent emphasis on big data in transportation decision-making, there are many instances where transportation professionals and community leaders are better served by going small with data collection that can capture important nuance and contextual factors. Traditional methods of gathering data on pedestrian environments include audits and resident surveys. These methods often exclude the voices of residents. At the same time, jurisdictions struggle to get representative participation through traditional community engagement strategies, including public meetings or community open houses.

Qualitative research methods, such as interviews and focus groups, are well-suited to capture nuanced resident perspectives that may be missed using these other approaches. However, these methods can be difficult to perform at a large enough scale or in a systematic enough way to guide decision-making. The QPED Toolkit was developed to meet this need. The project is a collaboration between researchers at the University of Arizona and Living Streets Alliance, a non-profit organization advocating for healthy communities through safer, more walkable streets. This project was funded by the Centers for Disease Control and Prevention's (CDC) Physical Activity Policy Research Network (PAPRN+) and the National Institute for Transportation and Communities (NITC).

This manual is intended to provide the tools needed for setting up, conducting, and analyzing brief on-street intercept interviews with people out walking in their communities. The Toolkit is designed to be flexible and adaptable to many community contexts and can be configured to help inform different types of decisions related to walking environments. For example, it has been used by researchers to understand subtle differences in perceptions of physical and social dimensions of walkability, as well as by practitioners to pinpoint where and how investment should be prioritized to align with community goals.

This document consists of a step by step guide to setting up, collecting, and analyzing data using QPED in your community. It also contains an appendix with the materials you'll need for conducting and analyzing data, including the QPED On-street Interview Guide; a supplemental On-street Interview Map Module; a script interviewers can use to engage pedestrians; and a template for data entry. The Toolkit with modifiable tools are also available at qpel.org so you can make QPED work for your community.



Inspiration

Toward the end of a series of focus groups our research team realized we were not reaching far enough beyond those already engaged in community groups and neighborhood associations – the people most likely to attend a 1+ hour long event.

Members of our team went out onto the street and handed out fliers asking people to attend our last focus group, to be held at a nearby taqueria the next day.

They spoke with a young mother walking with two children, one in a stroller. She spoke very little English and walked for almost all of her transportation. The next day, kids in tow, she joined us for the focus group.

In response to the final question about what the city could do to make her neighborhood a better place for walking, she turned to the facilitator and said (translated from Spanish) “Come and talk to us. Like you did when you approached me.”

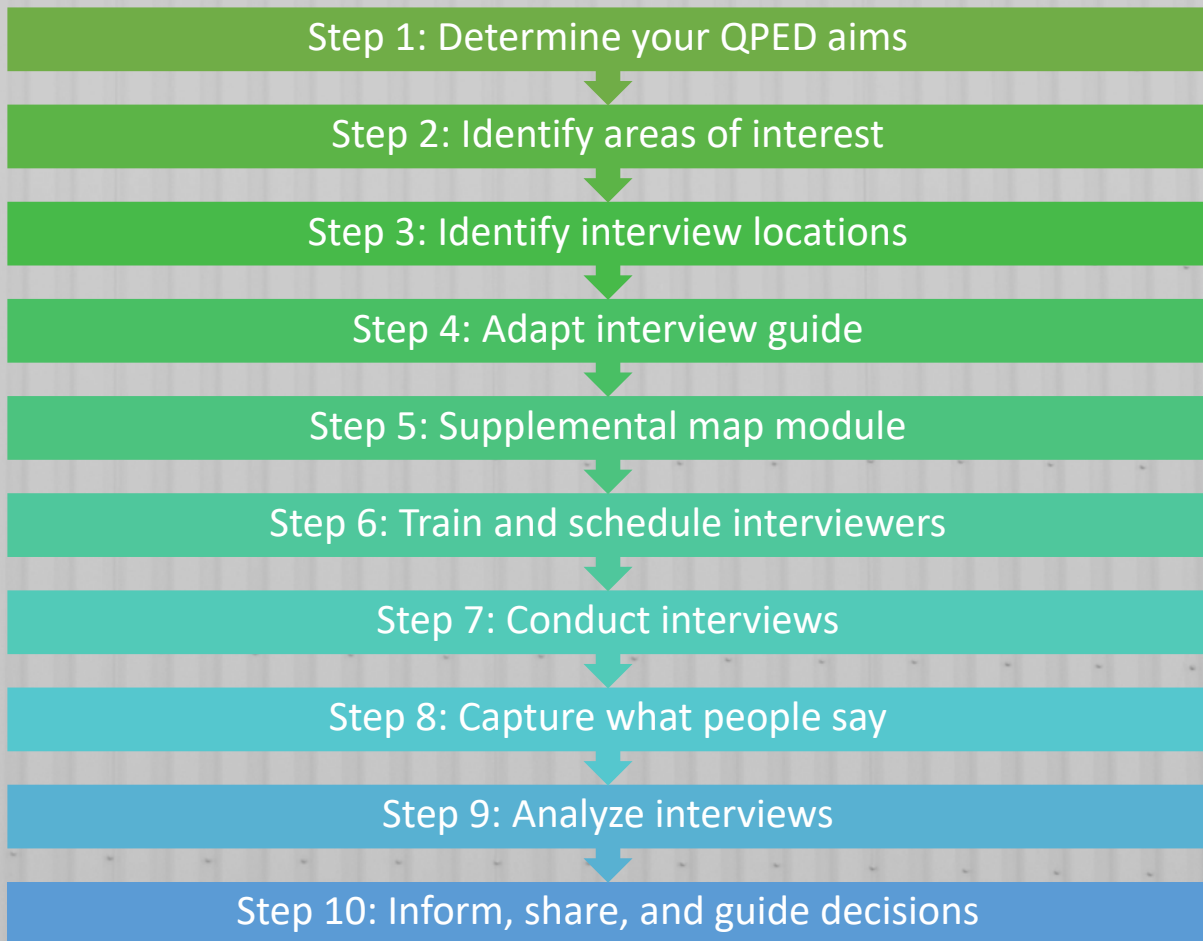
After this experience our research team regrouped and decided to take our conversations onto the streets and to the people who we needed to be hearing from.

