



**Metrolinx
Greater Toronto and Hamilton Area
School Travel Household Attitudinal Study
Report**

February 12, 2010

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Introduction

The Greater Toronto and Hamilton Area (GTHA) School Travel Household Attitudinal Study was conducted to gain the first in-depth GTHA-wide picture of school travel behaviour, perceptions and awareness, and to support the work of the *Stepping It Up* pilot project. *Stepping it Up* is led by Metrolinx in partnership with the Region of Peel, the City of Hamilton, Green Communities Canada, and the University of Toronto, with funding from Transport Canada's ecoMOBILITY program. Project activities will take place at elementary schools in the Region of Peel and the City of Hamilton starting in early 2010.

The *Stepping It Up* project works with students, parents, school staff, school boards and other stakeholders to improve safety and transportation choices in and around elementary schools. The project will facilitate a shift towards greater use of active and sustainable modes for school travel, and will help make school travel healthier, more convenient and enjoyable. The project focuses on identifying the possibilities for enhancing and encouraging use of active and sustainable travel options for students.

The objectives of the GTHA School Travel Household Attitudinal Study are to:

- examine school travel mode selections prior to the launch of the *Stepping it Up* pilot project;
- profile different types of travellers, including: active travellers, auto travellers, and carpool travellers;
- identify school travel-related issues and concerns of parents and guardians;
- gauge awareness of school travel programs and infrastructure; and
- identify potential target market for a shift towards sustainable and active school travel.

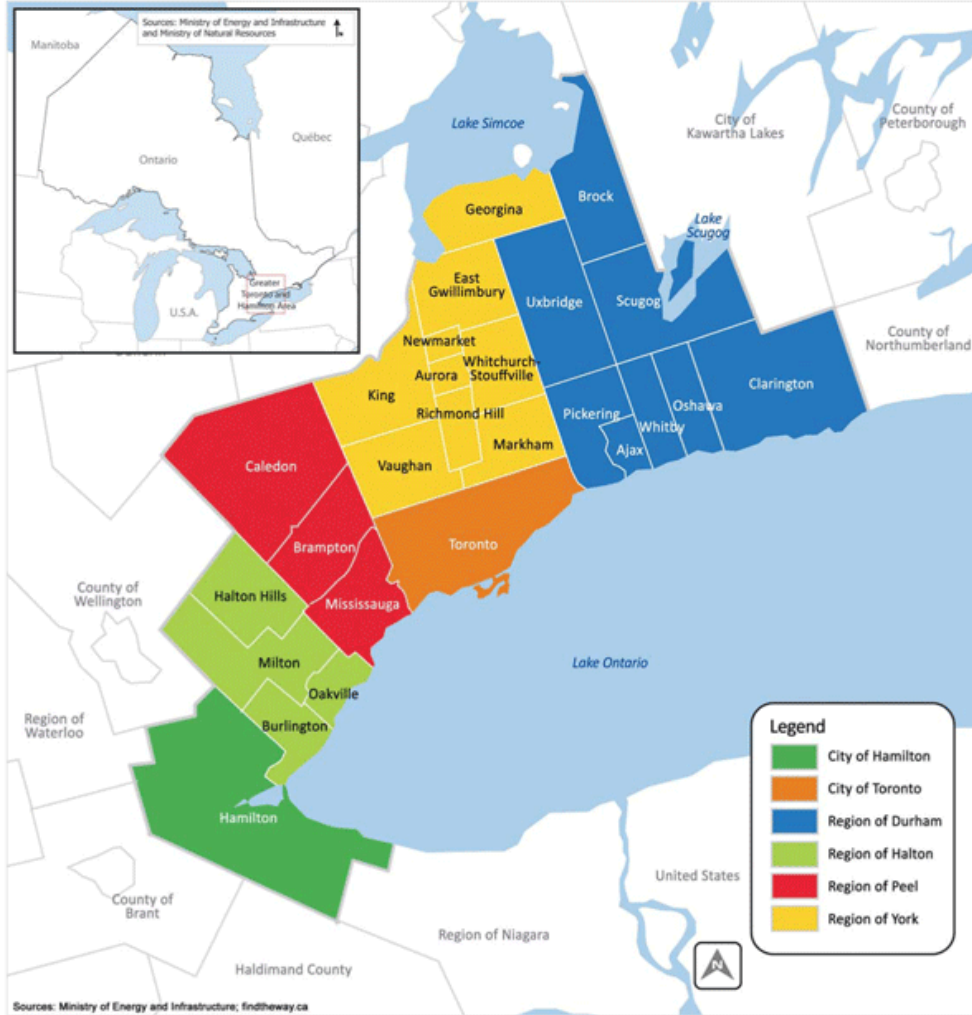
This report details the results of the study.

One thousand and one (1,001) computer-aided telephone interviews were conducted between September 17 and October 4, 2009, with the parents or guardians of children attending elementary school in the GTHA. This sample provides accurate results to within plus or minus 3.1%, 19 times out of 20.

In order to standardize the administration of the survey, and to ensure an effective balance across each elementary school grade, the survey focused on the household's *eldest* child attending elementary school.

The GTHA School Travel Household Attitudinal Study provides statistically significant household level school travel data from the City of Toronto, the City of Hamilton, the Region of Peel, and the GTHA as a whole. Due to the *Stepping it Up* pilot project taking place in the City of Hamilton and the Region of Peel, oversampling was conducted in these Census Divisions to ensure statistically valid samples. The breakdown by Census Division (referred to as 'region' throughout this report) is shown in the map of the GTHA below.

THE GREATER TORONTO AND HALTAM AREA



A more complete description of the survey methodology, including the margin of error by region, is provided in *Appendix B – Survey Methodology*, at the end of this report. The full survey questionnaire is provided in *Appendix C – Final Survey Instrument*.

Executive Summary

Metrolinx’s *Greater Toronto and Hamilton Area School Travel Household Attitudinal Study* is the first in-depth study of household mode choices and attitudes in regards to elementary school travel in the Greater Toronto and Hamilton Area (GTHA).

Harris/Decima Inc conducted 1,001 telephone interviews in fall 2009 with randomly dialed GTHA households, including an oversampling of Hamilton and Peel residents in order to study regional differences.

