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International Best Practices in Regional Planning for School Travel



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Conducted for:



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Executive Summary

This report summarizes findings from case study research focused on the current state of regional level active and sustainable school travel (ASST) planning, policy, and programming. The report includes four best practice case studies from four countries: United Kingdom, New Zealand, United States of America, and Canada. Many of the initiatives employed in these example cases to promote ASST are similar; however, distinct differences also exist between regions with regard to approach and implementation. These differences provide a myriad of key learnings to inform future ASST strategy for the Greater Toronto and Hamilton Area (GTHA).

The case studies highlight a range of organizations that have taken ‘ownership’ over ASST planning in their region. Successful implementation has been led by not-for-profit organizations, regional transportation authorities, and in the case of the United Kingdom — the national government. Champion organizations, in all the case study areas, receive support for ASST planning through the means of financial funding and governing policy documents. The funding sources range from federal grants, budget allocation from regional transportation authorities, and a fee-for-service structure. Regardless of the source, maintaining consistent funding is considered vital to the implementation of successful ASST planning interventions.

The case studies reveal that financial priorities differ between regions. Auckland Region, New Zealand, does not support the funding of infrastructure improvements, while in contrast, investment in capital infrastructure is mandatory and of high priority throughout the Bay Area, California.

Methods of data collection are conducted in similar fashions throughout all four case studies. Baseline and follow-up surveys are regularly administered in schools, used in combination with information gathered from in-class student tallies on their mode of school travel. The

champion organization, and other heavily involved stakeholders, produce annual reports outlining their current progress, evaluations of current initiatives, and future targets. Data collection is commonly supported by other forms of programming initiatives including school accreditation programs, interactive maps, and student engagement strategies. These initiatives motivate students to become involved with ASST planning, while providing valuable information to the champion organization about the level of impact their efforts have in schools.

This report explores the roles of stakeholders in ASST initiatives, examining different types of representation from the private, public, and not-for-profit sector. Consistent government involvement at multiple levels has demonstrated success in multiple regions. Further explanation within the case studies displays how regional transportation authorities have contributed to ASST progress through the creation of policy in transportation plans and by forming initiatives like Travelwise in Auckland Region, New Zealand.

The regional examples included in this report convey the importance of having a central steering committee. These groups meet regularly and include representation from varying groups in the communities. Successful ASST interventions are realized when steering committees apply the information acquired through data collection and public consultations to inform programming and planning efforts. Offering solutions that reflect the ASST needs of the regional community provides an opportunity to bring stakeholders, families, and the municipality together in understanding the positive benefits associated with walking and cycling to school. These solutions, in combination with policy, parent engagement strategies, funding, and systemized data collection methods, demonstrate active steps that the reviewed case studies have taken toward incorporating ASST planning into regional strategy.



Introduction

The Active and Sustainable School Transportation (ASST) initiative is a collaborative effort between Metrolinx (which is the Provincial agency for transportation planning for the Greater Toronto and Hamilton Area — GTHA), regional and local municipalities, school boards, and non-governmental organizations (NGOs). This initiative encourages children, youth and their families to travel using active and sustainable modes (i.e. walking, biking, or taking transit) to and from school, supported by the strategic directions set out in the 2008 Regional Transportation Plan, The Big Move, that envisions 60% of children walking, cycling and using transit to get to school by 2031.

The overarching guide for Metrolinx ASST work is the Strategy Roadmap. In 2013, the Ontario-wide ASST Strategy Roadmap, funded by Metrolinx and the Ministry of Transportation, was co-created through research, stakeholder interviews and workshops between over 30 stakeholder organizations (including municipalities, school boards, and non-governmental organizations and eight provincial ministries). The resulting roadmap is essentially a ‘strategy on one page,’ describing how organizations and communities can work toward the goal of supporting more children to walk, bike or roll to school. The full report, including the strategy roadmap and logical model, can be found on the Metrolinx website: <http://smartcommute.ca/getting-to-school/resources/planning-facilitation/>. One result of the Strategy Roadmap is the creation of the GTHA ASST Regional Hub (a network of school travel stakeholders across the GTHA, coordinated by Metrolinx) supporting the programming and planning activities of stakeholders.

In an effort to advance this initiative in a systematic and coordinated way, Metrolinx is

working to support the development of strategic plans for ASST in each of the upper/ single tier regions in the GTHA (Durham, Halton, Hamilton, Peel, Toronto, and York) to guide municipal-level planning for school travel. This planning work can both connect to and help inform broader GTHA plans (such as the update to the GTHA Regional Transportation Plan), and the ASST Strategy Roadmap. The main objectives of this effort are to understand current contexts and processes relating to ASST planning in each region within the GTHA, determine specific opportunities and challenges for ASST planning, develop a tailored set of overarching strategic plans for ASST, and establish key performance indicators to monitor the progress of ASST planning and its outcomes across the GTHA.

In order to facilitate the development of this regional policy framework, a global scan of regional level planning for school travel practices was conducted. This report summarizes four Canadian and international examples of ASST planning, identifying best practices and providing recommendations of key learnings that can be applied to the GTHA context.

The reviewed case studies include: England (highlighted focus on the Region of Greater Manchester), United Kingdom; Bay Area Region, United States of America; Auckland Region, New Zealand; and Metro Vancouver, Canada. Each case study has been rigorously explored and conveyed through the following sections: Regional Planning Context, Regional Priorities and Policies, Key Stakeholders, Key Performance Indicators, Champions, and Key Learnings. Additionally, Appendix 1 provides insights on how the case study regions have incorporated successful parent engagement strategies into their ASST work.



The majority of the resources used in this report were found through online research and publicly available documents including (but not limited to) government legislation, transportation master plans, community plans, and data evaluation reports. After initial identification of case studies, key stakeholders in the region were contacted for additional documentation and information. This additional information confirmed and strengthened factual evidence found from various online resources.

A total of four case studies were chosen based on three criteria:

1. Direct policy statements relating to active and sustainable school travel at a regional level. The presence of school travel policies at the national and municipal level were considered relevant and supportive, but not mandatory.
2. Direct involvement and leadership by a government department or institution. Examples include Department of Transportation, Department of Health, Department of Education, or local government structures.
3. Availability of public documents, transparency of regional strategy, and ease in obtaining information from key stakeholders.



CASE STUDY: England, United Kingdom

Regional Planning Context

The English government prioritized active and sustainable school travel (ASST) planning in 2003 by implementing a national 'School Travel Plan Scheme,' comprised of policy, programming, and heavy school board involvement. The scheme's initial priority was to ensure that each school in the country had a School Travel Plan (STP). This was achieved through the creation of a national level policy and the distribution of funding to local authorities (LA). The funding was used to appoint School Travel Officers, individuals who would work closely with schools and develop capital revenue grants for every school in their territory that completed a STP. A local authority is a form of local government structure for a city or region in the UK, operating under either a one-tier system (unitary authorities) or a two-tier system (county and district councils reporting to a larger regional authority).

Typical grants for primary schools were £3,750 per school plus an additional £5 per student. For secondary schools, the grant equaled £5,000 with the additional £5 per student. These grants were one-off payments for the schools and thus, not renewable each year. The plan's structure was formulated to be self-regenerating and exist within a working document that should be reviewed every 3-5 years. These documents are supported and approved by each school's Head of Governors, in addition to the Director of Education.

In order to control, monitor, and regulate this scheme, the government introduced a national organization named UKLAST (UK Local Authority School Travel Forum). During this time, STP Officers were employed in each region to progress the scheme at both a regional and county level. STP Officers met regularly, once every three months, to discuss best practices, results, and to ensure that their approach to active and sustainable school travel (ASST) planning was uniform and effective. This government-run organization brought the

regions together across the country for support, discussion, and knowledge exchange.

In addition to these meetings, various counties that constitute regions (for example, Wigan is a county within Greater Manchester) met regularly with other counties to further collaborate on projects and share resources. The meetings were primarily attended by appointed STP Officers, however as ASST found traction throughout the regions, additional stakeholders including various community and youth groups took interest in the initiative and began to regularly attend.

During UKLAST's peak period of success, the national government created 'www.traveltoschool.com,' an interactive (now obsolete) website that outlined each region within England and offered in-depth information on existing ASST efforts. This site was used to connect regions, authorities, and schools participating in ASST planning. Its vibrant and user-friendly interface was successful in attracting new schools to join the initiative and create a STP. The site acted as a hub for five types of users, namely, STP champions, parents, teachers, students, and administrators. Each hub had specific resources and information catered for that population of user. The website provided contact information for key individuals and relevant organizations that would be of interest to schools pursuing ASST planning: STP Officers and school board regional representatives.

This initiative rapidly increased membership to UKLAST, prompting the organization to deliver new services to its members including annual general meetings, awards, and a best practice sharing website.

The national government had promised funding for STP Officers and the website www.traveltoschool.com for a five-year contract period. This was done with hopes that ASST planning would gain traction throughout the



*Figure 1: Travel to School.com Initiative:
Interactive Map of Greater Manchester*

regions, and local authorities would take ownership over the initiatives and continue to fund them. Many local authorities hired STP Officers on contract for the five years, however some counties (including Wigan County in the Greater Manchester Area) recognized sustainable transportation as an evolving and obvious priority within the UK, and chose to hire permanent staff.

Specifically, within Wigan County, these permanent staff have additional roles. Other responsibilities include road safety, sustainable transport education, publicity, and training – however ASST work remains the main priority of their position. Furthermore, Wigan County ensures that a comprehensive review for a potential STP is incorporated into the planning requirement for new schools and extensions to schools, in order to alleviate future congestion issues. As the five years of funding came to an end and staff members completed their contracts, the UKLAST organization began to disband.

While UKLAST slowly dissolved, a new organization called ModeShift was created in 2007. This group is a not-for-profit membership organization that is funded by the public, private, and community sectors within the United Kingdom. The majority of the funding is received through memberships from local authorities,

many of which had received the previous start-up grants from the national government.

ModeShift built upon the works of UKLAST, and over time, has incorporated additional services, including an initiative for active and sustainable workplace travel. ModeShift modernized UKLAST's previous approach to ASST planning by creating a website, annual conference, and a STARS (Sustainable Travel Accreditation and Recognition Scheme) program that is supported by the transportation departments. The STARS program, discussed in further detail later in this report, was developed to keep participating schools engaged and committed to their STP.

Despite the enhanced initiatives, ModeShift continued to suffer a lack of school memberships. As a result, in 2012, ModeShift refurbished their website and expanded their management board. Furthermore, ModeShift offered new forms of memberships and secured a £9,500 grant that allowed them to translate their STAR program into an online and interactive process. Between 2014 and 2015, ModeShift received a £184,000 grant from the Department of Transport to support the STARS program at every school in England, employ staff to manage the operation, and expand the program to include workplaces.

Regional Priorities and Policies

England's STP success is closely linked to progressive and nationally supported policies that explicitly indicate school travel as a major priority for the country.

Education and Inspections Act (2006)

Section 76 states that local education authorities throughout England, Wales, Northern Ireland, and parts of Scotland have a duty to promote sustainable modes of transportation. The policy clearly states that local authorities are to annually create and publish a sustainable school travel strategy, as well as promote the strategy within their region. In addition, local authorities must ensure that they are properly assessing the student school travel needs of the area and thus, undertake an audit of current facilities and services offered in the region. With a requirement to update each year, this information is used to create a strategy for developing the proper infrastructure to meet the needs of children.

- (1) A local education authority in England must—
 - (a) prepare for each academic year a document containing their strategy to promote the use of sustainable modes of travel to meet the school travel needs of their area (“a sustainable modes of travel strategy”);
 - (b) publish the strategy in such manner and by such time as may be prescribed; and
 - (c) promote the use of sustainable modes of travel to meet the school travel needs of their area.

Greater Manchester Local Transport Plan 3 (2011/12–2015/16)

The Greater Manchester regional transportation plan is an example of a specific English region taking ownership over ASST planning by encouraging its implementation throughout their regional priorities. Currently, STPs have been implemented at almost every state primary and secondary school in Greater Manchester. The transportation plan's current focus is to effectively monitor and maintain travel plans, and ensure that schools are maintaining relevancy in their programming, regularly monitoring progress and reporting their results. The transportation plan includes a case study in Wigan County where regional STP Officers gave personalized Travel Packs (complete with information and ASST incentives) to people in the region. This case study resulted in an 8% reduction in vehicular school trips that year.