This was our inspiration for [QPED](#).



“Come and talk to us.”

QPED Step by Step



This field guide provides step by step instructions that will help ensure consistency in data collection efforts across multiple sites and conditions. It is written to make the data collection process easier and the data you collect more reliable by providing step by step instructions and addressing questions and concerns that may arise during planning, data collection, and analysis.

Done correctly using this step by step process, the on-street interviews you conduct will be tailored to help your community, as well as researchers and decision makers across the country better understand what walkability means in different socioeconomic and sociocultural contexts. The overall aim of QPED is to expand our understanding of what walkability means in different neighborhood contexts by engaging with residents and learning from the lived experience of pedestrians in different communities.



Step 1. Determine your QPED Aims

Through its use of open-ended questions, QPED is designed to be exploratory and create opportunities for capturing nuanced elements of neighborhood walkability that may not be on the radar of public officials or community leaders. Clearly stating your overall aims and having a general idea of what questions and which unknowns you are trying to answer with QPED is key to planning for successful use of QPED in your community.

For example, a community organization may want to inform a neighborhood visioning process by identifying opportunities and challenges related to neighborhood walkability. In this scenario you could then determine the area of interest and use the standard QPED on-street interview guide in that location. Responses to standard QPED questions would likely capture a breadth of perspectives which could be analyzed and shared to inform the community's vision.

In another example, a city agency might want to understand specific ways that it can improve walkability in a particular corridor, such as where improved crossings and other improvements should be located. In this case, the location of interviews may need to be more specific and it may be necessary to add one or more detailed questions to the interview guide to help guide the specific project. Or perhaps your organization is interested in understanding how views of walkability are different between men and women and people in different parts of town. This would require a specific sampling and analysis strategy.

One of the underlying principles of QPED is that interviews are conducted to allow pedestrians to share their own priorities and concerns about walkability in their own voice and words. So even if you are using QPED as a community engagement strategy for guiding a specific project, don't define your investigation too narrowly. Interviews should not focus only on infrastructure or the physical environment, even if that is your primary interest. QPED can help you plan, design, and deliver infrastructure projects in ways that are compatible with underlying community perceptions as well as socioeconomic and sociocultural context.



EXERCISE 1: Aim Template

Consider framing your aims and questions in this format:

We need to know _____ in order to _____.

For example:

We need to know what underserved neighborhoods in my jurisdiction think are the biggest barriers to walking in order to shape funding priorities under our city's new equity goals.

Step 2. Identify Areas of Interest

When choosing study areas or neighborhoods, you will need to identify the demographic and walkability characteristics that are of interest based on your overall aims identified in Step 1. You may focus on one area or be interested in making comparisons across multiple areas. Your area of interest may be predetermined by the parameters of an existing project, such as planned infrastructure investment in a specific corridor. Or, as in the case of our initial work in Tucson, you may identify locations with certain physical and social attributes in order to explore differences and disparities (see inset). In this way, strategic sampling across a city may help answer larger questions about city policy, planning, and investment. Such an approach could guide the development of a pedestrian master plan or the transportation element of a comprehensive plan.

When collecting data from areas with different urban forms, be aware that choosing an area with a less walkable built environment may have fewer pedestrians, which would increase the amount of time needed to get a meaningful sample. This may still be worthwhile, as reaching these pedestrians may be critical to understanding challenges faced in these areas. People walking in these areas may be the least likely to engage through traditional community engagement strategies.

In addition to any project specific requirements, factors you may want to consider when identifying your area of interest include: built environment factors such as network density, sidewalk coverage and walk score, demographic characteristics, adjacent land uses, and safety factors such as pedestrian injury/fatality hotspots or high crash corridors.