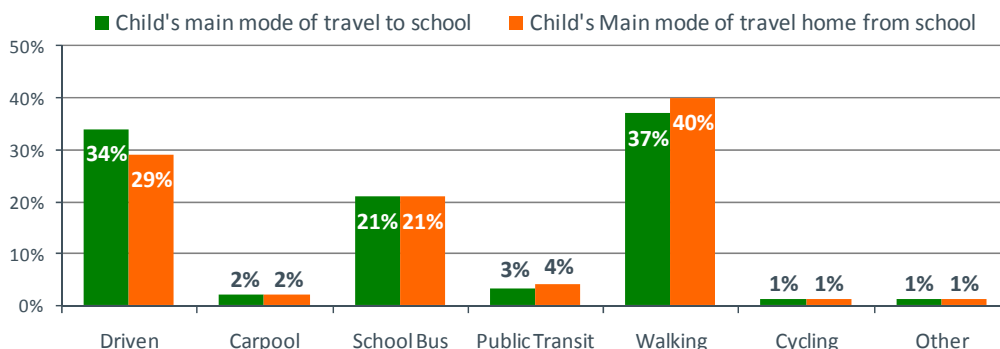
Survey respondents were parents and legal guardians with at least one child attending elementary school (junior kindergarten through grade 8).

The survey focused on the respondent’s eldest child attending elementary school. This section presents key findings of the study.

Profile of GTHA School Travel

Based on parent responses, elementary school students are primarily travelling to and from school by *foot, automobile and school bus*. For travel *to school*, 37% of children walk, 34% are driven, and 21% ride the school bus. For travel *home from school*, 40% of children walk, 29% are driven, and 21% ride the school bus. A small percentage of elementary school students travels to or from school by bike, carpool or public transit.

Nine percent (9%) of students travel differently on their trip to school versus home from school, with the most common combination being driven *to* school and walking home.



Q1E. How does your child usually travel to school? (Base: All respondents; N=1,001)
 Q1F. How does your child usually travel home from school? (Base: All respondents; N=1,001)

The average trip is 11.6 minutes *to* school and 12.4 minutes *home from* school. Thirty-three percent (33%) of parents stated that they live *less than one kilometre* from their child’s school, while 27% of parents stated that they live *between one and two kilometres* away, and 32% stated that they live *further than two kilometres* away.

The factors which have the most significant correlation with usual method of school travel are the child's elementary school *grade* and the *distance* between home and school. Seventy-six percent (76%) of elementary school students living *within one kilometre* of their school usually walk to school, and 78% walk home from school, while 41% of those living *more than one kilometre* away are driven to school, and 36% are driven home. Overall, students in grades seven and eight have a lower rate of being driven than those in lower grades.

The City of Toronto is the only region with a travel profile that is significantly different from other regions. The areas within the rest of the GTHA, including the City of Hamilton and the Region of Peel, have effectively identical school travel profiles. Public transit is rarely used for elementary school travel outside of the City of Toronto, while the rate of travel by school bus is lower in the City of Toronto, particularly among children attending grades 7 and 8.

Main Reason for Usual Mode of School Travel

Reasons for choosing a mode of school travel vary significantly based on the mode chosen. Parents whose child is *driven* to school are most likely to say that they have *concerns about other modes* of school travel (e.g. safety) while those whose child rides the *school bus* are most likely to say that they *do not have any other travel options* available to them. For active methods, nearly three quarters of parents whose child *walks or bikes* to or from school said that this method is *preferred* by them and/or their child.

Considering Alternative School Travel Options

Fifty-seven percent (57%) of overall parents surveyed say that they live close enough to their child's school that they could reasonably walk to school, and 60% say they live close enough that their child could reasonably bike to school. Within the City of Toronto, 26% of parents say that school bus service is available to their child, and 48% of parents say that public transit is available and reasonably convenient for their child's use for school travel. Parents report the opposite case in the rest of the GTHA, with 45% saying that school bus service is available, and 27% saying that public transit is available and reasonably convenient for their child's use for school travel.

Parents' comfort with their child travelling to or from school without adult accompaniment is contingent upon the mode of travel used and the child's age, with comfort levels increasing with the child's age (or grade). Only 11% of parents would be comfortable with their child walking, and 10% with cycling, without an adult when the child is in *grades 3-4*. Fifty-six percent (56%) of parents would be comfortable with their child walking and 49% with cycling to school without an adult when the child reaches *grades 7-8*. In terms of their child taking transit without adult accompaniment, parents' comfort increased after grade 6; however, outside of the City of Toronto, only 10% of parents said they would be comfortable with their child riding public transit without adult accompaniment at any age, compared to 22% within the City of Toronto.

Parental comfort with their child participating in a carpool for school travel increases steadily from 44% for children in kindergarten to 66% for children in grades 7 and 8.

School Travel Perceptions and Attitudes

Fifty-six percent (56%) of parents who say that they *live close enough for their child to reasonably walk or bike to school* agreed that (a) there are safe bike routes or paths in their neighbourhood, and (b) that people drive safely enough in their neighbourhood.

Nearly four-fifths (79%) of parents say they have *discussed how to walk or bike safely to school* with their child, including nearly every parent who said they would be comfortable letting their child walk or bike to school without adult accompaniment. Ninety-one percent (91%) of parents with a child in grades 7 or 8 have had such a discussion, compared with 79% with a child in grades 1 through 6, and 64% with a child in kindergarten.

Nearly two-thirds (62%) of parents whose child is driven to or home from school would be interested in a *list of nearby parents who would like to carpool*. Seventy-five percent (75%) of parents who drive their child in a dedicated trip (i.e. school trip is not part of a commute to work or other destination) would be interested in such a list.

Two-thirds (68%) of parents agree that it is important that their child *gets exercise during school travel*, and nine-tenths (88%) of parents agree that it is important that their child travel to school in an *environment-friendly way*.

Two-fifths (42%) of parents whose child is usually driven to or home from school say they would be interested in considering alternatives to their usual mode of travel, while one-quarter (24%) of parents whose child rides the school bus were interested in alternative modes of school travel.

When parents were asked about the school travel mode they used *when they were in elementary school*, a correlation was found between the parent's reported mode of school travel and the mode of school travel that their child currently uses. A significant proportion of **parents whose child currently walks or cycles to school say that they walked or cycled when they were in elementary school (42%), and the same is seen in the case of those whose child is driven to school (55%)**.