Greater Manchester Climate Change Strategy 2011-2020

This document, created by the Greater Manchester Region, includes sustainable school travel as an important part of maintaining the health of England's ecological environment. The strategy aims to reduce carbon emissions by 48% by 2020. In England, ASST planning is often marketed and justified through the use of this statistic. Environmental ethics are highly important to the United Kingdom and continue to play a crucial role in promoting ASST efforts.

Eco-Schools

This program provides a framework for schools to help encourage sustainable practices into everyday school life. Once registered into the Eco-Schools scheme, schools follow a series of steps and complete a number of tasks in order to achieve an award: Bronze, Silver, or Green Flag. In order for schools to complete the 'Transport' task, they are required to create an STP. This task allows students to take ownership over ASST planning by being directly involved with the creation of STPs, as well as understanding the effects of travel mode on their health, and having the opportunity to choose an implementation strategy for school travel while sharing ideas with families and the wider community.

Additional legislation that mentions STP, but has not been outlined in the above section, includes: Strategic Framework for Road Safety (National Department of Transport, 2011) and Manchester: A Certain Future (Manchester Environmental Strategy Department, 2010).

Key Stakeholders

Currently, the main stakeholder in England's school travel planning is ModeShift, a not for profit membership organization. Once a school or organization becomes a member of ModeShift, they receive guidance from a representative who works within their regional location: North West, North East/Yorkshire/Humber, East and West Midlands, South West, South East and East, or Greater London. These regional boundaries have been created by ModeShift, and encompass all of the United Kingdom.

The regional representatives meet two times a year (Jan/Feb & Jun/Jul), as well as attend the organization's annual award ceremony and conference. Within these regions, relevant stakeholders (STP Officers for counties and school board representatives) meet three times a year.

Additional stakeholders include the Department of Transport, Department of Education, and various lower level stakeholders that work with ModeShift to help deliver region-specific deliverables. These include NGOs, youth groups, cycle groups, and healthy community groups.

Key Performance Indicators

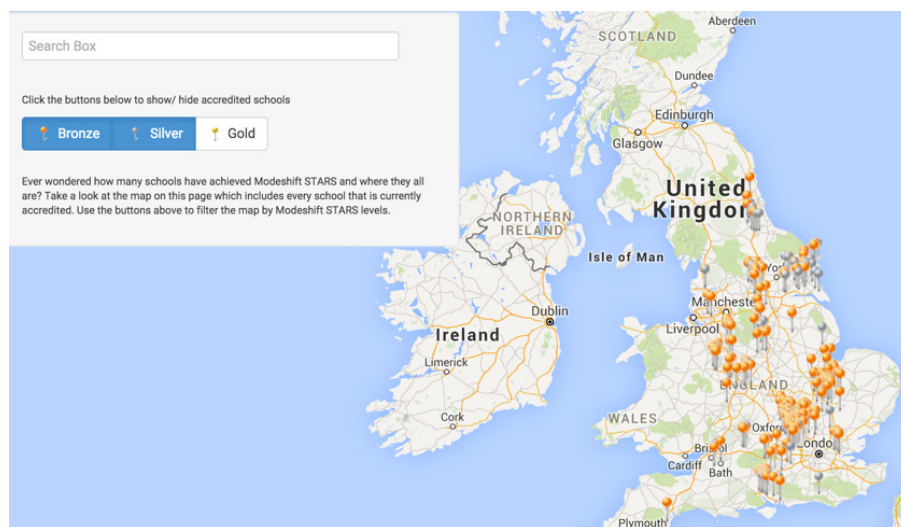
After UKLAST was dissolved in 2006, only a handful of schools that had implemented and supported ASST planning were regularly maintaining and updating their STP. As a result, ModeShift devised a new approach to encourage schools to continue prioritizing ASST. In 2012, ModeShift STARS was created, a web-based award program for schools that is financially funded and supported by the Department of Transport (as of 2014) and the Department of Education. Despite being heavily encouraged, the program is completely voluntary.

The STARS accreditation scheme supports STPs by rewarding schools for achieving major shifts toward sustainable modes of travel. Schools work toward their Bronze, Silver,

and Gold awards by completing a number of tasks listed on the ModeShift website, or by creating their own projects that champion ASST interventions. As this scheme has attracted many new schools to the program, STP advisors and the school boards are attempting to create a policy where schools with a ModeShift STAR Award can be recognized by OFSTED (the Office of Standards in Education, Children's Services, and Skills).

The ModeShift STARS program is a national scheme that is open to every school in the United Kingdom, however in 2007, Transport for London developed its own accreditation scheme that encourages active and sustainable school travel in the Greater London Region. This scheme, also called STARS (Sustainable Travel: Active, Responsible, Safe) works similarly to the ModeShift programming, despite the two schemes being run by separate organizations.

Currently, approximately 10,500 schools in England are registered with ModeShift STARS. The website for the program (<https://modeshiftstars.org/>) is well maintained and offers easily accessed information on the award criteria, case studies of schools divided by region, an interactive journey planner, and a mapping program that allows users to browse where participating schools are located, in addition to specifically locating bronze, silver, and gold level schools. Moreover, the results of this award scheme are presented at a national award ceremony.



*Figure 2: ModeShift STARS:
Awarded School Locator*

To achieve an award, schools are required to set personal sustainable transportation goals, in addition to achieving two of the program's identified 'Targets' to qualify for accreditation. These 'Targets' include Excellence in Walking, Excellence in Cycling, Best Partnerships, Contribution to Sustainable Travel, or Best Sustainable Travel Initiative. Furthermore, schools are required to complete an implementation section called 'Actions.' There are no specific instructions on what each school needs to do in order to satisfy these categories; schools are able to freely interpret and design their own programs provided they justify its application to that particular category.

Schools are required to complete a Routes to School Audit, which is administered in classrooms, to report daily travel mode to school by each student. In addition, schools report the total number of volunteers involved in

school travel activities, number of available car parking spaces (in addition to number of cycling parking spaces and scooter parking spaces), number of intersections with school crossing patrols, total number of sustainable transport initiatives delivered per annum (by mode and type), and number of students participating. This data is later provided to the United Kingdom's Department of Transport on an annual basis to be analyzed by partnered statisticians.

This analyzed data is returned to ModeShift STARS, where the findings are further examined and presented in an annual delivery report. The report outlines the number of schools participating (including increases or decreases within the regions from the previous year), the number of schools that have achieved various STARS levels, and the percentage of car reduction for specific school examples.

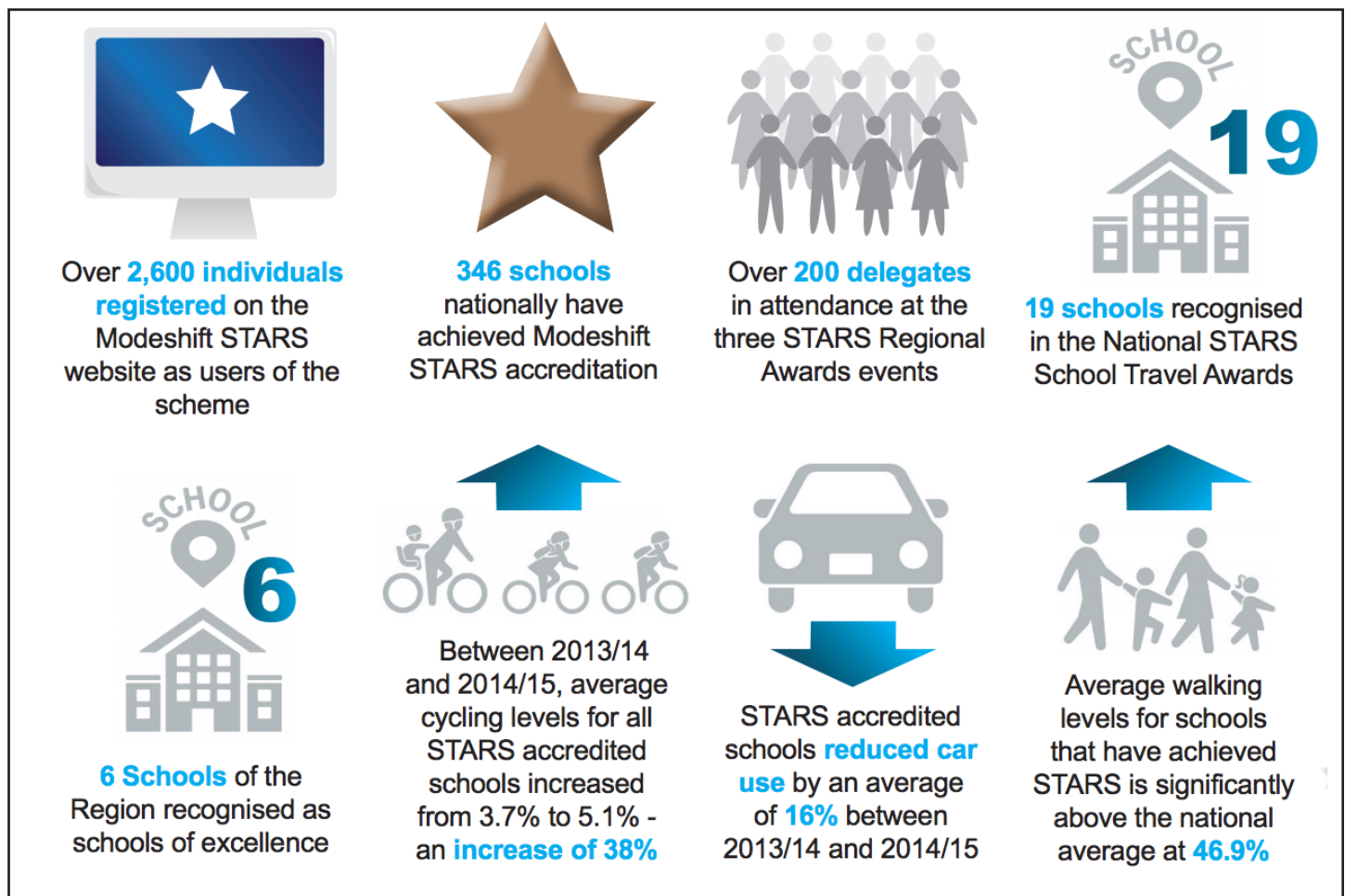


Figure 3: ModeShift STARS: Year 1 Delivery Report (Key Highlights)

Champions

The main champions that helped progress ASST planning in England were the Department of Education and the Department of Transport. Intervention by policy and mandatory programming predominantly influenced the manner in which school travel is emphasized and planned for at the local level. The organizations UKLAST and ModeShift were both partially or completely publicly funded.

Key Learnings

England is an unmistakeable international leader in ASST planning, demonstrating an interesting example of strong national government intervention to promote and advance school travel planning. Specifically, England's success factors included:

- The creation of a clear, national policy that outlines the requirement for a sustainable school travel strategy document in schools, as well as the emphasis on consistent monitoring and updating, was vital to the country's current success in ASST planning.
- The importance of supporting an overarching policy with various legislative documents from different governmental departments. Using this approach has strengthened the impact and importance of ASST planning throughout all regions.
- The success of a clear, interactive, yet informative, centralized website in bringing counties together to form strong and collaborative regions. These connections allowed STP Officers and school boards to consistently communicate on their progress, successes, and failures.
- Engaging initiatives including the ModeShift STARS website is an example of using a centralized system to attract schools to participate and provide substantial data in a transparent fashion.
- The importance of having an accreditation and reward program that provides incentives for schools to get involved, providing opportunities for systematic monitoring through standardized key performance indicators.