EXAMPLE Our initial work in Tucson, Arizona, was aimed at understanding differences in perceptions of walkability and barriers to walking between predominantly Hispanic/Latino neighborhoods and non-Hispanic White neighborhoods. To accomplish this, we identified six neighborhoods with similar income and poverty characteristics, as well as similar built environment walkability characteristics (based on network density, Walk Score, and sidewalk coverage). Half of the neighborhoods were 70% or more Hispanic/Latino and half were 70% or more non-Hispanic white. This strategy allowed us to test differences likely to be associated with sociocultural differences. See “Differences in social and physical dimensions of perceived walkability in Mexican American and non-Hispanic white walking environments in Tucson, Arizona” published in the *Journal of Transport and Health*. This article is linked from qped.org.

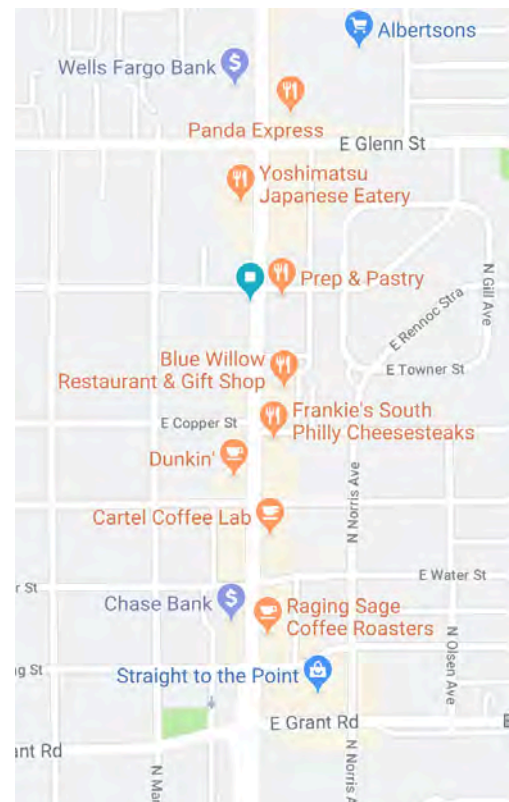
Step 3. Identify Interview Locations

After you have determined your overall area of interest, the next step is choosing a narrower area where you will conduct interviews. This could be a particular district, blocks, or a corridor within your larger area of interest. You might identify several of these locations within your larger area of interest. For example, you may have identified Census Blocks or neighborhoods in step 2 and you must now highlight several intersections within this area for conducting interviews. Having a clear plan in place and visiting each location in advance will increase efficiency of data collection and improve data reliability in terms of achieving an appropriate sample.

In most cases you will want to choose interview locations where you expect at least moderate pedestrian activity such as commercial strips and/or areas with businesses, services, or transit stops that generate pedestrian traffic.

Your interviewers should not necessarily stay in one place, as this could oversample people walking in the area for a particular purpose, such as people shopping at a specific store. Prior to interviewing you should define boundaries around your interview location. For example, in a corridor you might pick an intersection as your starting point and draw a boundary that extends three blocks north and south of that point to approximate the extent of a small commercial corridor. If you are interviewing in a neighborhood commercial district or in a central business district, you should try to conduct interviews throughout the area. You may decide that reaching pedestrians on adjacent side streets would be helpful for achieving your aims. Make these decisions in advance, but we suggest empowering your on-street interview team to suggest adjustments if they notice opportunities to reach people who may have additional perspectives valuable to your overall aim.

Be sure the selected location captures residents of the neighborhood, not just those passing through, such as at a regional shopping center. In addition, you should be aware of particular locations that may be good or problematic for finding people to talk to. Grocery stores, cafes, libraries, transit stops/stations, and other activity generators are good places to identify prior to your first visit. But just because you find a good place for talking to people (maybe in front of a store) doesn't mean you should only talk to people there unless it is the only place people are walking. Keep moving.



Step 4. Adapt Interview Guide

QPED is adaptable to the aims you identified in step one. You can add specific questions replacing standard items that may be of less use to you. The annotated Interview Guide show which items should always be included and those that can be swapped out.

You may also use the QPED Map Interview Add On if you are interested in identifying specific locations of opportunities and challenges related to walking. The map add on is intended to be used to aid in the interview process by allowing you to identify specific locations that correspond to what a respondent is referencing during their interview. For example, the map may help you identify specific locations where respondents are concerned about an unsafe crossing, think there should be additional lighting at night, or a community-oriented business that is an important walking destination. In addition to complementing the QPED Interview Guide you may opt to add specific prompts to the Map Add On. Instructions for using the Map Interview Add On are included in Step 5.

Consider pre-filling some of these prior to printing

Multiple choice options like #1 are only for ease of note taking; don't read them

Keep questions 2 and 3 even if other sections are modified

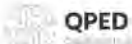
Responses to questions 2-5 may also be entered onto map module

Questions 4/5 could be modified to highlight specific questions or issues related to your aims

Basic respondent characteristics are helpful, but align these with your aims

Scale satisfaction and safety questions can be good supplements to open-ended questions

Question 13 can also be handled with optional map module.