Awareness of School Travel Programs in the Area

One parent in nine (11%) said they are aware of a program in their area designed to promote walking, biking or carpooling for school travel (without prompting). Many of these parents were unclear about what program they had heard of, with nearly a third saying 'don't know' and another one in ten could not provide the name of the program, just the focus (e.g. walking).

When prompted, the most recognized program was *International Walk to School Day or Month*, which one third of parents (31%) said they had heard of.

Carpool Zone was recognized by 22% of parents, while *Walking or Cycling School Bus* and *CAN-BIKE* were each recognized by 11% of parents.

Awareness of Travel Infrastructure and Programs at Schools

When asked about whether specific school travel infrastructure is available at their child's school, parents most commonly indicated that *sidewalks leading to the school entrance* are present (88% of parents). The second most commonly indicated by parents is a *student drop off area for automobiles* (79% of parents). Crossing guards and marked crossings (67% of parents), and bicycle parking (57% of parents) were also indicated by many to be available at their child's school.

Parents were also asked about whether school travel programs/services are offered by their child's school. Parents most commonly indicated that *education, special events or programs for walking safety* (30% of parents) and *cycling safety* (29% of parents). Fifteen percent (15%) of parents said that *maps of the best or safest routes to school* are offered and 6% said that carpool matching is offered at their child's school.

Opportunities for Encouraging Sustainable School Travel

Three main markets of parents have been identified for school travel education, awareness and behaviour change, as outlined below:

- **Parents whose child does not usually use a physically active mode of travel (i.e. they are driven, carpool, use school bus, or use public transit), yet consider active travel to be convenient and appealing, and live close enough that their child could reasonably walk or bike to school.** Thirty-six percent (36%) of parents who fit this profile *somewhat or strongly agree* that they are interested in considering alternatives to the way their child currently travels.
- **Parents whose child is driven to school, yet who indicated that having their child ride the school bus or public transit would be convenient and appealing, and have indicated that such a service is available to their child.** Eighty-nine percent (89%) of parents who fit this profile indicated that it is important to them that their child travels in an environment-friendly way.
- Parents whose child is driven to school, yet who indicated that carpooling is appealing and convenient, and who are comfortable with allowing their child travel to school in a carpool. Of this group, 93% of parents said their child would be *interested* in travelling in a carpool, and 52% of parents said they would be *interested in considering alternatives* to the way that their child currently travels. Eighty-two percent (82%) indicated that a list of nearby parents who would like to carpool would be useful to them, and 53% said their household schedule would not interfere with carpooling.

Detailed Findings

Profile of Survey Respondents (Parents)

The survey questionnaire focused on parent and guardian knowledge and perceptions of school travel in regards to their eldest child attending elementary school (including junior kindergarten through grade eight). Parents and guardians were asked about their child's school travel behaviour, their beliefs and perceptions on school travel as it relates to health, environment and safety topics, and their knowledge of school travel infrastructure and programs at their child's school. Further profiling was conducted of all other children in the household attending elementary school, and demographic information on household members was collected from respondents.

Ninety-four percent (94%) of survey respondents are the parent of the child, while the other 6% are the guardian (relative or step-parent). Throughout this report, parents and guardians who completed the survey are referred to simply as *parents*.

More than half of parents (52%) reported their age as between 35 and 44, while 19% were younger than 35 and 26% were 45 or older. Sixty-two (62%) of parents are female, and 38% are male. Sixty-one percent (61%) of parents are employed full time. Surveyed households have an average of 1.5 children attending elementary school – 59% of parents have only one child attending elementary school, while an additional 33% had two, and 8% had three or more. Household incomes were broadly distributed across income categories. English is (or is among) the primary language(s) spoken in 82% of households surveyed. Other households speak a variety of other languages, including French (4%), Cantonese or Mandarin (4%), Urdu (3%), and Punjabi (2%). No other language was reported as a primary language in greater than 2% of households.

One-third (33%) of parents stated that they live *less than one kilometre* from their child's school, while 27% stated that they live *between one and two kilometres* away, and 32% stated that they live *further than two kilometres* away.

	Overall	City of Hamilton	Region of Peel	City of Toronto	Else (Halton/York/Durham)
Less than one kilometre	33%	27%	26%	40%	31%
Between one and two kilometres	27%	30%	29%	24%	28%
Further than two kilometres	32%	35%	34%	29%	34%

PARENT METHOD OF SCHOOL TRAVEL	
Driven	10%
Carpool	2%
School bus	21%
Public transit	4%
Walking	71%
Cycling	7%

One of the final survey questions asked of parents was “How did you usually get to school when you were in elementary school?” As shown in the following table, parents predominately answered that they walked to school (71%).

The following table shows a correlation between the parent’s reported mode of travel when they were in elementary school and the mode of elementary school travel that their child currently uses. The highlighted values indicate that parents whose child currently walks to school tend to say that *they* walked when they were in elementary school, and the same is seen in the case of those whose child is driven to school.

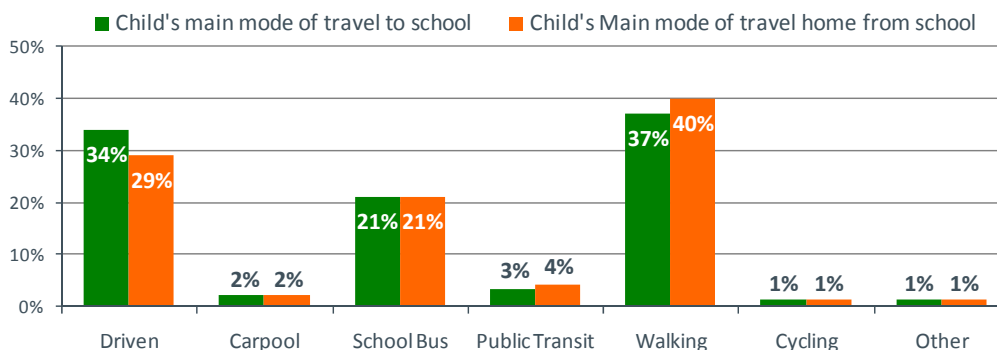
		PARENT’S SCHOOL TRAVEL MODE (when in elementary school)		
		Driven to school	School bus or Public transit	Active method (walking or cycling)
CHILD’S SCHOOL TRAVEL MODE (currently)	Driven to school	55%	28%	38%
	School bus or Public transit	23%	37%	20%
	Active method (walking or cycling)	22%	35%	42%

Detailed demographic information can be found in *Appendix A – Detailed Household Demographics*, at the end of this report.

