

Ways to evaluate your project

You need to evaluate your project both before it properly starts and after it finishes. The data you need to collect includes:

Traffic volumes– keep a log at different times of day (rush hour / mid morning / mid afternoon / evenings); during school terms and school holidays; weekdays and weekends. A simple hand written chart or a more sophisticated spreadsheet are equally good.

Traffic speeds – you can ask the council to do this, or they may lend you a hand- held speed camera so you can do it yourself – which would be a great activity for people to join in with. Record the results in the same way as traffic volumes.

The way people feel about your street e.g. do they feel safe and do they think that their street is attractive. You'll need to carry out a face to face survey amongst residents either by calling at their house or at meetings.

The way people use your street e.g. do people spend time socialising or do children play in the street, do people walk and cycle in your street – the survey mentioned above will also cover this.

Door-knocking is an excellent way to get people's views and find out whether they are interested in getting involved in the project. There is no substitute for this face to face contact. You can door-knock to:

- have an informal conversation with people
- carry out an informal survey to help you plan things e.g. ask for feedback on the success of a street party, or for people's decision on an issue
- carry out a formal survey as part of the evaluation of the success of your street

There is an excellent simple tool that you can use called "Placecheck" Look at the web site www.placecheck.info for lots of information about the method and ways to use it.

Hints on carrying out surveys

For all surveys you need to ask the questions that will give you the information you need. It is important that you carry out the survey in the same way for each resident so that the results can be analysed. You will probably want to have a chat with a resident before you start the survey but once you begin it you should ask the questions in order without too much other conversation – this can be quite hard if you know people well!

Practical issues:

- ❖ Fill in a separate copy of the survey for each person – make sure you have enough copies with you.
- ❖ Decide in advance what percentage of residents you would like to answer the survey – 70% of the total number of households would be good but you may want to subdivide it by age, gender and nationality.
- ❖ Return to a household if they are not available the first time until you reach the percentage you need. Do not leave the survey with them to fill in because it may be mislaid and usually is not returned to you.
- ❖ Choose the best time to call e.g. avoid school homecoming time for families with children (see www.mrs.org.uk 020 7490 4911 or more information).
- ❖ Children can help with door to door interviewing but they should not do it alone.
- ❖ If you think people may not want to answer the door (especially elderly people) put a note through their door in advance to let them know you will be calling.

Health and Safety:

- ❖ Think of any potential problems in advance e.g. Are there local community tensions that may cause difficulties? Is the area safe to walk around?
- ❖ Go out in pairs and ensure that somebody always knows where and when you are interviewing. Stick to your schedule.
- ❖ If you get an abusive or aggressive response walk away.
- ❖ Keep valuable items out of sight.
- ❖ Do not enter people's homes, even if invited.

The conversation:

- ❖ Make sure you understand the questions and the type of answer you expect.
- ❖ It will take about 10 minutes to go through the survey with a resident.
- ❖ Explain the purpose of the survey clearly at the beginning of the conversation.
- ❖ The survey can be completed by more than one person in a household but their answers should be kept separate from each other.
- ❖ If people do not want to answer the survey they do not have to.
- ❖ If people do not understand the question explain it in more detail but make sure you do not change its meaning.
- ❖ Go through the questions in order.
- ❖ If a question is not appropriate to a respondent 'skip' to the next relevant one.
- ❖ If the resident does not speak English ask to see someone else in the household.
- ❖ Assure residents that any contact details given will only be used for this project.

Practice run

- ❖ Go through the questions so you understand them and the possible answer options
- ❖ Have a look at www.mrs.org.uk for the basic rules of interviewing
- ❖ Think of Health and Safety issues
- ❖ Role play sessions so that interviewers can practice.

DIY Streets Survey



Please complete this survey to have a chance of winning a £30 M & S voucher.

Please complete all questions within the boxes provided.

Name

Street Name and Number

Q1 Have you heard about DIY Streets?

Yes (Go to Q2).....

No (Go to Q6).....

Q2 How did you find out about DIY Streets?
(Select one only)

Word of mouth.....

Newsletter.....

By post.....

By email.....