QPED

On-street Intercept Interview Guide
English/Spanish

| | | | |
|-------|--------------|-----------------------|---------------|
| City: | Study Area: | Nearest Intersection: | |
| Date: | Day of week: | Time: | Survey taker: |

1. Where are you walking to this morning/afternoon? / ¿Dónde está caminando esta mañana/tarde?
 to/from work to/from school shopping/errands social just for exercise other

2. What are some things you like about this area as a place for walking? / ¿Cuáles son las cosas que le gustan en esta área para caminar?

3. What are some things you do not like about this area as a place for walking? / ¿A cuáles son las cosas que no le gustan en esta área para caminar?

4. Are there any other things that could make this area better for walking? / ¿Hay otras cosas que podría mejorar este área para caminar?

5. What are the most important things you think the city should do to make this area better for walking? / ¿Cuáles son las cosas más importantes que la ciudad debe hacer para que esta área sea mejor para caminar?

6. How often do you walk in this area? / ¿Con qué frecuencia usted camina en esta área?
 Every day A few times/week About once/week < than once per week

7. Do you have (access to) a car? / ¿Usted tiene un carro?
 yes no

8. How would you rate this area as a place for walking? / ¿Cómo calificaría esta área como un lugar para caminar?
1 2 3 4 5

9. How safe do you feel walking in this area during the day? / ¿Qué tan segura se siente caminar en esta área durante el día?
 (very unsafe) 1 2 3 4 5 (very safe)

10. How safe would you feel walking in this area at night? / ¿Qué tan seguro se siente caminar en esta área por la noche?
 (very unsafe) 1 2 3 4 5 (very safe)

11. How satisfied are you with the selection of businesses or services that you can walk to in this area? / ¿Está satisfecho con la selección de negocios o servicios de que se puede caminar en esta área?
(not at all satisfied) 1 2 3 4 5 (very satisfied)

12. What other types of businesses or services would make this area better for walking? / ¿Qué otros tipos de negocios o servicios haría esta área mejor para caminar?

13. What is the closest intersection to your home? / ¿Cuál es la intersección más cerca de su casa?

| | | | |
|---|---|---|---|
| What is your age? | M or F | Race/Ethnicity: | In Span. or Eng. |
| <input type="checkbox"/> 18-30 <input type="checkbox"/> 31-55 <input type="checkbox"/> 55-70 <input type="checkbox"/> 71+ | <input type="checkbox"/> M <input type="checkbox"/> F | <input type="checkbox"/> H/L <input type="checkbox"/> W, non-H/L <input type="checkbox"/> Black/AA <input type="checkbox"/> Other | <input type="checkbox"/> S <input type="checkbox"/> E |

www.qped.or

Step 5. Supplemental Map Module

If you do not have access to a GIS or map editing tools, we suggest using Google Maps or OpenStreetMap. OpenStreetMap is a collaborative project to create a free editable maps that can be used to collect spatial data in your areas of interest. The map included in the Map Module template (Appendix B) was created using Google Maps.


Instructions for getting maps from Open Street Map/Google Maps:

- Navigate to your interview location(s) by entering a nearby address or intersection.
- Center the map on your interview location -- or locations if there are several in close proximity.
- Zoom so that the map extends $\frac{1}{2}$ to $\frac{3}{4}$ mile in each direction from center. This should give you a wide enough extent to capture places of interest while still having a map that is legible when printed.
- Use a screen capture tool to copy the map:
 - With Windows 10: CTRL + SHFT + S or Windows Snipping Tool
 - With Mac OS: CTRL + SHT + 4
- Replace placeholder map in Map Add On .doc template (download at qpед.org)
- Resize as necessary to fit into formatting
- Make sure map is legible when printed
- Repeat for each Interview location. Add to QPED Interview Guide and save each file with AOI and interview location clearly labeled.

These can be modified to fit your aims, but remember that focus should be on bringing forward individual/community perspectives

As much as you might want to save paper by printing the map module on the back of the interview guide, it will be easier on the clipboard if they are on separate pages.

Remember that some people you talk to will be better at reading maps than others. You might start by orienting them to where you are and which direction is which.



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On-street Interview Map Module
www.qped.org


M1. Can you show me approximately where you live on this map? **Mark map w/ X** or Respondent lives off map

M2. Are there any specific places in the area that make it difficult or unpleasant to walk? Indicate where. Describe.

M3. Are there any specific places that help make this area a better place for walking? Indicate where. Describe.

→ Use A, B, C, etc. to mark locations on map AND make notations in correct column below

| M2 – Negative Notes | M3 – Positive Notes |
|---------------------|---------------------|
| | |



Step 6. Recruit, Train, Schedule

Recruit - When possible, we recommend using local community members or, at the very least, people familiar with a community to conduct interviews. Being somewhat familiar with the places and things people are talking about will make interviews more natural and conversational. If you are interviewing in a place where languages other than English are commonly spoken, you will need bilingual interviewers.