Current Contacts

- **Nick Butler:** ModeShift STARS Program, stars@modeshift.org.uk
- **Ross Butcher:** ModeShift Chair, Chair@Modeshift.org.uk
- **Andy Allen:** Behavioural Change Team Leader & STP Advisor for Wigan County, a.allen@wigan.gov.uk

Resources

Education and Inspections Act:

<http://www.legislation.gov.uk/ukpga/2006/40/section/76>

Greater Manchester Local Transport Plan:

www.tfgm.com/ltp3

Greater Manchester Climate Change Strategy:

<http://ontheplatform.org.uk/sites/default/files/GM%20Climate%20Change%20Strategy.pdf>

ModeShift: <http://www.modeshift.org.uk/>

ModeShift Stars: <https://modeshiftstars.org/>

Travel to School Initiative:

<http://www.traveltoschool.com/>

Eco Schools: <http://www.eco-schools.org.uk/gettingstarted/ninetopics/transport>

Figure 1: Travel to School Homepage. (n.d.). Retrieved from <http://www.traveltoschool.com/>

Figure 2: Schools [Map]. (2016). In ModeShift Stars. Retrieved from <https://modeshiftstars.org/schools.php>

Figure 3: Modeshift STARS: Year 1 Delivery Report (Rep.). (2015). Retrieved from https://modeshiftstars.org/assets/National%20STARS%20Awards_Year%201.pdf



CASE STUDY: Bay Area, USA

Regional Planning Context

In the United States of America, US\$821 million was appropriated through a Federal legislation (SAFETEA-LU) to State Departments of Transportation (DoTs) between 2005 and 2010, for the implementation of Safe Routes to School (SRTS) programs. In 2007, the Safe Routes to School National Partnership initiated the State Network Project to establish school travel planning programs throughout different states in the USA.

The SRTS program is federally funded, but managed and administered by each state DoT. It is the State's responsibility to appoint a SRTS coordinator, develop a state-wide SRTS program, and disperse funds to regional and local programs in accordance with policy and laws. California State expanded this initiative by creating the Safe Routes to School California Partnership, which created regional ASST strategy in many areas throughout California. The case study will focus on their efforts in the Bay Area Region, a successful regional ASST example which is demonstrated through the provision of funding, employees, and support.

In 2011, the regional transportation authority for the Bay Area — Metropolitan Transportation Commission (MTC) — listed school travel planning as one of their priorities. The details associated with this plan are explained in the 'Regional Priorities and Policies' section.

The initiative was promoted in all of the Bay Area's smaller counties through the region's Transportation Plan (each of these counties comprises 5 to 10 municipalities). MTC received federal financing from the Federal Highway Administration Fund and used this money as a boost of funding for individual counties to implement and develop ASST programs. Counties also receive a portion of the California Measure B transportation sales tax, currently one cent of every dollar. The regional transportation commissions authorized that this funding will expand and support the SRTS program, securing

it within legislation for the next thirty years. The counties receive additional funding through regional, state, and federal funds and grants that require routine applications.

One specific grant that counties can apply for is 'One Bay Area Grants.' These grants are sourced through federal funding and are meant to maintain commitments to regional transportation priorities within the Bay Area.

Many counties took individual ownership over SRTS Planning and have had success in implementing it in their local school systems; particularly notable are Marin County and Alameda County. They created county-level SRTS programs that were funded by their county's local transportation commissions. The success of these two counties, in addition to advocacy by TransForm (a non-profit transportation advocacy organization working within various counties in the region), helped secure US\$17 million to initiate SRTS programs in all nine Bay Area counties.

TransForm is the organization that is taking leadership in promoting and implementing SRTS in the Bay Area Region. Their main goal is to promote walkable communities throughout the region, and to support and implement the coordination of SRTS programming between MTC and individual counties. TransForm has taken a progressive approach to SRTS by continually recognizing the importance of the built environment (and urban planning) in influencing school travel outcomes. Additionally, the organization places strong emphasis on environmental ethics and encourages cycling and walking to/from school as a strategy to mitigate climate change.

TransForm initiated a pilot project within two Oakland elementary schools (Alameda County). This project was highly successful and paved the way for 100 additional schools to join the program in the coming years. During this time, Marin County was piloting a similar effort and, as a result, had substantial success with their SRTS program.

Alameda County recently set a goal of establishing SRTS programs within an additional 100 public schools by 2019, and reaching more than 7,000 students. These initiatives have served as an inspiration for other regions to become involved with ASST planning, establishing the Bay Area as a national example of effective programming-based SRTS interventions.

A recent development pertaining to SRTS programming in the United States of America is the FAST Act (Fixing America’s Surface Transportation Act) that was signed into law by President Obama in December 2015. This transportation legislation ensures consistent funding for all state SRTS programming.

Regional Priorities and Policies

The present system financially supports and heavily encourages ASST planning for the entire region, however the current lack of regional, centralized policy has resulted in each county working independently on their initiatives. Creating a regional level policy to enable schools to implement SRTS programs is something that is currently in discussion within the Bay Area, and is being promoted by many counties. That being said, SRTS is listed as one of the region’s main priorities in regard to transportation and environmentalism.

Transportation 2035 Plan – MTC

This plan prioritizes active transportation and school travel by earmarking 1 billion dollars toward building a regional bikeway network and supporting SRTS programming. SRTS is further supported by MTC setting aside 400 million dollars to implement a ‘Transportation Climate Action Campaign’, which will promote sustainable school travel into regional level policy. This campaign will encourage behaviour changes and add additional funding to programs such as Safe Routes to Transit and Safe Routes to School.

230550	Transportation Climate Action Campaign: implement a campaign to reduce greenhouse gas emissions; includes funding for a comprehensive outreach and education campaign, Safe Routes to School, Safe Routes to Transit, and Transit Priority Measures (TPM)	\$ 400.0	\$ 0.0	\$ 400.0
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Figure 4: Information extracted from Transportation 2035 Plan – Financial Priorities Appendix (recorded in millions)

Key Stakeholders

In the Bay Area Region, each county currently develops their own ASST programming strategy, and is collectively supported by TransForm. This method provides opportunities for constant communication on best practices, as well as local successes and failures. The Bay Area Region has a range of organizations involved in the SRTS initiative, each of them regularly attending and participating in regional meetings.

A key stakeholder is Alta Planning + Design, a private planning consulting firm that completes the majority of infrastructure planning for all counties in the regions. The majority of federal funding for SRTS in the United States is reserved for capital investments in infrastructure, giving Alta Planning + Design an important role within the regional ASST discourse.

The regional school boards are also involved and have incorporated ASST programming into their Physical Education regional curriculum.

TransForm maintains a major role in advancing the initiative and has served as a regional ‘hub’ for ASST planning. They have taken ownership over the SRTS initiative in the region, and act as the ‘backbone’ by planning regional meetings and providing results through annual reports. Other stakeholders involved include: Public Health Department for the Bay Area, and not for profit/advocacy organizations such as Cycles of Change, and BikesEastBay.

These groups meet quarterly under the name ‘Regional Youth Advisory Body.’ They have no governance power and meet purely to share knowledge, network, and keep others updated on their progress and programming. Apart from the standardized reports that each county and stakeholder must produce to comply with the requirements set by the National Center for Safe Routes to School, much of the information exchange is done informally and through

‘colleague to colleague’ communication. The network works closely together in a collaborative manner – learning from each other and training new champions and members as a group.

The Bay Area’s regional transportation authority, MTC, has intervened at a higher level by including SRTS in their Climate Initiatives Program, in partnership with Bay Area Quality Management District. They have created an initiative named ‘Spare the Air Youth,’ which seeks to educate and encourage youth within the Bay Area to change transportation behaviour

to reduce vehicle miles travelled. Spare the Air Youth is striving to become the regional resource for SRTS for families and schools.

As MTC is presently responsible for distributing funds to organizations including TransForm for SRTS programming efforts, in the coming years, they will provide a more centralized approach to regional strategy, hoping to work supportively with current ongoing efforts from grassroots groups like TransForm. This centralized approach will be implemented in the process shown in the visual below.

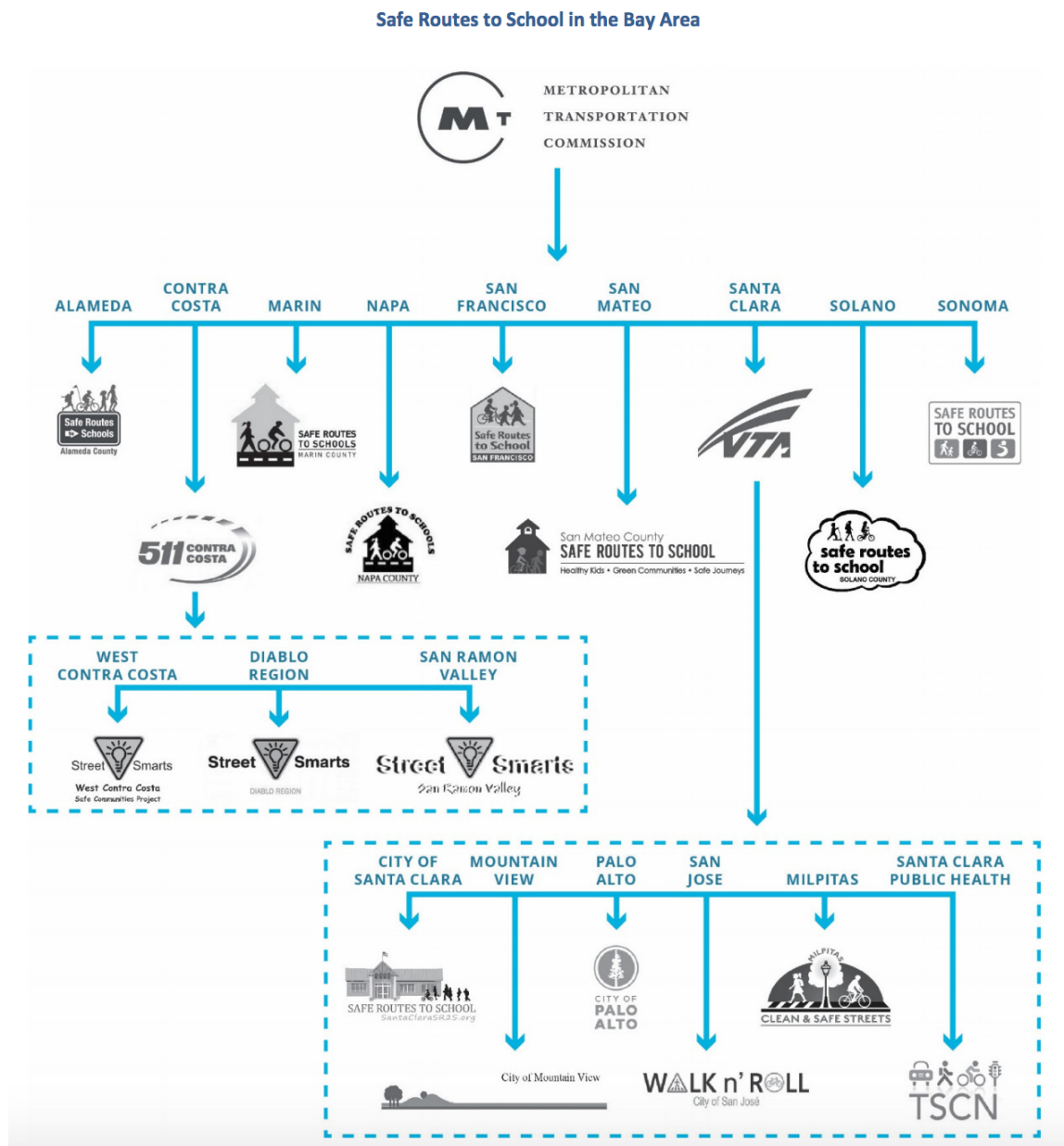


Figure 5: MTC Regional Strategy for SRTS Infographic

Key Performance Indicators

To be considered a member of the National Center for Safe Routes to School (and secure Federal SRTS funding), the Bay Area counties are required to regularly monitor their progress and report their evolving objectives, goals, and outcomes. Each county completes the National Center Surveys for Safe Routes to School. These surveys can be used all over the USA, however the Bay Area Region regards them as a vitally important measurement tool, requiring all involved organizations to regularly use them.

The schools complete an in-class travel tally twice a year and complete a parent survey every other year. The student travel tally is used to collect information about student travel to and from the school, helping to monitor whether the SRTS program is affecting their mode choice.