Profile of School Travel

School Travel – by Mode

As shown below, the three most common modes of elementary school travel – together accounting for over ninety percent of responses – are walking, being driven, and riding the school bus. Overall, fewer than 10% of children use other modes of school travel, including public transit, bicycle, and carpooling with friends or neighbours.



Q1E. How does your child usually travel to school? (Base: All respondents; N=1,001)
 Q1F. How does your child usually travel home from school? (Base: All respondents; N=1,001)

Parents were asked to indicate their child’s main mode of travel both to school and home from school. Overall results show that more children are driven to school than are driven home from school, while more children are using alternate methods to travel home, such as walking and riding public transit.

Nine percent (9%) of parents say their child uses a different mode when travelling to school versus travelling home from school. As shown below, roughly two-thirds (65%) of children from this group are driven to school, and then walk (44%), or ride the school bus (11%) or public transit (10%) home from school. A smaller percentage (13%) of children from this group ride the school bus or walk to school, and are driven home from school.¹

MODES OF TRAVEL for children using a different mode when traveling to and home from school	Weighted 'N'	Percentage
Driven to school, walk home	38	44.0%
Driven to school, ride school bus home	9	10.7%
Driven to school, ride public transit home	9	10.2%
Ride school bus to school, driven home	6	7.1%
Walk to school, driven home	5	6.1%
Other (collapsed due to sample size)	19	21.8%
Total	87	100%

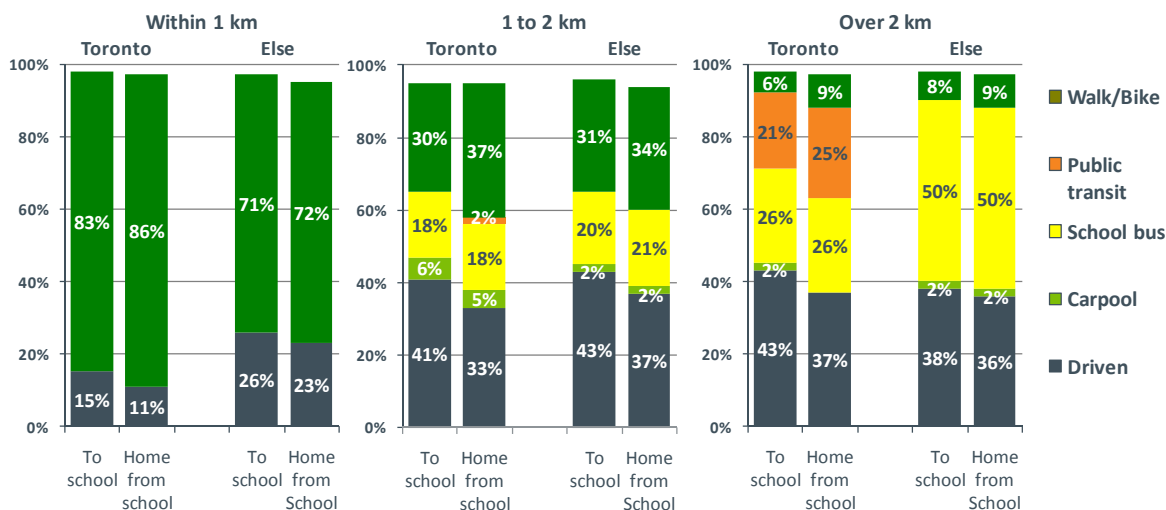
¹ Please note small sample size. Overall, only n=87 use different modes of travel to and from school. Due to rounding, weighted 'N' may not add up to the total 'N'.

School Travel – by Region and Distance to school

Distance to school is a key variable when looking at mode of travel to and from school. Considering the entirety of the GTHA, **when comparing reported home-school distance to mode of travel, over three-quarters of children who live within 1 kilometre of their school are walking or cycling² to school (77%) and home from school (79%). The percentage becomes significantly lower when considering children who live more than 1 kilometre from school.** Of children living 1 to 2 kilometres from their school, 30% walk or bike to school and 35% walk or bike home. Among children living more than 2 kilometres from their school, 7% walk or bike to school and 9% walk or bike home from school.

	Within 1 km		1-2 km		Over 2 km	
	To school	Home from school	To school	Home from school	To school	Home from school
Driven	21%	18%	43%	36%	40%	36%
Carpool	-	-	3%	3%	2%	1%
School Bus	1%	1%	19%	20%	41%	41%
Public Transit	-	-	1%	2%	8%	10%
Walking	76%	78%	28%	32%	7%	9%
Cycling	1%	1%	3%	3%	-	-

The City of Toronto is the only region with a travel profile that is significantly different from other regions. The rest of the GTHA, including the City of Hamilton and the Region of Peel, have effectively identical profiles, and are discussed as a collective in this section and the following section of this report.



Q1E. How does your child usually travel to school? (Base: All respondents; N=1,001)
 Q1F. How does your child usually travel home from school? (Base: All respondents; N=1,001)

² For analysis purposes, walking and cycling will frequently be combined, as they are both active modes of travel, due to the small sample size for cycling (n=15) which would exclude these cases from analysis.