Train/Supervise - In order to gather the richest data possible and reduce bias in data collection, interview teams should be trained using this manual and the downloadable QPED Training Presentation, which includes more detailed instructions and a guide for role playing and practicing before you begin interviewing.

Supervisors and/or other team members should review each team members interview notes after at least the first day of interviews to make sure each interviewer capturing an adequate level of detail. Always emphasize the importance of rich detail over quantity of interviews.

Schedule- Assign a team member or supervisor to be in charge of scheduling. This person should determine how many interviews are needed in each location, assign interview teams to locations and times, and track how many interviews are completed. When you have completed enough interviews in a location, you can stop scheduling and focus on others where you need more.

Interview shifts of 2-3 hours are ideal. A sample schedule could be shifts from 9-11 AM; 11 to 1 PM; 4 to 6 PM. On average trained interviewers in a moderately trafficked area should average about 5 interviews per hour. In our previous work we have found that a minimum of 20 interviews in one area of interest is needed. In busier areas we easily exceeded 50 in each area.

We recommend scheduling interviewers in pairs or groups. They might start out interviewing in pairs, but most of our interviews soon felt comfortable conducting interviews solo, but nearby to their partner or team. Always prioritize safety for your interviewers.



Step 7. Conduct Interviews

The key to a good interview is to keep the exchange conversational. Introduce yourself right away and briefly explain why you are interviewing (your aims). Learn the questions so you are not reading them. Keep the conversation natural, but avoid expressing agreement or disagreement with what people are saying. Even nodding in agreement or saying “that’s great” in response to what someone says can register as approval, which may alter what people say.

Use follow up questions where appropriate, but without leading someone to a particular answer. For example, don’t prompt someone to talk about something they haven’t mentioned. But do ask them to expand if they’ve said something vague. For example: “I feel unsafe” could be followed with, “What makes you feel unsafe?” Or simply “Can you tell me more about that?” This way you won’t be entering your notes later that day and realize you don’t know whether they felt unsafe because of crime or because of speeding cars.

Also, keep in mind that in the open-ended questions people may start answering a later question. For example, when you ask what people like about an area for walking, they may say a couple of positive things and then immediately switch into talking about negative elements, which are part of the next question. That’s fine, but use your judgement and, as necessary, start filling in the interview guide for the later question. This is important because if someone starts talking about a liquor store as being a negative element related to walkability and you write “liquor store” under the positive prompt, that could lead to that response being mistakenly coded. Go with the flow, but keep your notes accurate.

To reduce bias, it is important to be systematic in how people are approached. Following each interview when you are ready to approach the next person, consider approaching the next person you see (or in busier places) the fifth person you see. Without such a system in place, you may unconsciously be biased toward talking to people who are more like you.

Be mindful that you are interrupting people’s lives. If they need to leave before the interview is over, that’s ok. Don’t make them miss their bus.

While interviewers should always go out in groups of at least two, interviews may be conducted in pairs or individually. We heard from interviewers that they started out interviewing in pairs (alternating between asking questions and taking notes) but soon realized it was possible to split up and conduct interviews individually (though still in close proximity to other interviewer).



Step 8. Capturing What People Say

Taking Notes

One of the most important and challenging aspects of these interviews is balancing conducting the interview in a conversational manner and taking down accurate notes that clearly reflect what people are saying. Quickly and accurately writing down what people say is critical. One good interview with accurate notes is worth more than 20 that are rushed and poorly written up. The following instructions plus practice will help you to do this.

You likely can't capture every word, so as people are talking, write down the main ideas of what they are saying, though not necessarily in complete sentences. Use informal shorthand so it remains clear to you what a person said when you fill in detail following your interview. QPED interviews tend to be fairly short (five minutes or less), so this is not as challenging as it sounds.

As in the picture below, underline or circle things emphasized by the respondent. Try to get as close to a verbatim quotes for these key points as possible. As soon as the interview is over and the conversation is still fresh in your mind, take time to fill in missing details or words. Add quotes around anything you've written that is a direct quote. This step of completing your notes following each interview is more important than quickly transitioning to your next interview.

NOTE In our development and testing of QPED, we opted to take notes of conversations rather than using voice recorders. We felt that voice recorders would make interviews feel less conversational and could make pedestrians we approached less likely to talk with us. We recommend our method note taking, but depending on your aims and the context of your areas of interest, you could consider voice recorders.