Step 1. Fill in the weather conditions and number of students in each class			Step 2. AM – "How did you arrive at school today?" Record the number of hands for each answer. PM – "How do you plan to leave for home after school?" Record the number of hands for each answer.							
Key	Weather	Student Tally	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other	
	S= sunny R= rainy O=overcast SN=snow	Number in class when count made	-	-	-	Only with Children from your family	Riding with children from other families	City bus, subway, etc.	Skate-board, scooter, etc.	
Sample AM	S N	2 0	2	3	8	3		3	1	
Sample PM	R	1 9	3	3	8	1	2	2		

Figure 6: School Travel Tally Survey Example

The parent survey is used to identify barriers to safe walking and cycling to/from school and find gaps in current programming and planning efforts. It asks for information pertaining to factors that affect parents allowing their children to walk/bike to school and the presence of key safety related conditions along routes. This survey is used to measure parental attitude changes as SRTS programs evolve, and assists in determining priority areas for new infrastructure and other improvement opportunities for children who walk or cycle to school.

<p>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)</p> <p><input type="checkbox"/> Distance.....</p> <p><input type="checkbox"/> Convenience of driving.....</p> <p><input type="checkbox"/> Time.....</p> <p><input type="checkbox"/> Child's before or after-school activities.....</p> <p><input type="checkbox"/> Speed of traffic along route.....</p> <p><input type="checkbox"/> Amount of traffic along route.....</p> <p><input type="checkbox"/> Adults to walk or bike with.....</p> <p><input type="checkbox"/> Sidewalks or pathways.....</p> <p><input type="checkbox"/> Safety of intersections and crossings.....</p> <p><input type="checkbox"/> Crossing guards.....</p> <p><input type="checkbox"/> Violence or crime.....</p> <p><input type="checkbox"/> Weather or climate.....</p>	<p>11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)</p> <p><input type="checkbox"/> My child already walks or bikes to/from school</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure</p>
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Figure 7: Parent Survey Example

Both of these surveys are administrated by the school boards and then reported to TransForm, or input directly into the National Center for Safe Routes to School website. The Center has provided instructions on the importance of collecting data, how each county and region can gather data from their programming, and how to evaluate it. Currently, thousands of schools are using these surveys and resources to gather information and participate in the national data collection effort. Surveys are offered in both English and Spanish and can be completed either on paper or online.

The findings from the surveys are presented in reports and released by TransForm and MTC for the public. The results are compared on various levels: between municipalities, between counties, and between the larger Bay Area region and other major regions in the USA.

Alta Planning + Design (Alta), which is a private planning consulting firm that completes the majority of infrastructure planning for all counties in the regions, produces their own series of reports. These reports include details on how they contribute to regional coordination, policy recommendations, strategic planning, school level programming, site planning around schools, education sessions, suggested movement and route plans, grant writing information, and specific school case study information. Alta mainly uses survey instruments for general information and movement counts to assess the need for crossing guards. Their data is presented in comprehensible charts and map graphics.

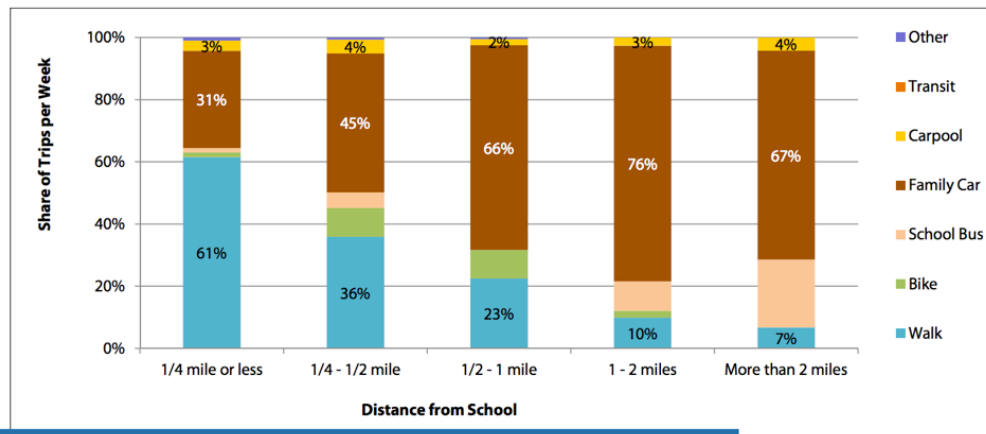
Champions

At the regional level, the main champion regarding school travel planning in the Bay Area has been TransForm. This organization has traditionally been the key group advocating for, and taking ownership over, ASST planning. They are strongly supported by the other involved stakeholders including MTC, Alta Planning + Design and the community based NGOs. However, many groups did not get involved until TransForm determined a strategy for regions and MTC provided secure funding.

Key Learnings

The Bay Area Region is a strong example of regional level ASST planning strategy in regard to acquiring financial support, effectively using the funds, and coordinating regional communication and collaboration. The counties are currently advocating for a regional policy to be introduced into current transportation legislation, supporting the sustainability of ASST efforts in the Bay Area Region. Key learnings from this case study include:

- This case study represents a broader stakeholder group than other regions researched, with clear representation from the private, public, and NGO sectors. Private sector involvement from Alta Planning + Design is important in this context, as the majority of funds received through the DoTs are required to be spent on transportation-related capital projects.



Alta developed parent surveys for the San Francisco Bay Area's regional SRTS evaluation to identify the mode split by proximity to school and to calculate emissions impacts.

Figure 8: Graphic from an Alta Planning + Design Summary Report

- The Bay Area Region as a successful example of grassroots advocacy playing a role in implementing change. TransForm had recommended that MTC should commit to secure funding to support SRTS in order to reduce GHG emissions, traffic congestion, and to increase safety – and the recommendation was confirmed within MTC’s Transportation 2035 Plan as a transportation priority for the Region.
- TransForm serves as a precedent of an organization leading ASST planning by facilitating and motivating the region’s counties to monitor, report, and analyze school travel data through the administration of multiple surveys.
- An excellent example of regional data collection by means of a uniform approach. This procedure is interesting as it demonstrates how federal organizations play a significant role in the implementation of regional level programming. Without conforming to federal standardized data collection methods, counties are unable to secure consistent funding. This data helps the entire Bay Area Region to track progress and the overall impact of SRTS programming in order to inform future policy and infrastructure planning.
- High level of commitment by the regional transportation authority. After many years of advocacy and grassroots-based programming, MTC has created a new initiative to further centralize and progress SRTS efforts in the Bay Area.

Current Contacts

- **Nora Cody:** Safe Routes to Schools Director at Transform, nora@transformca.org
- **Lara Leslie:** SRTS Associate at MTC, llara@mtc.ca.gov
- **Hannah Day-Kapell:** Associate at Alta Planning + Design, hannahday-kapell@altaplanning.com

Resources

Alameda County Annual Report:

<http://alamedacountysr2s.org/wp-content/uploads/2014/10/Alameda-County-SR2S-2013-2014-Annual-Report-10.30.141.pdf>

National Center for Safe Routes to School:

<http://www.saferoutesinfo.org/>

National Center for Safe Routes to School

Data Center: <http://www.saferoutesinfo.org/data-central/data-collection-forms>

Safe Routes to School California Partnership:

<http://saferoutescalifornia.org/>

MTC (Transportation Authority):

<http://mtc.ca.gov/>

TransForm: <http://www.transformca.org/landing-page/safe-routes-to-schools-sr2s>

Spare the Air Youth:

<http://www.sparetheairyouth.org/sr2s-beyond-bay-area>

Figure 4: Appendix 1 [Transportation 2035 Plan – Financial Priorities]. (2009). Retrieved from http://mtc.ca.gov/sites/default/files/6_Appendix_1-Projects_Final.pdf

Figure 5: Spare the Air Youth. (n.d.). Retrieved from <http://www.sparetheairyouth.org/sr2s-beyond-bay-area>

Figure 6: SRTS Two Day Tally [SRTS Students Arrival and Departure Tally Sheet]. (n.d.). Retrieved from http://www.saferoutesinfo.org/sites/default/files/resources/SRTS_Two_Day_Tally.pdf

Figure 7: Parent Survey English [Parent Survey about Walking and Cycling to School]. (n.d.). Retrieved from http://www.saferoutesinfo.org/sites/default/files/resources/Parent_Survey_English.pdf

Figure 8: Planning and Programming for Safe Routes to School (Rep.). (2014, April). Retrieved http://www.altaplanning.com/wp-content/uploads/Alta_SRTS-Services_Brochure_ALL.pdf



CASE STUDY: Auckland Region, New Zealand

Regional Planning Context

The Auckland Regional Transport Authority, presently named Auckland Transport, was established in 2004 to plan, fund, develop and operate a regional land transport system. As listed in their mandate, Auckland Transport's second 'main task' includes: 'coordinating road safety and community transport initiatives such as school travel.' To directly address this mandate, Auckland Transport created the 'Travelwise' initiative in 2005.

Travelwise contributes to long-term safety benefits for the community by reducing congestion and supporting students to walk and cycle to/from school. The program reports that in 2014 over 200,000 students were involved with the program and 75% of Auckland Region students attended a Travelwise school. As well, since the inception of the program in 2005, automobile crashes involving students aged 5-13 decreased by 58%, 12,736 car trips were taken off the road in morning peak period, and approximately NZ\$20.35 million were saved on costs related to traffic congestion.

Travelwise is directly managed by Auckland Transport; however, it works in close coordination and collaboration with local councils. The initiative is primarily controlled by a steering committee comprised of various representatives from local councils, Auckland Transport, and Land Transport NZ. In 2015, the steering committee released targets for the program including that 90% of Auckland Region students shall attend schools with an established travel plan and a reduction of 5.5% car trips in all participating schools by the end of the year.

Travelwise is financially supported by Auckland Regional Council (local government for Auckland Region), Land Transport NZ (transportation department for greater New Zealand), and the Ministry of Health. The combination of this funding equals an average of NZ\$12 million per year. With this funding,

Auckland Transport employs Travelwise planners and coordinators, providing them with the necessary tools to support the regional program. Funding is also used for the development and distribution of promotional materials for schools and reimbursing schools for all costs associated with setting up school travel initiatives (e.g., STP or walking school bus). In a 2008 public presentation, Travelwise reported they budgeted NZ\$3 million a year for schools used primarily for the cost of staff, marketing, survey systems, and administrative processes.

Auckland Transport does not financially support improvement of infrastructure. All bike lanes or other forms of active transportation infrastructure are under the financial responsibility of the municipality's local council, with funding allocated to them by the national transportation authority, Land Transport NZ. Councils are encouraged to include the results from their schools' STPs when submitting infrastructure funding applications to Land Transport NZ, demonstrating the economic efficiency and effectiveness of ASST planning interventions.

Travelwise has found success in integrating cycling and pedestrian safety in the school curriculum with the school boards throughout Auckland Region. By incorporating school travel in their curriculum, schools have increased awareness of road safety and sustainability. Schools have also created strong partnerships with police to monitor roads. Many schools offer cycling education programs which are developed and run by Auckland Transport, and have initiated a 'Park and Walk' program to reduce drop-off congestion in their school zone.

Schools within Auckland Region have demonstrated commitment to the Travelwise program by applying for funding grants to improve neighbourhood crosswalks and use traffic calming measures throughout the school's neighbourhood. Multiple schools have advocated for a new school board level policy which would

directly address parking lot safety and the discouragement of dropping children off in the school zone.

To encourage students to become engaged with ASST programming, Travelwise created 'WOW Calendar,' a program pertaining to "walking or wheeling on weekdays" (<http://www.atwowcalendar.co.nz/>). This online system is referred to as a 'game' and provides an easily accessible platform for students to record which days they actively travel to school ('WOW' days). Students sign into their school's online network, translate their 'WOW' days into points, and contribute their amount to their class's total. These points are counted at the

end of each week and the class with the highest number of points receives the school's WOW trophy. This tool not only helps students become actively involved with school travel in a fun and competitive fashion, but also gives Travelwise valuable information on their programs impact on students' mode choices.

Travelwise tracks school commitment to ASST planning through their 'Whole School Approach,' a ranking system that assesses schools as Gold, Silver, or Bronze based on their level of commitment. This approach outlines three significant topics that the school's ASST needs to address: Curriculum, Parents and Community, and Ethos and Organization.