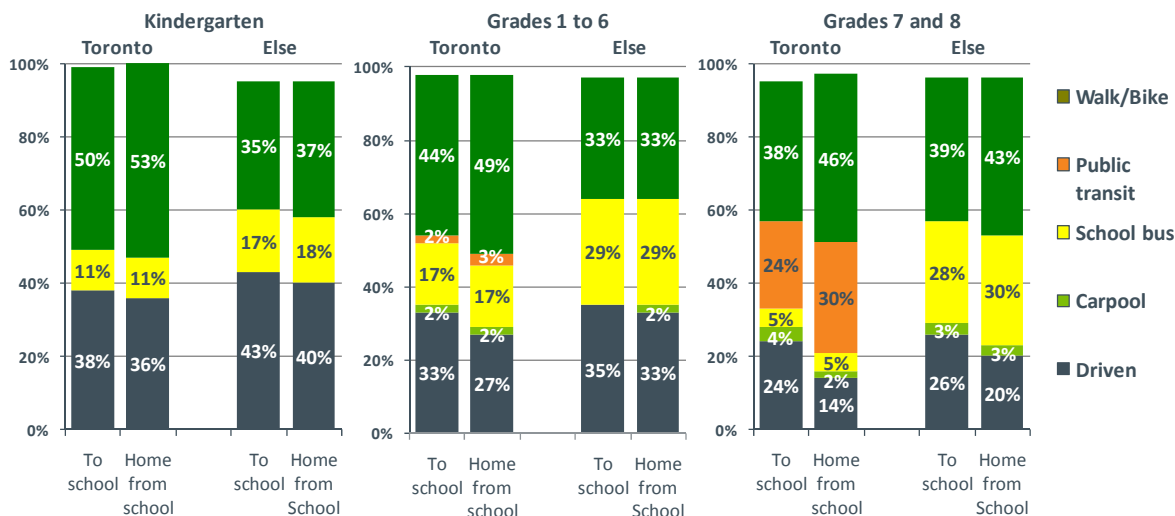
As shown in the graph above, children living in the City of Toronto and within 1 kilometre of their school have the highest proportion of walking or biking to school (82%) and walking or biking home from school (86%) when compared to children living within 1 kilometre of their school in the rest of the GTHA (with 71% walking or cycling to school, and 72% walking or cycling home). Children in the City of Toronto are commensurately less likely to be driven to school.

Further, a smaller proportion of children in the City of Toronto who live more than 2 kilometres from their school ride the school bus (only 26% do), compared to 50% of children living elsewhere in the GTHA who are further than 2 kilometres from their school. In the place of school bus ridership, children in the City of Toronto living more than 2 kilometres from their school make use of available public transit (21% riding public transit to school; 25% riding it home from school).

School Travel – by Region and by Grade

As previously noted, a higher rate of walking, a lower rate of school bus use, and a higher amount of public transit use was seen among children in the City of Toronto, when compared to the rest of the GTHA. **This use of public transit is found almost exclusively among children in grades 7 and 8 in the City of Toronto.**

School bus use is lower in the City of Toronto at all ages, but especially among children in grades 7 and 8: only 5% use this mode for school travel, compared to 29% in the rest of the GTHA. In the GTHA (not including Toronto) as many children in grades 7 and 8 are using school bus service as are children in grades 1 to 6. Kindergarteners are less likely to ride the school bus than children attending grades 1 to 6 throughout the GTHA, as well as less likely than those outside of the City of Toronto in grades 7 and 8.



Q1E. How does your child usually travel to school? (Base: All respondents; N=1,001)
 Q1F. How does your child usually travel home from school? (Base: All respondents; N=1,001)

Overall, children in grades seven and eight have a lower rate of being driven to and home from school than younger age groups, as illustrated below. The largest drop-off is in the City of Toronto, where children the least likely to be driven, when travelling home from school (14%). Among these children, 46% walk home from school, and 30% ride public transit.

School Travel – by Trip time

For a one-way school trip, the average travel time to school is 11.6 minutes and the average travel time home from school is 12.4 minutes. The longer travel time home from school is consistent across nearly all demographic groups (i.e. between different regions, distances from school, grades, and methods of travel). The data do not show significantly longer or shorter school travel times in any of the different regions.

The two primary variables when looking at trip duration are distance from the home to the school and the mode of travel used. There is a significant increase in travel time the further the child lives from their school.

	Trip to school (min.)	Trip home (min.)
REGION		
All	11.6	12.4
City of Hamilton	12.3	12.6
Region of Peel	11.2	12.4
City of Toronto	11.5	12.4
Else (Halton/ York/ Durham)	11.7	12.2
DISTANCE TO SCHOOL		
< 1 kilometre	6.3	6.7
1-2 kilometres	9.4	10.1
> 2 kilometres	18.8	20.1
METHOD OF TRAVEL		
Driven	8.9	9.5
Carpool	9.5	11.7
School bus	19.3	20.0
Public transit	30.1	29.4
Walking	8.5	9.0
Cycling	8.9	8.6
CHILD'S GRADE		
Kindergarten	8.7	9.7
Grades 1 to 6	11.6	12.2
Grades 7 and 8	13.8	15.4

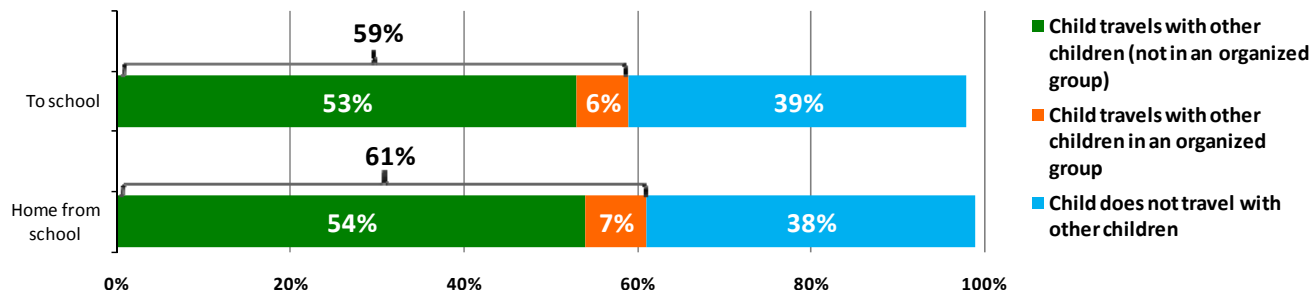
Also, trips on either a school bus or on public transit are significantly longer than all other modes of travel, and trips made by public transit last significantly longer than those by school bus. The average duration of either a walk to school or a drive to school is 9 minutes, while a school bus ride is on average twice as long, at 20 minutes.

The trips of children attending kindergarten are significantly shorter than those of older children, and the trips of children in grades 7 or 8 are significantly longer than those of younger children. When comparing each mode of travel independently, the only grade-dependent significant difference is that the walks to school of children in kindergarten are shorter than those of older children. Thus, the longer duration of travel for children attending grades 7 and 8 is based upon their higher propensity of school bus and public transit use – the modes for which trips take the longest.