| QPED | | On-street Intercept Interview Guide | |
|---|-----------------------------|---|---------------------------|
| Qualitative Pedestrian Environments Data | | English/Spanish www.qped.org | |
| City: <u>Tucson</u> | Study Area: <u>S. Sixth</u> | Nearest intersection: <u>Sixth + 22nd</u> | |
| Date: <u>3/17/18</u> | Day of week: <u>Tuesday</u> | Time: <u>noon</u> | Survey taker: <u>ARVE</u> |
| 1. Where are you walking to this morning/afternoon? / ¿Dónde está caminando esta mañana/tarde? | | | |
| [] to/from work [] to/from school [X] shopping/errands [] social [] just for exercise [] other _____ | | | |
| 2. What are some things you like about this area as a place for walking? / ¿A cuáles son las cosas que le gustan en esta área para caminar? | | | |
| <u>Nature + views</u> | | "I moved to this area for the natural beauty + the beautiful views. That still got me out walking." | |
| Friends nearby sidewalks ok getting exercise neighbors | | "I love getting out and seeing my neighbors. It's a close-knit community" | |
| 3. What are some things you do not like about this area as a place for walking? / ¿A cuáles son las cosas que no le gustan en esta área para caminar? | | | |
| cars fast unsafe, crossing less good at night heat in summer shade | | "The cars go so fast out here. It just feels really unsafe, especially crossing the rd" | |
| | | "The heat is so oppressive in the summer. I wish there were more trees." | |
| 4. Are there any other things that could make this area better for walking? | | | |

Data Entry

At the end of each interview shift, take the time to enter your notes into the data entry repository. This is another chance to correct mistakes, add punctuation, make sure quotes are clearly marked, etc. If someone answered questions out of order, this is another chance to make sure it's in the appropriate place

Your team will need to decide whether notes are to be entered in original language or translated at this stage if you are interviewing in multiple languages.

Keep your hardcopy interview notes and hand them into your supervisor for safe keeping

A trick from one a grad student interviewer for making this step useful: “if someone was wearing something notable, I would write down ‘Metallica t-shirt’ or whatever and when I saw that note the conversation would come back to me clear as day that evening when entering notes.”

You will need to decide if your team should do initial coding of data as they are entering their notes, or if you would like to set up a process to code after all the data is entered. The coding process is quite simple. For each interview read through the open-ended response and put a “1” under each theme/code column mentioned in that interview. If someone says something that does not fit into one of those themes, write down in a few words what was said that did not fit. This way you can go back through the “other” column to identify emerging themes that are being repeatedly mentioned.

It is considered best practice to have at least two people code each interview to make there is substantial agreement about how themes are being coded. The data entry Excel workbook is set up to populate a “second coder” sheet for this purpose.

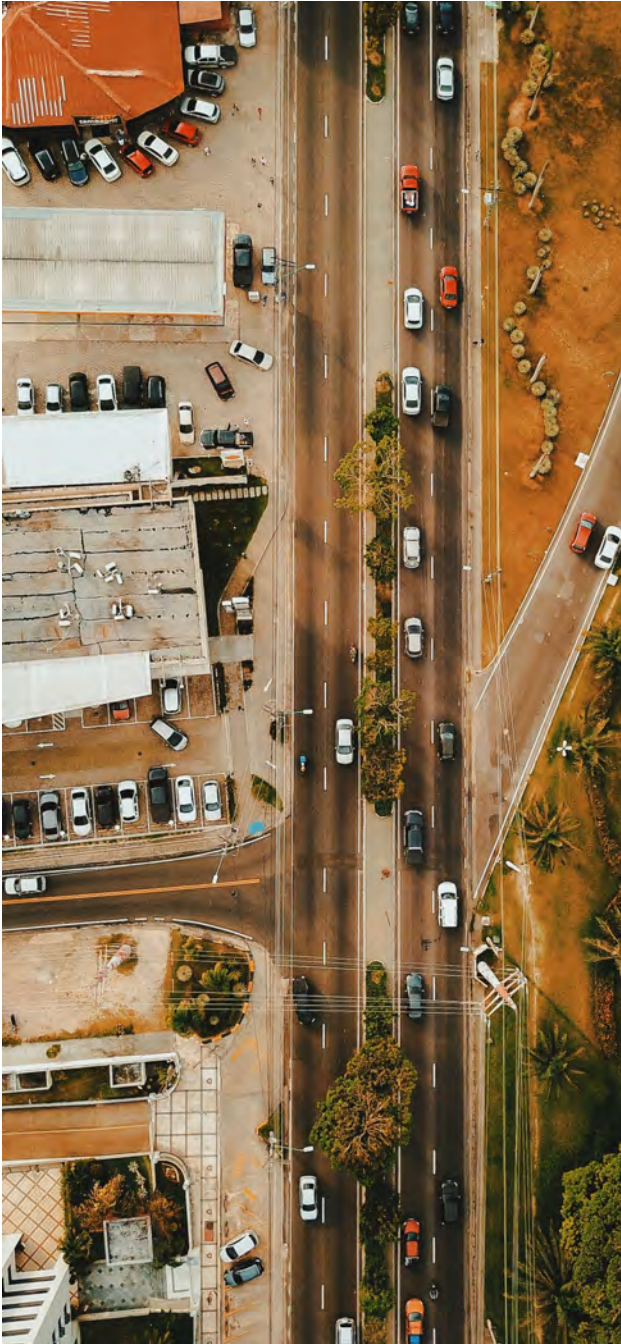
Spreadsheets for data entry and coding are available for download at qpед.org. You may also wish to adapt this into an online data entry system using Google Sheets, Google Forms, or Survey Monkey, or Qualtrics. More detailed instructions are included in the Excel file.