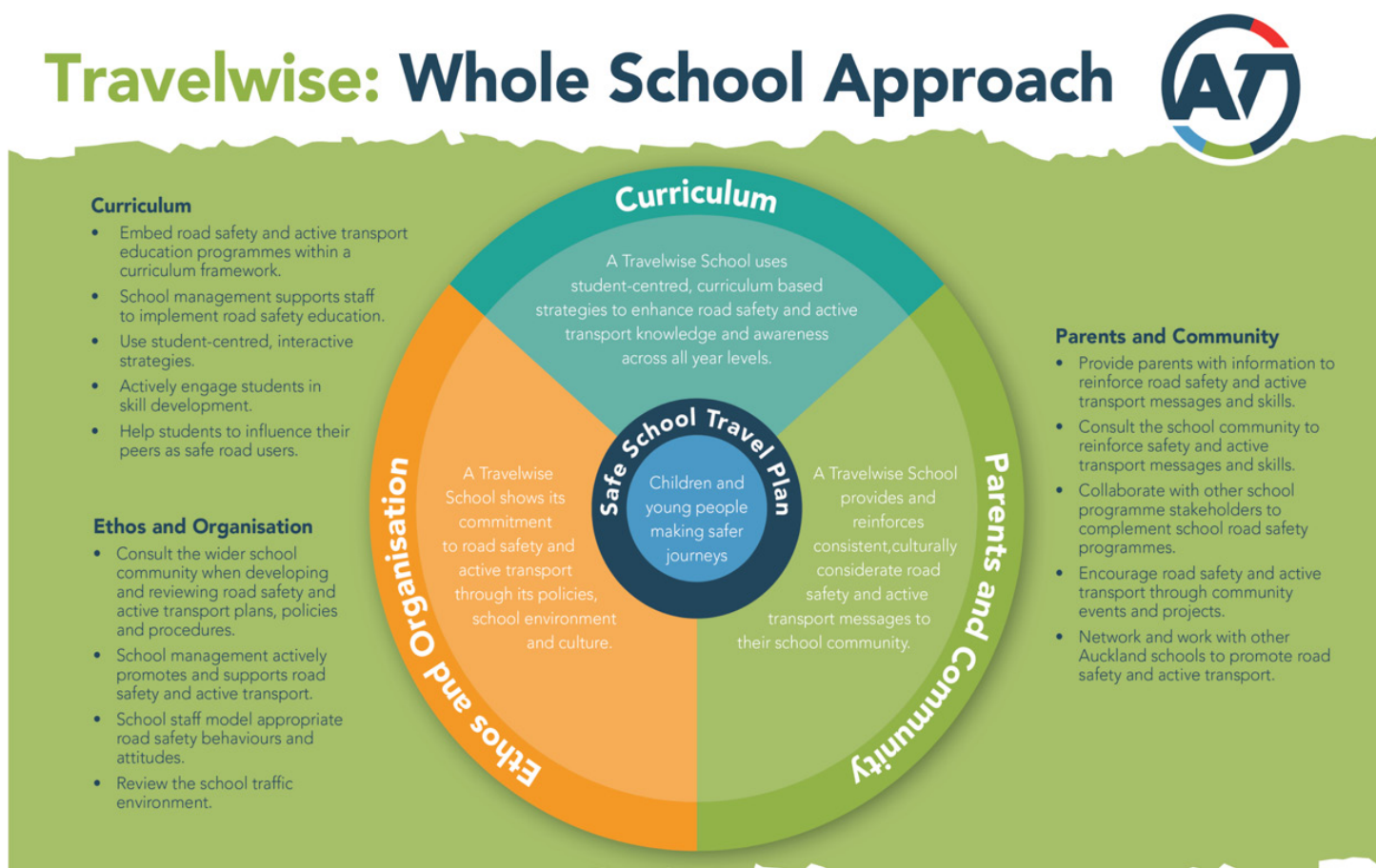


Figure 9: Travelwise Whole School Approach Visual

In the default School Travel Plan package, Travelwise clearly outlines what each school needs to achieve to become a Gold-ranked school:

- School is actively engaged with Auckland Transport to support Travelwise.
- A Travelwise culture is evident in the school environment.
- School has implemented the Travelwise program in a way that reflects the unique school community.
- School uses opportunities (Auckland Transport workshops) for professional development.
- Road safety and active transport education programs are embedded within curriculum framework.
- Students are engaged and leading Travelwise within the school.
- School has current road safety policy and/or guidelines.
- School is proactive in and around their road environment.
- School actively promotes and endorses Travelwise.
- Parents are provided information to reinforce road safety and active transport messages and skills.
- School collaborates with other program stakeholders (e.g., police, health promotion, local council).
- AM car trips to school are reduced by 4% from baseline survey results.

Regional Priorities and Policies

ASST planning is considered one of Auckland Region's main priorities within both transportation and environmental planning legislation. The region has experienced success in accomplishing annual targets in school travel due to the strong support from regional level policy.

Regional Land Transport Plan (2015), Auckland Transport

This transportation plan includes ASST under multiple sections: walking policy, travel demand management, and safety. Clear policies emphasize safer pedestrian

infrastructure for children, and support for schools to implement STPs. The plan outlines the success of Travelwise, noting it has contributed to reduced congestion during morning peak periods. Lastly, this plan refers to school travel as a high priority issue, defining Travelwise as a travel demand management (TDM) program.

Regional Land Transport Strategy Plan (2010–2040), Auckland Transport

This strategy document aims to develop a transport system that provides high levels of accessibility, reliability, and safety for the region. Goals pertaining to school travel include reducing car trips to school by 12,600 trips (7,800 fewer car trips to primary school and 4,800 fewer car trips to intermediate and secondary schools each morning). Policy 3 (Behaviour Change) focuses on interventions that will influence travel behaviour to more sustainable choices. This is the only policy with governance power that addresses ASST in the Region.

3.3 Work with schools, businesses and communities to develop and promote more sustainable transport options.

3.3.1 Develop and implement a travel planning programme which ensures that individuals are aware of and encouraged to use alternatives to private vehicles (city and district councils, ARTA).

3.3.2 Work with schools, tertiary institutions, hospitals, public authorities, businesses, marae and communities to develop and implement travel plans which identify existing travel choices and opportunities for reducing the level of vehicle travel needed (city and district councils, Mana Whenua, Iwi, ARTA).

3.3.3 Ensure that travel planning initiatives are supported by complementary improvements to public transport services, walking and cycling facilities, and road safety infrastructure (city and district councils, ARTA).

Sustainable Transport Plan 2006, Auckland Transport

This document includes a ten-year program of strategic actions that are expected to offer safe and sustainable travel choices to all residents of Auckland Region. Section 9 includes a comprehensive chapter explaining the significance of ASST planning, an analysis of ASST operational strategies, and detailed information on how to effectively implement ASST planning and programming within school boards and municipalities.

ARTA's approach to prioritisation of School Travel Plan activities

Priority	Seriousness and Urgency	Effectiveness	Efficiency*
High	<ul style="list-style-type: none"> > The development of Travel Plans for all Auckland schools by 2014 > The development of tools to improve the programme, undertaken under the guidance of the Regional School Travel Group > Monitoring costs > The cost of infrastructure identified as a priority for School Travel Plans 	<ul style="list-style-type: none"> > Project management, design, and monitoring costs relating to School Travel Plans which have the full agreements of the school, ARTA, and the local council > Infrastructure specified in a School Travel Plan, up to a maximum of \$150,000 for a primary school and \$300,000 for a secondary school 	<ul style="list-style-type: none"> > School Travel Plans for clusters of schools on or near congested routes have a high economic efficiency
Medium			<ul style="list-style-type: none"> > Most School Travel Plans for intermediate and secondary schools have a medium economic efficiency
Low	Development of tools which duplicate key components of the regional TravelWise process	<ul style="list-style-type: none"> > School Travel Plans developed without the full agreement of any one of the following parties: <ul style="list-style-type: none"> – School – ARTA – Local council > Infrastructure projects to meet the needs of schools which are not developing Travel Plans. These projects are more appropriately funded as safety projects (including minor safety) 	<ul style="list-style-type: none"> > Most School Travel Plan projects for primary schools, which involve infrastructure improvements, have a low economic efficiency

Figure 10: Information extracted from Sustainable Transport Plan, 2006

Key Stakeholders

The primary stakeholder involved with ASST in the Auckland Region is Travelwise, the initiative created by Auckland Transport to specifically encourage active and sustainable school travel. Travelwise acts as the 'backbone' of the initiative, effectively led by a knowledgeable and committed team of coordinators who are in direct communication with the school board and local councils. These coordinators are responsible for encouraging schools in their territory to join Travelwise, updating school board liaisons on new event or programming ideas, and more broadly supporting and providing appropriate funding for participating school's initiatives.

Travelwise coordinators are responsible for planning meetings for steering committees of each municipal region and providing workshops

where teachers can discuss strategies that have been effective, obstacles faced, and gain advice from coordinators for future programming efforts. There is currently no network established strictly for schools to communicate with other schools, apart from these occasional workshops. Teachers that serve as their school's liaison usually communicate by means of their regional Travelwise coordinator.

Within a municipality, participating schools act as the main hub for ASST. School buildings are used for the majority of events and meetings meant to educate parents and students on school travel programming. Key stakeholders involved from the school board level include principals and board members. Their primary responsibilities are to create and update the school's travel

plan, develop thoughtful programming, educate parents on options and benefits of active/sustainable travel, and liaise with local council and Travelwise coordinators to receive funding.

Local council is heavily involved with aspects of the Travelwise initiative pertaining to policy and funding. Each council is responsible for employing a travel plan coordinator to represent the council's interest in both the regional steering group and individual schools. These coordinators set priorities for STPs and assist schools in their area to develop, integrate, and enforce these plans. Council is responsible for design, engineering, and enforcement of planning interventions and improved infrastructure, including acquiring adequate funding from Land Transport NZ to achieve regional municipality targets.

Additional stakeholders that play smaller roles include the local police department and various advocacy groups that become temporarily involved during community events.

Key Performance Indicators

Auckland Transport uses a variety of methods to measure the progress and impact of Travelwise initiatives in schools. They are responsible for detailed monitoring of the program through the use of surveys, site audits, and ongoing consultation with participating schools.

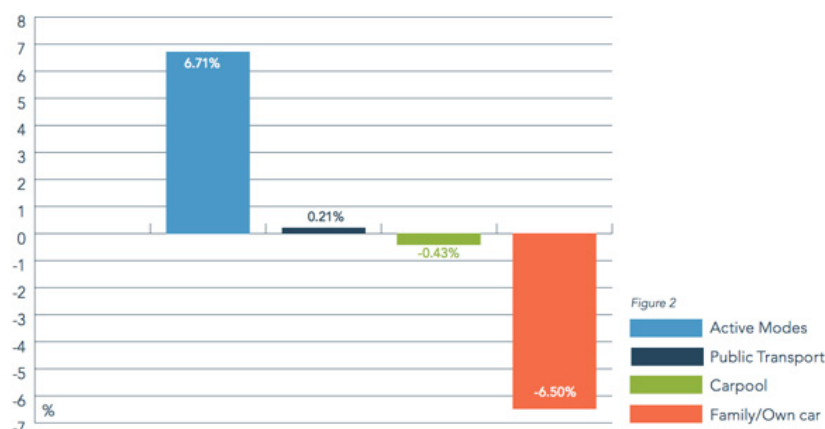
Travelwise is a section of the larger Community Transport department within Auckland Transport. The initiative's data collection results are reported annually in the 'Community Transport Evaluation Report,' a report demonstrating an overview of the performance of the Community Transport department compared to its annual targets. The report clearly evaluates all successes and failures throughout the year and records how the program will adapt to overcome barriers. Travelwise demonstrates a strong example of regional transparency and accountability in regard to school travel planning.

Figure 11:
*Community Transport
Evaluation Report,
2013*

Community Transport 2012-13 key performance indicators and targets

Programme	KPIs and Targets	2012/13 Progress
School Transport	Increase the number of Travelwise schools by at least 50	Increased by 103
	2% reduction of serious and fatal crashes for vulnerable road users aged between 5-18 years	Not achieved
	Achieve a 5% reduction of car trips morning peak	22% reduction
	10,000 students receive cycle training through the 'Bike Safe' Programme	Not achieved (9,387 students received cycle training)
	Increase Walking Schools Buses in the programme to 340	Increased to 348
	Increase engagement and participation in events and activities at schools	Achieved
	Customer perception of road safety is improved around schools	Achieved

Schools' per cent change in mode: 2012 compared against baseline



Travelwise conducts three types of standardized surveys. The first survey, employed when a school first joins the program, serves as a baseline assessment. The assessment identifies the current travel modes of students in the morning and afternoon, as well as the barriers to sustainable modes of travel as perceived by caregivers and students. This survey is comprised of a series of questions that explore the reasons why students are not presently using active or sustainable modes. Common answers include: 'absence of bike parking' and 'dangerous/busy roads.' The findings are used to align with Travelwise initiatives pertaining to education and engineering – directly addressing the identified issues.