For children living within 2 kilometres of their school, trips by car are significantly shorter than trips made by walking. For a child living within 1 kilometre of their school, the average duration of a walk to school is 6.8 minutes, compared with a drive that lasts an average of 4.0 minutes. For those living between 1 and 2 kilometres from their school, the average length of a walk to school is 12.1 minutes, while a drive is nearly half as long, at 6.2 minutes.

Travel with Other Children

Six in ten children who walk or bike to school (59%) or home from school (61%) do so with other school-aged children. The rate of travel to school with an organized group is 6%, and 7% for travel home from school. There were no significant regional differences.



Q1E3. Does your child travel to school with other school aged children?
 Q1E3A. Is this part of a group organized by the school or community?
 (Base: Respondents whose child walks or bikes to school; N=384)
 Q1F3. Does your child travel home from school with other school aged children?
 Q1F3A. Is this part of a group organized by the school or community?
 (Base: Respondents whose child walks or bikes home from school; N=384)

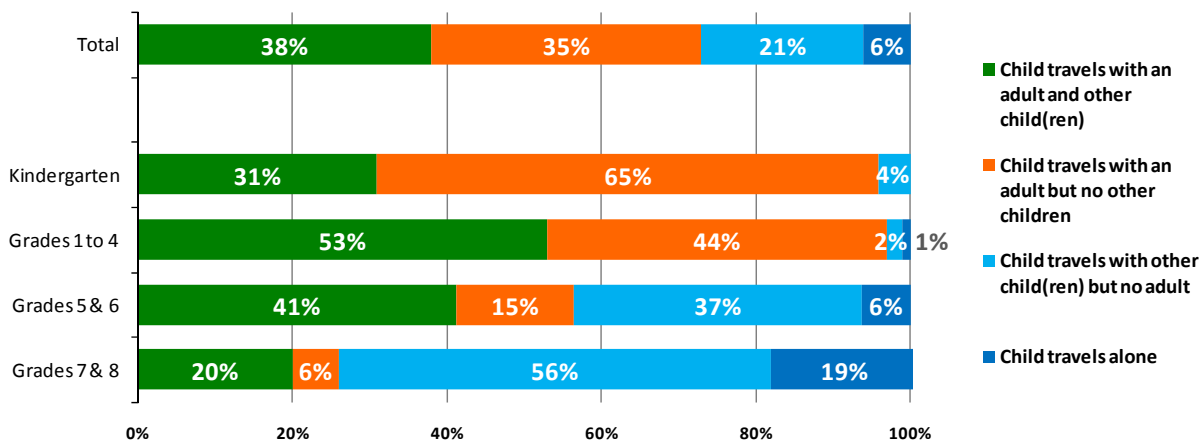
When considering school travel by grade, 75% of children in grades 4 to 8 who walk to school do so with other school-aged children, compared to 51% of those in grades 1 to 3, and 31% of those in kindergarten.

Travel with an Adult

Seventy-three percent (73%) of children who walk or bike to school are accompanied by an adult who is, in most cases, a household member (85%). Nearly all children attending kindergarten through grade 4 (96%) are accompanied by an adult, compared with 55% of children in grades 5 and 6, and 26% of children in grades 7 and 8.

Thirty-eight percent (38%) of children who walk or bike to school do so with both an adult and school-aged children, and 35% travel with an adult but no other children. Twenty-one (21%) travel with other school-aged children without an adult, and 6% travel alone. There were no significant regional differences.

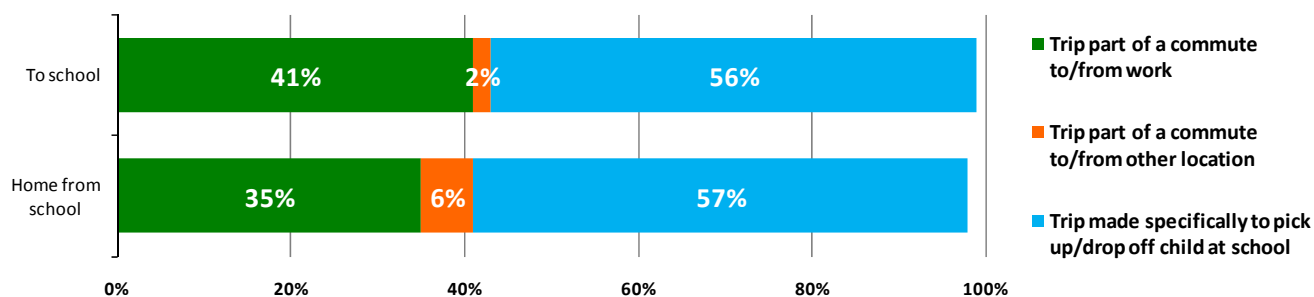
There are significantly different patterns of accompaniment when considering the child’s grade: 65% of children in kindergarten are accompanied by an adult but not by other children, while over half (53%) of children in grades 1 through 4 travel with an adult and with other children. The rate of travel with an adult but no other children is significantly lower for children in grades 5 and 6 (dropping to 15%, compared to 44% for children in grades 1 through 4), with a commensurately higher level of travel with other children but no adult (37%). In grades 7 and 8, more than half (56%) travel with other children but no adult, and nearly 1 in 5 travels alone (19%).



Q1E3. Does your child travel to school with other school-aged children?
 Q1E7. Is your child accompanied by an adult when they walk/bike to school?
 (Base: Respondents whose child walks or bikes to school; N=384)

Purpose of Adult’s Trip

More than half of parents who drive their child to school (56%) or home from school (57%) are making a trip specifically for that purpose, i.e. the trip is not part of a regular commute, either to or from work or another destination. There were no significant regional differences.



Q1E2. When the adult drives your child to school, is this part of a commute to work, a commute to another destination, or is the main purpose of the trip to drop off your child at school? (Base: Respondents whose child is driven to school; N=314)

Q1F2. When the adult picks your child up at school, is this part of a commute home from work, a commute from another destination, or is the main purpose of the trip to pick up your child at school? (Base: Respondents whose child is driven home from school; N=277)

When considering distance, the highest rate (62%) of trips made specifically to drive children to school or home from school is seen among those who live between 1 and 2 kilometres away. The average duration of these one-way, 1 to 2 kilometre trips is 6 minutes to school and 7 minutes home from school.

Nearly thirty percent (28%) of children who are driven to school are travelling with other school-aged children. When considering accompaniment and trip purpose together, one in three (32%) children who are driven in a trip specifically made to pick up or drop off at school are travelling with other children, versus 24% who are driven as part of a commute.