The screenshot shows an Excel spreadsheet titled "data entry" with the following structure:

| Interview ID | Interviewer | Date | Time | Study Area | Intersection | Q1 Purpose | Q1-other | Q2: What are some things you LIKE about this area as a place for walking | Q3: What are some things you DO NOT like about this area | Other |
|--------------|-------------|------|------|------------|--------------|------------|----------|--|--|-------|
| 1001 | | | | | | | | | | |
| 1002 | | | | | | | | | | |
| 1003 | | | | | | | | | | |
| 1004 | | | | | | | | | | |
| 1005 | | | | | | | | | | |
| 1006 | | | | | | | | | | |
| 1007 | | | | | | | | | | |
| 1008 | | | | | | | | | | |
| 1009 | | | | | | | | | | |
| 1010 | | | | | | | | | | |
| 1011 | | | | | | | | | | |

The spreadsheet also includes a "Second coder" sheet for coding the data. The coding columns are:

- 2a. Infrastructure
- 2b. Aesthetics
- 2c. Destinations
- 2d. Perks/Open Space
- 2e. Trees/Landscaping
- 2f. Social cohesion
- 2g. Social Interaction
- 2h. Community identity
- 2i. Calm and Quiet
- 2j. Add themes as needed



Step 9. Analysis

Depending on your aims and the capabilities of your team, analysis of interview notes can be simple or involve more sophisticated qualitative or some basic statistical analysis.

The first step is coding interviews by topic or theme. Coding helps you organize what you are hearing. But remember that the strength of QPED lies in retaining the voice and perspective of pedestrians.

We've made this easy by including the first stage of coding into the data entry form. The coding scheme included in the data entry form is based on our pilot work in Tucson, L.A., and Denver where we identified 18 characteristics people talked about the most.

As you use QPED in your community, however, you should always be open to hearing something unexpected and adding your own themes to the form. As your team codes, they should write down

For more detail on how we have analyzed QPED interviews, read our open access *Journal of Transport and Health* article linked from qpel.org.

Step 10. Share, Inform, Guide



The final step will depend on what you have set out as your aims and what you heard through QPED in the community where you are working. But we recommend always sharing back with the community what you've learned. We recommend doing this using multiple approaches, as the cross-section of people you've talked to will likely not all attend neighborhood meetings and other common venues for community conversations. Get creative.



Work with your community partners and stakeholders you should plan for community dissemination from the beginning of your project.

One option you might plan for is to ask people for email addresses during your interview to be able to share your findings with them. Keep an email list on a separate sheet of paper to maintain confidentiality of what people are writing down.



Having clearly formed aims will help you use your QPED findings to inform policy or planning decisions. Look back to your “in order to” statements from step #1. QPED is useful for talking to decision-makers, such as elected officials, because some are more interested in how many people said what, while others will be more moved by the voice of community that comes through in direct quotes.

In addition to sharing your QPED findings with community members and decision-makers, please also let us know what you've learned. You can email us or contact us through qpel.org. We may also reach out to find out how things are going or if you have suggestions for improving QPED for everyone.



| | | | |
|-------|--------------|-----------------------|---------------|
| City: | Study Area: | Nearest intersection: | |
| Date: | Day of week: | Time: | Survey taker: |

1. Where are you walking to this morning/afternoon? / *¿Dónde esta caminando esta mañana/tarde?*

to/from work to/from school shopping/errands social just for exercise other _____

2. What are some things you **like** about this area as a place for walking? / *¿A cuáles son las cosas que **le gustan** en esta área para caminar?*

3. What are some things you **do not** like about this area as a place for walking? / *¿A cuáles son las cosas que **no le gustan** en esta área para caminar?*

4. Are there any other things that could make this area better for walking? / *¿Hay otras cosas que podría mejorar este área para caminar?*

5. What are the most important things you think the city should do to make this area better for walking? / *¿Cuáles son las cosas más importantes que la ciudad debe hacer para que esta área sea mejor para caminar?*

6. How often do you walk in this area? / *¿Con qué frecuencia usted camina en esta área?* 7. Do you have (access to) a car? / *¿Usted tiene un carro?*

Every day A few times/week About once/week < than once per week yes no

8. How would you rate this area as a place for walking? // *¿Cómo calificaría esta área como un lugar para caminar?*

1 2 3 4 5

9. How safe do you feel walking in this area during the day? / *¿Qué tan seguro se siente caminar en esta área durante el día?* 10. How safe would you feel walking in this area at night? / *¿Qué tan seguro se siente caminar en esta área por la noche?*

(very unsafe) 1 2 3 4 5 (very safe) (very unsafe) 1 2 3 4 5 (very safe)

11. How satisfied are you with the selection of businesses or services that you can walk to in this area? / *¿Está satisfecho con la selección de negocios o servicios de que se puede caminar en esta área?*