The second survey is a follow-up survey, typically conducted every five years. It is similar to the first survey as it continues to question

students on barriers to active and sustainable modes of travel. The purpose of this survey is to identify current issues and track if any previous issues have been overcome by planning interventions. This survey provides ongoing insights in the present situation in/around schools as their roles and local demographics are in constant flux.

The third type of survey, referred to as 'annual survey,' is a simple class tally that provides a snapshot of the school travel modes used on a particular school day. It is used to provide a context of the school's progress in terms of supporting and promoting active and sustainable modes of travel. The data from this survey estimates the reduction of kilometres travelled by vehicular transport and can be used toward the achievement of a Bronze, Silver, or Gold Award in the 'Whole School Approach' initiative.

Mode	Walk	Walking School Bus	Car / walk 400m	Bicycle	Scooter	Bus	Family Car	Friend's Car	Train	Ferry	Drove myself (no passengers)	Drove myself with passengers	Other
AM Count	325	0	229	16	0	375	475	32	138	0	31	21	21
AM %	20%	0%	14%	1%	0%	23%	29%	2%	8%	0%	2%	1%	1%
PM Count	423	0	126	10	0	509	239	32	188	0	25	19	17
PM %	27%	0%	8%	1%	0%	32%	15%	2%	12%	0%	2%	1%	1%
Average count	374	0	178	13	0	442	357	32	163	0	28	20	19
Average %	23%	0%	11%	1%	0%	27%	22%	2%	10%	0%	2%	1%	1%

Figure 12: Annual Survey Example

Furthermore, schools are required to measure the impact of 'the Whole School Approach' through the use of surveys. Travelwise asks participating schools a series of questions, providing opportunities for students and parents to offer suggestions on improving or modifying aspects of the program.

How well do you think your school has delivered each section of the Travelwise Whole School Approach this year?

	Very Poor 1	2	3	4	Very Satisfied 5	Too soon to tell
Curriculum						
Parents and Community						
Ethos and Organisation						

Figure 13: 'Whole School Approach' Survey Question

One of the main goals of the Travelwise program is road safety – a factor that is very difficult to extract or quantify through surveys and ranking systems. The different types of surveys attempt to address this gap by asking parents a series of open-ended questions to gain an understanding of their perceptions of safety in their local environments. Additionally, road safety is addressed through the curriculum-based cycling education that is offered to students.

Independent research is conducted by Travelwise on an annual basis to confirm the results of the survey data and provide an objective view of achievements. This information is reported quarterly to Auckland Transport's Board of Directors, Land Transport NZ, and the appropriate local councils. All participating schools and other stakeholders are informed of this data through Travelwise's quarterly newsletter.

Champions

The leading champions regarding ASST planning in Auckland Region have been Auckland Transport and Auckland Council. Auckland Transport has effectively taken ownership over school travel, prioritizing it throughout their various levels of legislation. They continue to offer funding and ongoing support to all participating schools. Travelwise has been successful in creating multiple forms of measurement tools to track progress, ensuring school travel planning is continually improved and conducted in a coordinated and systematic fashion for the entire Region.

Auckland Council has played a greater role in regard to securing federal funding and infrastructure improvements. Additionally, Council mandated ASST planning as a regional priority when Auckland Regional Transport Authority was restructured into Auckland Transport.

Key Learnings

Auckland Region is an example of superior regional level school travel planning due to the multiple forms of measurement tools and initiatives, ownership by the regional transportation authority, and a high level of transparency and ongoing updating of documentation. Key learnings from this case study include:

- Travelwise's variety of measurement tools ensure all reported data is accurate and supported by various sources. They have effectively found balance between collecting standardized information regarding mode choices in classrooms, on the internet, and through collective efforts put forth by schools.
- By offering students fun and competitive methods (WOW calendar and Whole School Approach) to participate in ASST programming, students have shown more interest in their mode of school travel, an active step toward a collective behavioural shift.
- As an initiative created by the regional transportation authority, Travelwise experiences strong authoritative and implementation power within regional schools. Many examples of regional school travel strategies are led by non-profit organizations with effective fundraising and community building techniques, yet require the support of higher authorities to fund and progress the initiatives.
- Through the funding and operating resources that are annually supplied by Auckland Transport and Auckland Council, there is a perception of continuity and clout associated with Travelwise's programming efforts.
- Auckland Transport releases transparent and accountable statements in their evaluation reports, clearly outlining what aspects of Travelwise programming are working and where improvements are needed.
 - These data reports are informative to Auckland Region's participating schools and municipal regions, as well as instrumental as a template for other international regions that are considering implementing similar initiatives.

Current Contacts

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Resources

Auckland Transport:

<http://www.transport.govt.nz/land/auckland/aucklandtransportagency/>

Sustainable Transport Plan 2006:

https://at.govt.nz/media/imported/4827/AT_ARTA_Policy_SustainableTransportPlan2006_16.pdf

TravelWise: <https://at.govt.nz/cycling-walking/school-travel/travelwise-schools/>

Long Term Community Plan:

http://www.aucklandcouncil.govt.nz/EN/planspoliciesprojects/plansstrategies/planning_document/Documents/arcltccp20092019.pdf

Regional Land Transport Strategy Plan:

(2010-2040) [https://at.govt.nz/media/imported/4981/Regional%20Land%20Transport%20Strategy%20\(RLTS\)%202010-2040.pdf](https://at.govt.nz/media/imported/4981/Regional%20Land%20Transport%20Strategy%20(RLTS)%202010-2040.pdf)

WOW Calendar: <https://at.govt.nz/cycling-walking/school-travel/walking-or-wheeling-on-weekdays/>

Community Transport Evaluation Report:

<https://at.govt.nz/media/383452/CT-Evaluation-Report-12-13-FINAL.pdf>

Figure 9: Safe School Travel Plan (Rep.). (n.d.). Retrieved <https://at.govt.nz/media/583883/Safe-School-Travel-Plans.pdf>

Figure 10: Auckland (N.Z.: Region), Regional Council., Transport Authority. (2007). Sustainable transport plan: 2006-2016. Auckland, N.Z.: Auckland Regional Transport Authority.

Figure 11: Community Transport Evaluation Report (Rep.). (2013). Retrieved <https://at.govt.nz/media/383452/CT-Evaluation-Report-12-13-FINAL.pdf>

Figure 12: [Avondale College Travel Mode Results]. (2014). Survey: raw data. [https://www.fyi.org.nz/request/3619/response/11912/attach/5/Avondale College Modal Results 2014.pdf](https://www.fyi.org.nz/request/3619/response/11912/attach/5/Avondale%20College%20Modal%20Results%202014.pdf)

Figure 13: Auckland Transport. (2015). Travelwise Immediate School Survey [Print]



CASE STUDY: Metro Vancouver, Canada

Regional Planning Context

In 1997, British Columbia began a pilot project to encourage students to walk and cycle to school at 350 Metro Vancouver schools. This project was primarily managed and funded by the Insurance Corporation of British Columbia (ICBC), working closely with Autoplan Brokers in regional municipalities (a partnership called Roadsense Team). The project gained secure funding in December 1998, allowing the project, now named 'Way to Go! School Program,' to expand.

The provincial-level Roadsense Team funded 'Way to Go!,' providing approximately \$180,000 to finance employees, resource development, distribution of information, and road safety programs. The Roadsense Team worked together to progress the initiative by offering schools grants, supplies, and support when developing STPs. The program was discontinued in June 2008 when the funding from ICBC and Autoplan Broker Road Safety ended. Way to Go! School Program led the BC Green Communities pilot test of School Travel Planning, and in 2010, with Green Communities providing national funding from the Canadian Partnership Against Cancer, HASTe (Hub for Active School Travel) assumed the BC STP leadership role.

During this time, in 2007, the British Columbia Ministries of Environment and Transportation, in collaboration with the Ministry of Education and Environment Canada, created HASTe. This project, within the Environmental Education Action Program Society (EEAP), strived to help schools reduce their transportation-related emissions.

This organization was created to act as a networking hub and web-based resource centre, supporting a variety of participating schools and external stakeholders who were interested in working together to reduce greenhouse gas (GHG) emissions by increasing levels of safe and active travel. The program is designed to eventually serve the entire province, however, it is currently focused on schools within Metro

Vancouver. The program was supported by a partnership comprised of Green Communities Canada and the Coalitions Linking Action & Science for Prevention (CLASP). Funding was received from the Public Health Agency of Canada (PHAC) and the Canadian Partnership Against Cancer (CPAC).

HASTe was incorporated as a worker's cooperative as of February 15th 2016, and at present has three full-time staff promoting school travel planning. The organization previously received approximately \$150,000 in funding per year from the provincial government; however, the organization has recently shifted to community consultancy practice. HASTe currently operates as a fee-for-service organization, assisting clients (municipalities) on developing ASST programming and planning interventions. HASTe still gains small amounts of funding through various grants from the Ministry of Environment.

HASTe provides a grassroots and community-based approach to regional level ASST planning. Each program is tailored to the specific needs of the participating school. HASTe provides all necessary facilitation to bring schools, families, planners, engineers, and government together to encourage active school travel. Their programming includes supporting the creation of school travel plans, best-route mapping, event planning, developing pilot projects, and an extensive and ambitious commitment to community engagement. HASTe works closely with municipalities throughout Metro Vancouver, TransLink (the regional transportation authority), and all school districts.

When a school joins the HASTe program, they receive support in creating a local network between three main partners: the school, the local council, and families of students attending the school. An initial workshop is held so that the partners can work together to identify barriers to ASST, highlight critical areas for traffic congestion surrounding the school, and discuss possible solutions to the problems. HASTe contributes to

the education curriculum by providing cycle training for students enrolled in grades 4 and 5, in addition to offering many external workshops, assemblies, and information sessions for the community.

The schools receive a customized ‘Best Routes to School Map’ brochure which visualizes the ‘best’ safe and active route to school. This brochure is not only used as a tool to encourage children to walk and cycle, but also as a form of education for parents on the importance of allowing children to engage in daily active and sustainable school travel.