One in four parents (27%) who drive their child to school say that school bus service is available to them. This is true regardless of whether the parent is driving their child to school as part of a commute or a school-specific trip. Further, half of parents who are making a dedicated trip to drop off their child at school (51%) or pick up their child after school (50%) say that they live within reasonable walking distance of the school.

Active Travel in Addition to Main Mode

In addition to usual mode of school travel, parents were asked if their child walks some distance on their trip to school either before or after their main trip on a school bus, public transit, or household vehicle.

These results are significantly different based on mode of travel, and are as such presented separately in the chart below:

- Five percent of children who are driven to school are dropped off some distance from their school, and walk the rest of the way.
- Over three fourths (76%) of children who ride the school bus do walk either to their school bus stop, or some distance after being dropped off. Most of this seen in walking to their school bus stop (74%) rather than after being dropped off (11%).
- Nearly all children (97%) who ride public transit to school spend some time walking during their commute. 89% walk to their transit stop, and 72% walk to school from where they are dropped off. Nearly two thirds (65%) walk both before and after riding public transit.

<i>Mode of travel:</i>		DRIVEN	SCHOOL BUS	PUBLIC TRANSIT
Child <u>does</u> walk during trip to school	TOTAL	5%	76%	97%
	<i>before drive/ride</i>	-	74%	89%
	<i>after drive/ride</i>	5%	11%	72%
	<i>only before</i>	-	65%	25%
	<i>before <u>and</u> after</i>	-	9%	65%
	<i>only after</i>	5%	2%	7%
Child <u>does not</u> walk during trip to school		95%	24%	3%
COLUMN 'N'		332	242	23

Main Reason for Usual Mode of School Travel

Parents were asked: “What is the main reason that [method of transportation to school] is your child’s main method of getting to school?” While a variety of specific responses were collected for this open-ended question, they can be summarized in three categories:

- Parents or their child *prefer* that method;
- Parent feels there are *no other options* available to them; and
- Parent has *concerns* about other methods.

For example, ‘safety issues’ fall under the *concerns* category, while ‘ineligibility for school bus service’ falls under the *no other options* category. Responses were grouped (see chart below) and the following are significant results:

- Parents whose child is driven to school indicated concerns about other methods (24%) as their main reason for driving more often than parents using other modes;
- Parents whose child rides the school bus indicated that it is the only option available to them (47%) more often than parents using other modes; and
- Parents whose child walks or bikes to school indicated that this mode is used based on a preference for it (73%) more often than parents using other modes.

	DRIVEN TO SCHOOL BY A HOUSEHOLD MEMBER	RIDING THE SCHOOL BUS	ACTIVE METHOD (walking, cycling)
PREFERRED	42%	44%	73%
NO OTHER OPTIONS	38%	47%	20%
CONCERNS	24%	8%	3%

The only regional difference seen was in the Region of Peel, where more parents indicated that their child uses active methods due to a lack of other options and fewer parents indicated preference for the mode as the main reason for its use (*no other options* - 34%; *preferred* - 59%). However, the pattern described above still applies for the Region of Peel, though not as strongly.

Considering Alternate School Travel Options

Availability, Convenience, and Distance

Parents were asked about the availability of alternate school travel options and about distance to school in terms of active travel. The table below illustrates responses, by region.³

Overall, parent responses from the City of Toronto show a very different travel environment when compared to other regions: school bus service is available to many fewer children while public transit service is available to many more children, and more schools are close enough for children to reasonably walk.

	Overall	City of Hamilton	Region of Peel	City of Toronto	Else (Halton/York/Durham)
School Bus <i>Service is available</i>	37.0%	48.6%	40.5%	26.3%	46.1%
Public transit <i>Reasonably convenient service is available</i>	35.4%	23.5%	25.7%	47.6%	28.2%
Walking <i>School is close enough to reasonably walk</i>	57.5%	51.7%	53.3%	61.9%	55.8%
Cycling <i>School is close enough to reasonably bike and child has or can access a bicycle</i>	60.7%	58.8%	58.0%	60.2%	63.5%

Comfort with Use of Alternate Modes

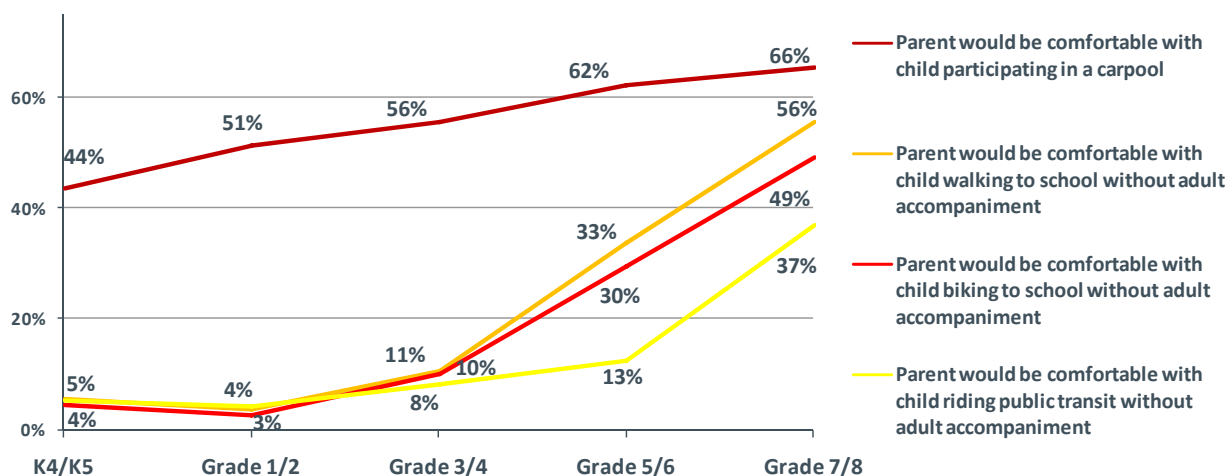
Parents were asked if they would be comfortable with letting their child walk, bike or ride public transit for school travel without adult accompaniment. **Overall, comfort with using each of these modes without an adult increases with children's grade, as illustrated by the graph below.**

Parental comfort with walking and cycling without adult accompaniment remains low from kindergarten through grade 4, reaching 11% for walking and 10% for cycling in grades 3/4. It rises sharply for children in the higher grades, reaching 56% for walking and 49% for cycling by grades 7 and 8. A similar result is seen with comfort with riding public transit, albeit delayed: it is low from kindergarten through grade 6, reaching 13% in grades 5/6 and jumping to 37% in grades 7/8.