(not at all satisfied) 1 2 3 4 5 (very satisfied)

12. What other types of businesses or services would make this area better for walking? / *¿Qué otros tipos de negocios o servicios haría esta área mejor para caminar?*

13. What is the closest intersection to your home? / *¿Cuál es la intersección más cerca de su casa?*

What is your age? M or F Race/Ethnicity: In Span. or Eng:

18-30 31-55 55-70 71+ M F H/L W, non-H/L Black/AA Other S E



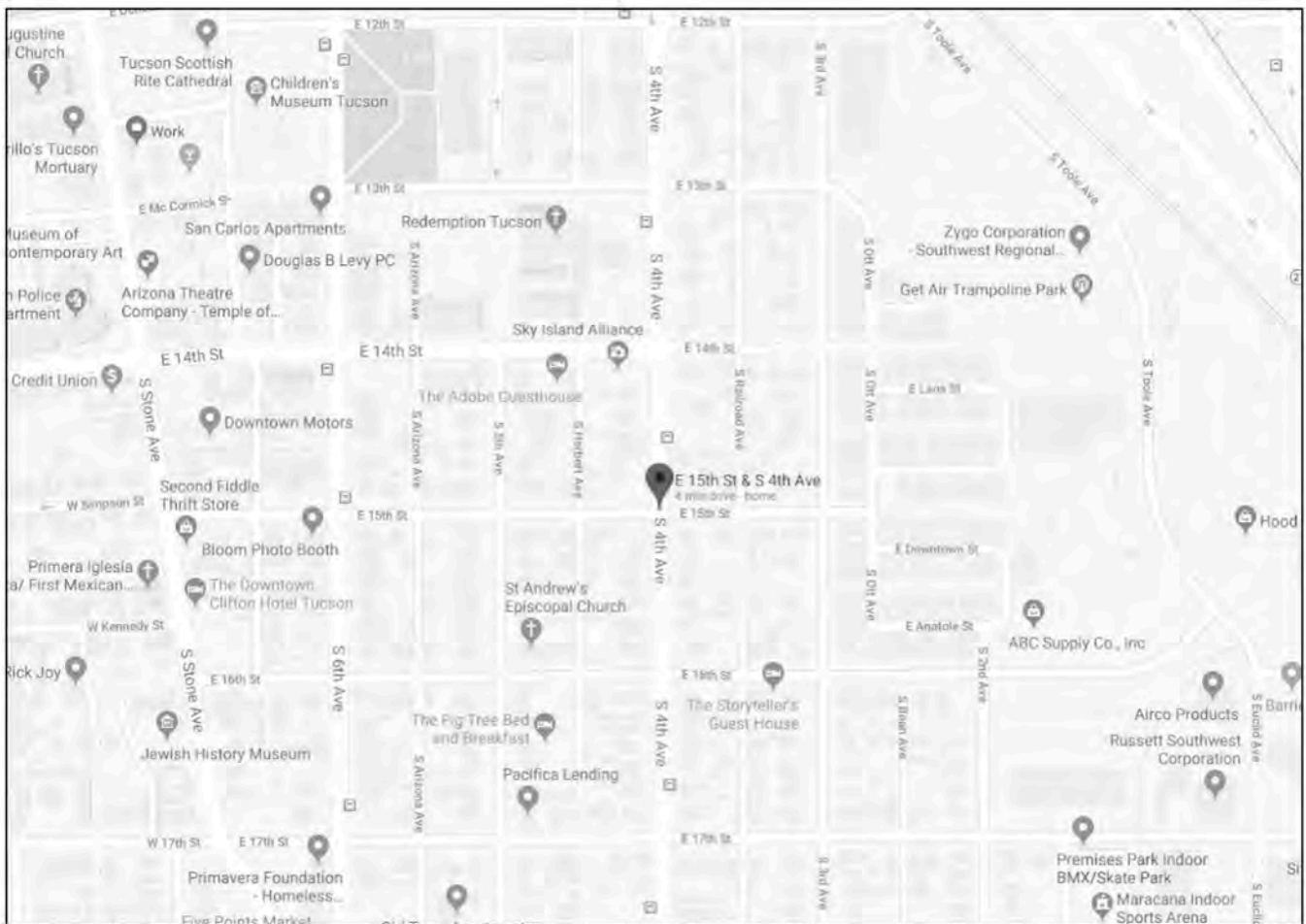
M1. Can you show me approximately where you live on this map? **Mark map w/ X** or **[] Respondent lives off map**

M2. Are there any specific places in the area that make it difficult or unpleasant to walk? Indicate where. Describe.

M3. Are there any specific places that help make this area a better place for walking? Indicate where. Describe.

→ Use A, B, C, etc. to mark locations on map AND make notations in correct column below

| M2 – Negative Notes | M3 – Positive Notes |
|---------------------|---------------------|
| | |





QPED

Qualitative Pedestrian Environments Data

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