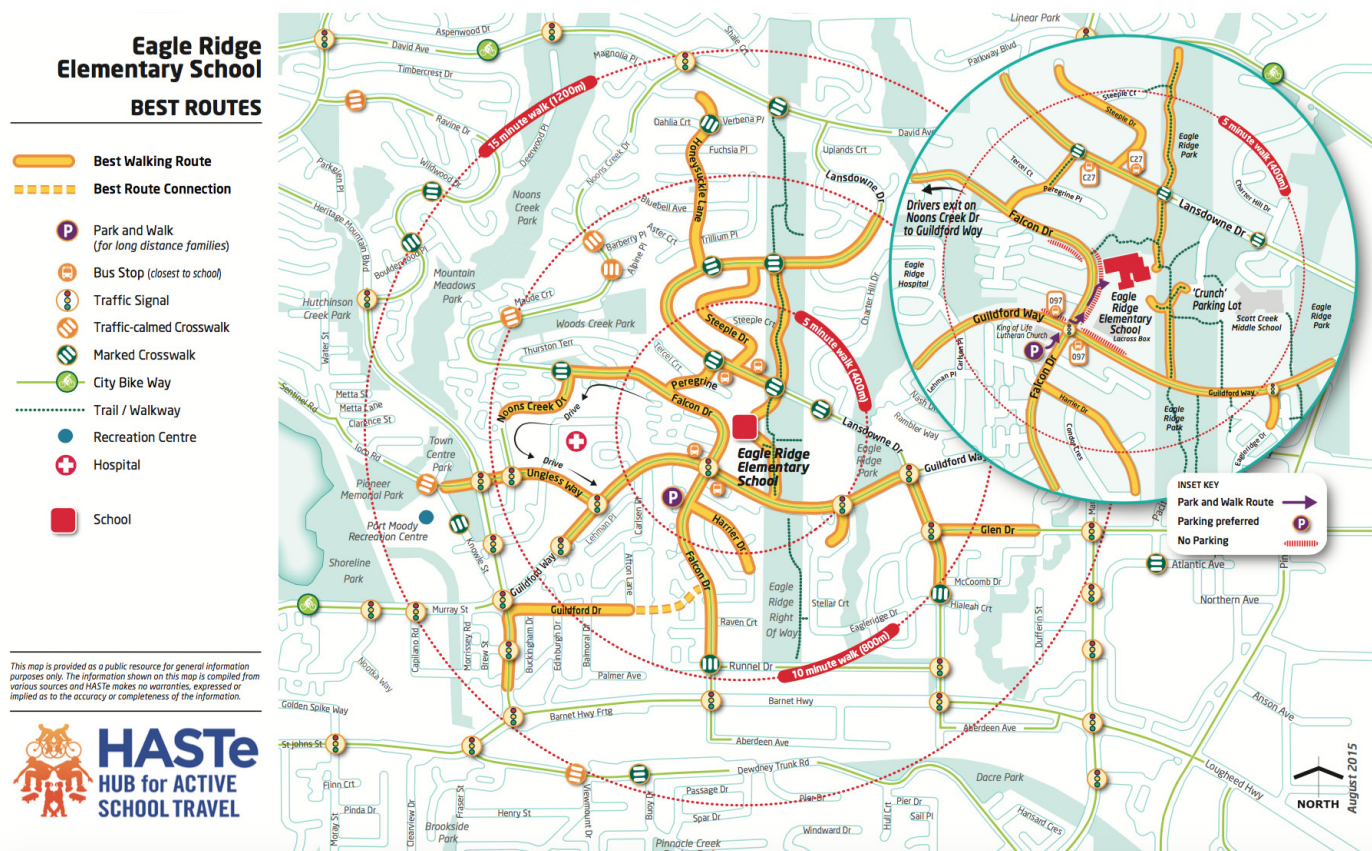


Figure 14: ‘Best Routes to School’ Map Example

HASTE works with Jones Maps, a cartography company, to create maps that depict each school’s neighbourhood clearly. Once completed, the maps are given to schools so that families can physically map out their daily route to school. The information collected is given to a GIS professional who translates the routes into a heat map – identifying the ways most families are traveling to school, as well as the number of people who use each route. This primary data is further supported by census, traffic, and infrastructure data if it is available in the given community. The information is used to recommend the best routes for students to travel actively and sustainably. HASTE confirms the routes with the

municipality and school board, ensuring accuracy and reviewing if anything had been mistakenly omitted or changed through the process.

To support the maps, HASTE writes original content that is based on themes that have come to surface from the school’s steering committee meetings. For example, if the school is mainly concerned with safety, HASTE will include information on safe school travel, ‘stranger danger,’ and cycling etiquette. These brochures are given to each family during the first week of school and are consistently available online. This initiative has received ongoing positive feedback from families and school board, however it has never undergone a formal evaluation process.

HASTe regularly encourages municipalities and school boards to work toward changes in the built environment surrounding school zones. Improvements including crosswalks, curb-bulges, speed bumps, increased signage, wider sidewalks, and secure bicycle racks are all examples of tangible infrastructure that HASTe has recommended within municipalities. Additionally, HASTe has implemented multiple walking school bus programs, crossing guards, youth engagement sessions, and successful ASST campaigns (Walk to School Week and Bike to School Week) across Metro Vancouver.

Apart from HASTe's noteworthy success in planning interventions and school/community coordination, the organization identifies itself as a resource website, acting as a 'go-to' internet hub for ASST-related information. They offer web users various resources, ideas for fundraising, current research, and a range of online programs that suit different purposes. Schools can order free 'Idle Free' signs and Anti-Idling cookbooks, use the iSchoolTravel Calculator, or integrate the Classroom Emissions Tracking program into their daily school practice. The iSchoolTravel Calculator is a tool that calculates distances for walking and cycling to and from school. It estimates the number of calories burned and amount of greenhouse gas emissions reduced as a result of not using vehicular transport.

The website also provides educational material that teachers can use to help students take ownership over the implementation of ASST. Free resources including active transportation lesson plans, idle reduction plans, pledge forms, and sample bylaws are all examples of innovative ways that HASTe promotes their mandate within schools.

To further facilitate school commitment and ownership over ASST, HASTe has created the 'Action Showcase,' an interactive online map that allows students to visualize the success of their program in comparison to other schools. The map is publicly accessible and adds a student perspective to ASST. When navigating the map, each participating school is flagged with a brief summary of their goals, action plan, barriers to implementation, and/or desired outcomes from the program.

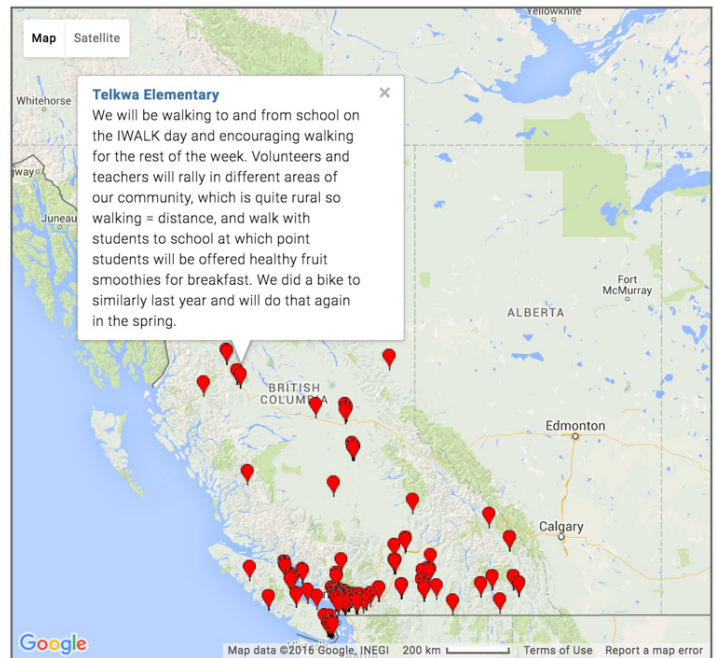


Figure 15: HASTe 'Action Showcase' Online Map

Regional Priorities and Policies

Metro Vancouver has various levels of progressive transportation and environmental legislation, both provincially and municipally, that promote and enforce school travel planning.

British Columbia Climate Action Plan 2008, Government of British Columbia

This provincial plan encourages the creation of partnerships to create cycling infrastructure in all British Columbia municipalities. The policies state that each regional district is eligible for up to \$250,000 in matching funds to promote cycling as a mode of transportation for short trips (school and work commuting) in order to reduce traffic congestion. This has provided a financial incentive for regions and municipalities across British Columbia to actively create and facilitate ASST planning initiatives.

Transportation 2040, City of Vancouver

This plan has set a long-term vision for the City of Vancouver that will guide land use planning decisions and transportation related investments. It includes three policies that relate to the promotion of active transportation around schools; one, in particular, directly addresses the continual support for the Safe Routes to School program in Vancouver schools.

Encouragement, Education, and Enforcement

1.1. Promote walking and cycling as fun, practical, and healthy transportation choices

E 1.1.2. Continue a “safe routes to school” program that connects schools to their surrounding neighbourhood with high quality walking and cycling routes for at least one block, complemented by promotional strategies that encourage students to use active travel modes.

Walking

1.5. Address gaps in the pedestrian network

The City will address significant gaps in the walking network. In areas with poor pedestrian connectivity, new or improved pathways and signalized crossings will be created where feasible. Priority will be given to locations that increase access to transit or are other major walking trip generators, such as schools and community centres.

Cycling

1.2. Upgrade and expand the cycling network to efficiently connect people to destinations

Cycling routes are most useful when they connect to form a cohesive and legible network providing direct and convenient access to important destinations like schools, community centres, libraries, transit stations, and employment and shopping areas.

Regional Transportation Strategy 2013, TransLink

This strategy document has outlined two main objectives for the Metro Vancouver Region: to design roadways so that drivers can reduce their driving time by one-third, and increase efficiency and convenience of active and sustainable transportation modes (encouraging half of all trips to be made by walking or cycling). This document also includes Policy: 3.1, a statement supporting regional level transportation strategies, an indirect statement of support for HASTe’s ASST efforts.

Key Stakeholders

The most significant stakeholder involved with ASST planning is HASTe. They have been the primary organization leading and assisting municipalities to facilitate school travel planning in Metro Vancouver, as well as other select regions within British Columbia. HASTe has helped each municipal region with forming their own ‘School Travel Plan Stakeholder Committee,’ comprised of representatives from

the City of Vancouver (planners and engineers), Vancouver Public/Coastal Health, BEST group (Better Environmentally Sound Transportation), Vancouver School Board, Bylaw Officers, GIS technicians, Parks and Recreation Services, and the Vancouver Police Department.

This committee meets four times a year and has recently allowed various Parent Advisory Committees (PAC) from participating schools to attend their meetings. PAC representatives consistently show up to meetings, however they tend to be the most inconsistent stakeholder involved. The committee experiences high turnover of parents, fluctuating interest in ASST planning, and low levels of participation at meetings.

TransLink is not represented on many steering committees, despite their long-term commitment to ASST planning throughout various policy documents. HASTe regards TransLink as their closest professional relationship. TransLink has consistently provided support, acted as a funding source, and consulted HASTe in the design of new initiatives including ‘TravelSmart,’ a program encouraging residents of Metro Vancouver to choose ‘smarter and more sustainable’ modes of travel.

Additional stakeholders within school travel planning in Metro Vancouver include other departments within municipalities, regional district representation, and various community groups that support and promote sustainable travel.

Key Performance Indicators

HASTe collects the majority of their data through baseline and follow-up surveys with schools to evaluate programming success. The organization uses a simple set of performance indicators compared to international examples. The initial, baseline survey is distributed as part of a ‘School Travel Planning Toolkit’ and it measures attitudes toward ASST and current modes of travel.

The follow-up survey, usually conducted within the following two years, examines the change in perceptions toward ASST, participation levels, and if the programming efforts have resulted in measurable change. Both surveys are completed

by students and parents, and are administrated in schools by teachers. The surveys are collected from the schools by HASTe and later forwarded to a research company who inputs the raw data into legible spreadsheets. HASTe conducts its own analysis using in-house researchers and an analysis framework that was previously created in collaboration with another health organization in Metro Vancouver.

HASTe uses this information to find gaps in implementation, track success of programming, and identify schools that require higher levels of facilitation if they are lacking in commitment or progress. The results are presented as quantifiable outcomes in year-end reports.

To further support their community approach to a regional school travel strategy, HASTe adjusts their family transportation surveys to reflect the demographics of the municipality. For example, in the City of Vancouver survey, HASTe has provided the survey in both English and Cantonese – directly addressing the increasing Chinese population and ensuring the data collection method is as inclusive and accessible as possible. Many first generation parents of school-aged children have difficulty speaking English; hence this approach is highly effective in gaining insights from a range of cultural backgrounds.

*Figure 16:
City of Vancouver
Family Transportation
Survey Example*

7. What are the main reasons your child(ren) is/are USUALLY DRIVEN to/from school? 开车送孩子上下学的主要原因是什么?

Please choose up the THREE options 请最多选择三项

- ☐ Distance from home too far 离家太远
- ☐ Convenience / time pressures 方便/时间紧
- ☐ Traffic danger 交通有危险
- ☐ Personal safety issues (e.g. bullying, stranger danger, etc.) 个人安全原因 (如: 受人欺凌, 陌生人等)
- ☐ I'm on my way somewhere else (e.g. to work) 上班或到其它地方顺路
- ☐ Weather 天气原因
- ☐ Other:

8. I would allow my child(ren) to WALK to school if... 如果有以下条件我会让孩子走路上学

Please choose up to THREE options 请最多选择三项

- ☐ They did not walk alone 如果他们不是自己独行
- ☐ There was a safer or improved walking route 如果路上更加安全, 或有专门人行道
- ☐ There were reduced traffic dangers 如果交通安全状况有所改善
- ☐ They were older 等他们再长大些
- ☐ They did not live so far from school 如果他们住的离学校不像现在这么远
- ☐ Other:

9. I would allow my child(ren) to BIKE to school if... 如果能满足以下条件, 我愿意让孩子骑车上学

Please choose up to THREE options 请最多选择三项

- ☐ They did not bike alone 他们不是单独骑车
- ☐ There were safer or improved bike routes 如果路上更安全, 或有专门的自行车道
- ☐ There were reduced traffic dangers 如果交通安全状况有所改善
- ☐ They were older 等他们再长大些
- ☐ They did not live so far away from school 如果他们住的离学校不像现在那么远
- ☐ They received bicycle safety training 如果他们接受过骑车安全培训
- ☐ They could lock their bicycle in a safe place 如果他们可以把车锁在安全的地方
- ☐ Other:

Since September 2012, HASTe has used the iSchoolTravel Calculator as a configuration and analysis tool to collect, track, and review classroom participation levels in ASST. Registered teachers use the calculator in their classrooms and allow students to answer survey questions and upload data on the days they travel to school in an active or sustainable way.