Other please specify

Q3 How many people are living in your household and how old are they? (Please write number)

| | Male | Female |
|---------|--------------------------|--------------------------|
| <12 | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 - 18 | <input type="checkbox"/> | <input type="checkbox"/> |
| 19 - 64 | <input type="checkbox"/> | <input type="checkbox"/> |
| 64+ | <input type="checkbox"/> | <input type="checkbox"/> |

Q4a Did you feel able to contribute as much as you would have liked to DIY Streets?

Yes.....

No.....

Don't know.....

Q4b If not, why not?

Your Street

Q5 Please rank the following in terms of your street (Please tick the appropriate boxes)

| | Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My street is pedestrian friendly/easy to walk around | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The street is safer for children to play | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is more space outside to socialise with my family and neighbours | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am socialising with people in my street that I didn't before the changes | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The amount of traffic has been reduced | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Traffic speeds have been reduced | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parking has been improved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is less parking from non residents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The street is greener and more attractive | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Peoples gardens are tidier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The conditions of our pavements have been improved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There is less litter | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There are fewer cases of antisocial behaviour or vandalism | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access for deliveries or emergency vehicles is improved | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have spent more time with my neighbours and/or the local community | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Q6 Have you attended a DIY Streets event?
Yes (Go to Q7.).....
No (Go to Q9.).....

Q7 Have you found these events useful?
Yes.....
No.....
Don't know.....

Q8 Do you think we held enough events for you to be able to participate?(Select one only)
Yes.....
No.....
Don't know.....

Q9 How many cars are there in your household?

Q10 Where do you usually park your car when at home? (Select one only)
Driveway..... The road in your street.....
In another street..... Pavement.....
Grass verge.....
Other please specify

Q11a Do you or any member of your household park cars here during the working day or have regular visitors/deliveries that require parking?
Yes (Go to Q11b.).....
No (Go to Q12.).....

Q11b If so, how many cars are parked here?

Q12 Has where you park your car changed since the DIY Street works have been completed?
Yes.....
No.....

Q13 Do you think that there is adequate car parking on the street?
Yes.....
No.....

Q14 Please write how many bikes in total in your household?
Adult.....
Children.....

Q15 Do you think DIY Streets will make you
Cycle Walk
More
Less
The same
I don't cycle

Q16 If you have children how do they usually travel to school/college? (Select one only)
Car.....
Walk.....
Cycle.....
Bus.....
Other please specify

Q17 Apart from Q16 does your child use any other form of transport to travel to school?

Q18 Would you recommend the project to friends, family or neighbouring streets? (Select one only)
Yes.....
No.....
Don't know.....

Q19a Are there any further improvements that you think could be made to the street in the future?
Yes.....
No.....
Don't Know.....

Q19b If YES please state

Examples of methods to collect traffic data

Simple method of collecting vehicle counts:

| Date/ Day of week | 8 – 9am | 9-10am | 10 -11am | etc |
|-------------------|--|--------|----------|-----|
| Monday | Fill in with numbers and types of vehicles | | | |
| Tuesday | | | | |
| Wednesday | | | | |
| etc | | | | |

Methods of collecting traffic counts, speeds and movements:

- Speed data collection

Find out if you can work with your Community Police Officer, who you can contact through your local police station, to collect traffic speeds using a hand-held speed gun. Record as many vehicle speeds (with indication of vehicle type) as possible. See table on following page for an example.

- Vehicle traffic counts and movement tracking

Working in pairs, record how many vehicles make certain movements over the course of the survey period. Keep a rough tally and then record on a map (see below). Cycle movements should be recorded separately.

- Pedestrian counts and movements

Working in pairs, record where pedestrians cross the road over the survey period. Example follows. If possible, record how many people use each crossing point.

When

Ideally, these surveys would be carried out during peak traffic times (weekdays, school term-time 7.00-8.30 or 16.00-18.00) and during off-peak time. Collect data for half an hour during 3 different peak times and 3 off peak times. If you can't cover all these times peak times should be prioritised.

Who

At least two people should undertake speed data collection, four people should undertake vehicle traffic counts (focusing on different areas), and four people should undertake pedestrian counts. If desired, the half hour block could be divided into two or three periods of ten or fifteen minutes and people could swap tasks.

Sample speed data table

| Direction | Vehicle Type | Speed |
|-----------------|--------------|-------|
| High Street (W) | Motor bike | 20mph |
| High Street (E) | Small car | 25mph |
| Low Road (W) | Van | 12mph |
| Low Road (E) | Large Car | 19mph |

