PEDS
Pedestrian Environment Data Scan

AUDIT TRAINING
INSTRUCTOR NOTES

The audit training will take anywhere from 4-8 hours to complete. This guide consists of general directions to run the training as efficiently as possible. However, this will not contain a word-for-word script of what is to be said. Instead, it will detail the major points that need to be made. The training is divided into three main sections: an overview of the audit, a detailed description of each question and practice segments. The trainer will be responsible for being familiar with the audit and its processes as well as the audit protocol. For further information about the audit, you can contact Andrea Livi at the University of Maryland: (301) 405 8971 alivi@ursp.umd.edu.

OVERVIEW OF THE AUDIT

General directions are detailed in the protocol.
Slide 4: This is a segment based audit. Segments are divided by intersections or less than 600 feet where there are no intersections.
It is especially important to point out the three items administrators will be responsible for (map – shown in slide 6, master list – shown in slide 5, and audit form).

DETAILED DESCRIPTION OF EACH QUESTION

The protocol details the rating categories for each question. The instructor should emphasize which questions are "check all that apply" and make sure administrators understand terms they might not have heard before (like chicane for instance). This might require sketching on a board. The most important goal of this is reliability among the administrators. Agreement should be reached if the trainer does not know the answer to any question.

Some illustrations of questions do not have titles. These illustrations are meant for trainees to rate them. If the rating is not satisfactory, more time should be spent on the question. The Subjective Assessment Section, in particular, has many unlabeled photos. Administrators should take turns rating the pictures for all four questions, and any disagreement should be discussed.

Details about particular slides:
S17-21 (Slope). The instructor might find it helpful to use examples to illustrate the degree of slope. For instance, one could talk about walking with a stroller. If engaging the brake while not holding the stroller is unnecessary, the segment is flat, etc.

S23 (Intersections) Intersections on both ends of the segment should be noted. This means that for most segments, two boxes will be checked in this category.
It's important to note that sometimes the intersections won't be regular (the roads won't intersect neatly but be offset from each other). This still counts as an intersection. Also, even if there is a traffic circle, it's still an intersection: the streets accessing it should be noted.

S27 (Ped Facility) This slide is to show that an informal path made from use does not count as a ped facility: the facility needs to be formal (sign if it's a dirt/sand path) to count as a facility.

S32 (Note) To decide which sidewalk is the better one, the following items should be taken into consideration (in descending order)
- Completeness
- Condition
- Buffer Width

S33 (Path Material) Note that it's easy to miss fill-in material but that all materials present should be checked. S41 has a good example of multiple materials to quiz the administrators on)

S39 (Path Condition) For this slide as well as all "condition" slides, the trainer should reinforce the importance of agreement. One should not move on from this section until agreement is reached.

S43-44 (Obstructions) Note that an object is only an obstruction if it obstructs the walking path to the point that it makes walking it difficult. The threshold should be using a wheelchair or stroller on that facility. Could they get through, or would the path be too narrow with the obstruction?

S45 (Buffers) Buffers between path and buildings are irrelevant.

S49-52 (Dustance from Curb & Sidewalk Width) Encourage administrators to bring a tape measure with them and use it for these questions. Also, emphasize that one wants to measure the AVERAGE distance and width.

S54 (Curb Cuts) Corner Curb Cuts (that are used for crossing both streets intersecting at the end of a segment) count double.

S55 (Curb Cuts) Use this picture to quiz the administrators. Pick different segments and ask how many curb cuts there are likely to be.

S58 (Sidewalk Completeness) This picture is useful to show the impact of segment boundaries: if the segment ends where the sidewalk does, then the sidewalk is complete but has poor connectivity. If the segment does not end there, then the sidewalk is incomplete.

S61 (Sidewalk Connectivity) Point out how the connectivity is different on each side of the segment (the lower part of the segment doesn't have as many connections.) Also, draw in a central crosswalk to illustrate how that would add a connection.

S68-69 (Number of Lanes) Make sure to quiz the administrators with these slides.

S74 (Off Street Parking) Count the total number of off street parking spaces in the segment.

S76 (Walk through Parking Lot) Look at average in segment. One small parking lot does not mean this is necessarily the case.

S79 (Driveways) This slide should be used to point out that normal residential driveways do not count as med-hi volume driveways (as opposed to the commercial driveways shown in slide 80)

S81 (Traffic Control Devices) Make sure to explain what a chicane and choker are.

S85-86 (Crosswalks) Point out that Stop lines are not considered crosswalks.

S94 (Bicycle Facilities) is used to show that people biking and a wide shoulder do not count as a bike lane. There must be pavement markings or signs for it to be a formal bike lane.

S97 (Lighting) Emphasize the difference between road-oriented lighting, ped-scale lighting and other lighting (other lighting can be private lighting that illuminates the street as well).

S99 (Amenities) Make sure to point out that only public-use garbage cans (not dumpsters) count, and that the amenity must be visible from the street and for public use for it to count.

S101 (Wayfinding Aid) Here, unlike the speed limit sign, it only matters that the signs are visible from the segment, not whether the sign is actually located in the segment.

S103 (Trees) Emphasize that only trees shading the walking area are measured here.

S143-154 (Subjective Assessment) Have the administrators rate these slides for the four subjective questions. Do so both individually and in teams, and make sure that people agree. If they don't, ask why people gave a particular rating and try to fine-tune their reaction so they agree as much as possible. (There will be some disagreement here, but it should be minimized)

PRACTICE SEGMENTS

The training powerpoint as-is contains a number of practice segments. These are videotaped segments that the teams rate at the same time and then discuss. The goal is to point out the difficult questions in the audit (like features that are easy to miss) and to emphasize the need for agreement among the administrators. It is important to have discussion in between the segment ratings so as to keep track of improvement.

To do so, one can use either videotaped segments or go out as a group. Ideally, training will involve BOTH.

Videotaped Segments: These are useful because they make discussion between the segment ratings easy and also make it easy to point out features in the environment. Videotaped segments should be looped so that administrators will have the chance to see the video for sufficient time. It should be expected that some features (such as curb cuts) are difficult to measure with videotaped segments.

Field Rating: Segments should be chosen in advance for this, and the experience should closely resemble real administration. Administrators should be given a map and master list and be expected to rate the correct segments. The trainer should take this time to photograph interesting features in the segments. The results should then be reviewed (with the pictures taken as evidence) and discussed.