This collection method provides quantitative data that is used for classroom learning and as a measurement tool to validate participation in various HASTe programming campaigns. In order to use this tool, schools can purchase a 'Classroom Code' on the HASTe website for \$10 per classroom or \$100 per school. All funds related to this tool are redistributed into the HASTe organization's other programming initiatives and promotion.

Champions

HASTe was created to become the organization leading ASST planning in British Columbia. The organization employs a community-based approach that specializes in engaging children and families, in addition to schools, government, municipalities, and advocates. Their diverse campaigns including iWalk, Bike to School Week, Cool Routes to School, and Bike Pool programming, have experienced exponential success in the Metro Vancouver region. In 2015, 180 schools signed up for Bike to School Week, doubling the amount from 2014; a 50%+ participation rate was also achieved in each of the involved schools.

Key Learnings

HASTe is a noteworthy example of a government-created consultancy approach in supporting and encouraging the collaboration of schools, communities, and stakeholder partners in school travel planning. They are very active on the community level and have found notable success within Metro Vancouver in their short operational time thus far. Key learnings from this case study include:

- HASTe is strongly aligned with and aware of their regional communities, effectively supporting them in assessing barriers and encouraging collaboration to design inclusive and feasible solutions.
- Their success is closely tied to support by governing policy and interest from school boards; however, they provide a plethora of resources that motivate schools to get involved including relevant programming and free toolkits.
- Customized 'Best Routes to Schools' brochures are valuable for increasing ASST participation rates for schools. They have been effective in providing families with tangible solutions to increase their levels of ASST participation.
- The translated family transportation surveys are an inclusive approach to promoting accessibility of school travel planning, as well as increasing response rates. This strategy has not been used by other regions that also have multiple national languages, including the Bay Area Region. This strategy can be easily applied in the multicultural communities throughout the GTHA for increased engagement of parents.
- HASTe has been effective in bringing multiple stakeholder groups to the ASST discourse, including the opportunity for parent committees to engage with ASST planning.

Current Contact

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Resources

British Columbia Climate Action Plan:

http://www.gov.bc.ca/premier/attachments/climate_action_plan.pdf

Transportation 2040: http://vancouver.ca/files/cov/Transportation_2040_Plan_as_adopted_by_Council.pdf

Greenest City Action Plan 2020:

<http://vancouver.ca/files/cov/Greenest-city-action-plan.pdf>

Regional Transportation Strategy:

http://www.translink.ca/-/media/Documents/plans_and_projects/regional_transportation_strategy/rts_strategic_framework_07_31_2013.pdf

HASTe: <http://www.hastebc.org/>

Translink: <http://www.translink.ca/>

Family Transportation Survey:

<http://hastebc.org/vancouver-online-school-travel-survey>

Figure 14: HASTe BC. (2015). [Brochure]. Retrieved from https://www.sd43.bc.ca/elementary/eagleridge/Publications/HASTE_Eagle_Ridge_Walk_Routes_2015.pdf

Figure 15: Action Showcase [Map]. (2016). In HASTe BC. Retrieved from <http://www.hastebc.org/showcase/mapped-data>

Figure 16: HASTe BC (2012) School Travel Planning: Family Transportation Survey [Website: <http://hastebc.org/vancouver-online-school-travel-survey>]



Summary Chart of Key Learnings

Region	Key Learnings
England, United Kingdom (highlighted region: Greater Manchester)	<p>Commitment from the National Government through Policy: Clearly outlines the requirement for a sustainable school travel strategy document in all schools, as well as emphasizes consistent monitoring and updating.</p> <p>Supporting ASST-related Policies within Various Legislative Documents from Different Government Departments: Using this approach has strengthened the impact, importance, and awareness of ASST planning throughout all regions.</p> <p>Creation of a Clear, Interactive, yet Informative, Centralized Website: Connects counties together to form strong and collaborative regions. These connections allowed STP Officers and school boards to maintain ongoing communication on their progress, successes, and failures.</p> <p>Engaging Initiatives that Track Progress: The ModeShift STARS program and other reward programs are examples of using a centralized system to attract schools to participate, celebrate success, and produce substantial data in a transparent and systematic manner.</p>
Bay Area Region, United States of America	<p>Engaging a Broad Stakeholder Group: Maintain clear representation from the private, public, and NGO sectors to gain a range of perspectives, collaborative planning, and a variety of sources for financial and employee support.</p> <p>Recommending Policy: TransForm had recommended that MTC should commit to secure funding to support SRTS in order to reduce GHG emissions, traffic congestion, and to increase safety – and the recommendation was confirmed within MTC’s Transportation 2035 Plan as a transportation priority for the Region.</p> <p>Prioritizing Improvements of the Built Environment: Facilitate and motivate the region’s counties to monitor, report, and analyze school travel data to recommend modifications to the built environment (bike lanes, traffic calming, controlled traffic crossing).</p> <p>Using Incentives to Promote Systematic Data Collection at the Regional Level: Demonstrates how higher-level government organizations can play a significant role in the implementation of municipal or regional level programming. Without conforming to federal standardized data collection methods, Bay Area counties are unable to secure consistent funding. This data helps the entire Bay Area Region to track progress and the overall impact of SRTS programming in order to inform future policy and infrastructure planning.</p> <p>High Level of Commitment from the Regional Transportation Authority: Following many years of advocacy and grassroots-based programming, MTC has created a new initiative to further centralize and progress SRTS efforts in the Bay Area.</p>

<p>Auckland Region, New Zealand</p>	<p>Variety of Measurement Tools: Ensures that all reported data is accurate, objective, and supported by various sources. Success is found when ASST data is systematically collected through a range of sources: within classrooms, on the internet, and through collective programming-based efforts administered by schools.</p> <p>Fun and Competitive Programming for Students: Initiatives including the WOW Calendar and Whole School Approach empower students to participate in ASST programming. These methods have found that when involved, students show more interest in their mode of school travel, demonstrating an active step toward a collective behavioural shift.</p> <p>Ownership by the Regional and/or Municipal Transportation Authority: Champions in ASST planning can experience strong authoritative and implementation power within schools when ‘owned’ by a transportation authority. Many examples of regional school travel strategies are led by non-profit organizations with effective fundraising and community building techniques, yet continuously require the support of higher authorities to fund and progress the initiatives.</p> <p>Sustainability of Funding Sources: The majority of funding and operating resources are annually supplied by Auckland Transport and Auckland Council, effectively associating ASST strategy with continuity and clout.</p> <p>Releasing Evaluation Reports on an Ongoing and Consistent Basis: Clearly explains to the government, stakeholders and public which aspects of ASST programming are working and where future improvements are needed.</p>
<p>Metro Vancouver, Canada</p>	<p>Awareness of the ASST Context in each Neighbourhood: Effectively support communities by assessing context-specific barriers, engaging local residents, and encouraging collaboration to design inclusive and feasible solutions.</p> <p>Offering Relevant and Interesting Resources to Schools: Provide a plethora of resources that motivate schools to get involved including relevant programming and free toolkits. Customized ‘Best Routes to Schools’ brochures are valuable for increasing ASST participation rates for schools. They have been effective in providing families with tangible solutions to increase their levels of ASST participation.</p> <p>Inclusive Data Collection Methods: The translated family transportation surveys promote accessibility of school travel planning, as well as increase response rates. This strategy has not been used by other Regions that also have multiple national languages, including the Bay Area Region. This strategy can be easily applied in the multicultural communities throughout the GTHA for increased engagement of parents.</p> <p>Engaging Multiple Stakeholder Groups: Successfully integrating a range of perspectives into the ASST dialogue, including offering opportunities for parent committees to become involved in a meaningful way.</p>



APPENDIX 1: Parent Engagement Strategies

England, United Kingdom

There is limited information on parent engagement in Greater Manchester and the United Kingdom. As ASST programming is enforced at a national level, a culture shift toward active transportation has already been established. Strategic parent engagement is less necessary as ASST benefits are widely recognized.

When conducted, the majority of parent engagement is performed through data collection surveys, social media, and the distribution of informative resources at schools or public events.

Bay Area, United States of America

The Bay Area recognizes that parent engagement can be very difficult. Their main objective in engagement is to ensure it is fun, celebrates past successes, and empowers the parents to become ASST champions.

Although Bay Area ASST strategy is developed at a regional level, most parent engagement is conducted in a uniform manner by local stakeholders (schools, community groups). The regional 'steering committee' offers a guidebook to local stakeholders that guides them through the parent engagement process, outlining details on how parents can become successful and effective ASST champions.

The Bay Area has found that parents seem to be more comfortable with ASST when the registration process and programming is very formalized. ASST programming needs to be extremely clear so that parents are fully aware of what they are allowing their children to participate in. A useful tool is a memorandum of understanding. This helps parents identify, define, and agree to their own role in ASST, while also gaining understanding of the roles and responsibilities of other stakeholders.

The following parent engagement strategies are used in the Bay Area:

- Parents are involved with chauffeuring Walking School Bus programs.
- A program has been created that targets grandparents and seniors living in nearby old-age homes to assist children walking to school.
- Programming has been developed that includes mutual learning: cycling education clinics targeting both parents and children.
- Each school has binders of resources and information on ASST that parents are aware of and can easily access.
- Monthly blogs and newsletters are published by the regional transportation authority.
- A youth conference, 'YES' (Youth for the Environment and Sustainability), is held annually. This conference gathers families and professionals from around the Bay Area to discuss transportation issues, climate change mitigation, and share best practices about encouraging others to walk/bike to school and work. <http://www.sparetheairyouth.org/2016-yes-conference>

Auckland Region, New Zealand

Auckland Region focuses the majority of their parent engagement strategies at attracting new parents and students to the program. They have identified this as one of the biggest concerns facing the Travelwise program. According to research conducted for Auckland Transport's Community Transport Report, there was a strong view that Auckland Transport needs to play a larger role in attracting new parents to the ASST programming, specifically Walking School Buses. Parents also stated that more promotion and marketing needs to be done at the local level to make families aware of their community's ASST programming.

Travelwise has incorporated these comments into their main initiative, Whole School Approach. 'Parents and Communities' has become one of the initiative's three major components. This mandates that parent engagement is conducted on an ongoing basis. This component aims to provide parents with information to reinforce road safety and active transportation skills.

The 'Parents and Communities' mandate includes the following activities:

- Offering educational sessions and distributing informative resources about road safety for parents.
- Providing opportunities for parents to collaborate with other ASST stakeholders to create local road safety programs.
- Empowering parents to become involved with the creation of ASST community events.
- Offering opportunities to parents to work with Auckland schools to develop school board policies that promote ASST programming.

This has been successful in an Auckland Region municipality that has worked with the Board of Trustees, successfully approving a school board policy that relates to parking lot safety and safe driving behaviour around walking/cycling students.

Metro Vancouver, Canada

HASSTe regularly engages parents by inviting parent committee representatives to regional ASST steering committee meetings. The parents actively attend these meetings, however they have been identified as an inconsistent stakeholder with high turnover and low levels of contribution to discussion.

Other ways that HASSTe conducts parent engagement is through information resources (books, website, brochures), monthly newsletters, and the creation of Best Routes to School brochures. To identify safe routes to school in each neighbourhood, parents are consulted to impart their knowledge of the community and current roadways. This empowers parents in the ASST process and provides opportunities for them to participate in creating their community's ASST programming.