Parents were also asked if they would be comfortable with their child participating in a carpool. As seen with other modes, parents indicated more comfort with carpooling with increasing grade level – beginning at 44% for

³ It should be noted that the figures in the table include the proportion that *does use* the method in question (and should be considered the theoretical maximum overall rate of use), and does not take into account parents' comfort level with the use of a given method without adult accompaniment.

kindergarteners, and rising to 66% for grades 7/8. However, comfort with carpooling is overall higher than with other modes and increases in comfort by grade are not as pronounced as seen with other modes.



Q8A-Q8D. Would you be comfortable with letting your child... (% yes)
(Base: All respondents; N=984)

The only significant regional difference is a lower level of comfort with carpooling in the Region of Peel compared to other regions. By grade, responses for the Region of Peel show a similar level of comfort for children in grades 5 and above, but significantly lower comfort for children in grades 4 and below.

Revisiting the availability of given methods, one must consider emotional comfort with each mode as well as its availability. Due to options such as a walking or cycling group where the child would be accompanied by an adult, active methods have been excluded from the table below.

	Overall	City of Hamilton	Region of Peel	City of Toronto	Else (Halton/York/Durham)
Carpool <i>Parent comfortable with participation</i>	55.8%	53.1%	50.5%	56.9%	58.3%
Public transit <i>Reasonably convenient service is available and parent comfortable with use</i>	15.8%	9.4%	9.9%	22.4%	12.4%

When asked directly about what age the parent *did allow* or *would allow* their child to travel to or from school without adult accompaniment, just over a quarter (27%) indicated age 14 or over with an overall average age of 12.2 years. This means that a significant proportion of parents are uncomfortable with their child travelling independently from an adult throughout the course of elementary school.

Regional differences are found in terms of parents' comfort with allowing their child to travel to and from school without an adult. In the City of Hamilton, a

significantly higher proportion of parents (17%) indicated they would be comfortable with independent travel at an age of 10 years or younger, compared to the GTHA as a whole (10%). In the Region of Peel, a significantly higher proportion of parents (37%) said they would not be comfortable with their child travelling alone until at least the age of 14 (compared to 27% in the GTHA overall), and the overall average of comfort for such travel in the Region of Peel – 12.7 years – is significantly higher than the GTHA average.

Age	Approximate Grade	GTHA Overall		City of Hamilton		Region of Peel	
		Valid %	Cumulative %	Valid %	Cumulative %	Valid %	Cumulative %
Younger than 10	Grade 4 or lower	10%	10%	17%	17%	9%	9%
10	Grade 5	18%	28%	17%	34%	15%	24%
11	Grade 6	10%	38%	10%	44%	9%	32%
12	Grade 7	23%	61%	21%	65%	21%	53%
13	Grade 8	12%	73%	10%	75%	10%	63%
14 or older	Not during elementary school	27%	100%	25%	100%	37%	100%
<i>Average age</i>		12.2		11.9		12.7	

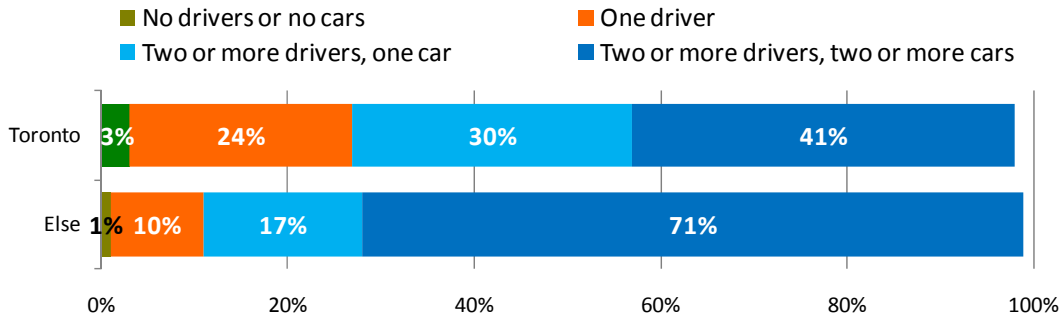
Note: Responses from parents who did not provide a valid response (said “don’t know”) are excluded from *valid percent*. All values above 18 (including “Never”) were included as age 18. *Cumulative percent* includes all parents who said at least the age in question – so the cumulative percent for age 11 includes all parents who said any age up to and including 11 (sum of valid percentages for ‘younger than 10’, ‘10’ and ‘11’).

Distance to school is also a significant factor in a parent’s comfort with allowing their child to travel to and from school without adult accompaniment. The average age indicated by parents living less than 1 kilometer from their child’s school for such travel is 11.5 years. In comparison, the average age indicated by those living between 1 and 2 kilometers is 12.2 years and 12.8 years for those living over 2 kilometers from school. This, however, does not appear to be the source of the differences observed between the City of Hamilton, Region of Peel, and the rest of the GTHA.

Age	Approximate Grade	Under 1 km		1-2 km		Over 2 km	
		Valid %	Cumulative %	Valid %	Cumulative %	Valid %	Cumulative %
Younger than 10	Grade 4 or lower	16%	16%	8%	8%	6%	6%
10	Grade 5	24%	40%	16%	24%	16%	22%
11	Grade 6	11%	51%	18%	42%	5%	27%
12	Grade 7	21%	72%	20%	62%	27%	54%
13	Grade 8	10%	82%	13%	75%	11%	65%
14 or older	Not during elementary school	18%	100%	25%	100%	35%	100%
<i>Average age</i>		11.5		12.2		12.8	

Mode of School Travel and Number of Household Vehicles

Within the City of Toronto, parents are significantly more likely to have only one car (54%) than in the rest of the GTHA (27%). There are no other significant differences in the surrounding GTHA, and are as such grouped in the graph below. **Seventy-one percent (71%) of parents outside of the City of Toronto have at least two cars and at least two drivers, which is a significantly greater proportion than in the City of Toronto (41%).**

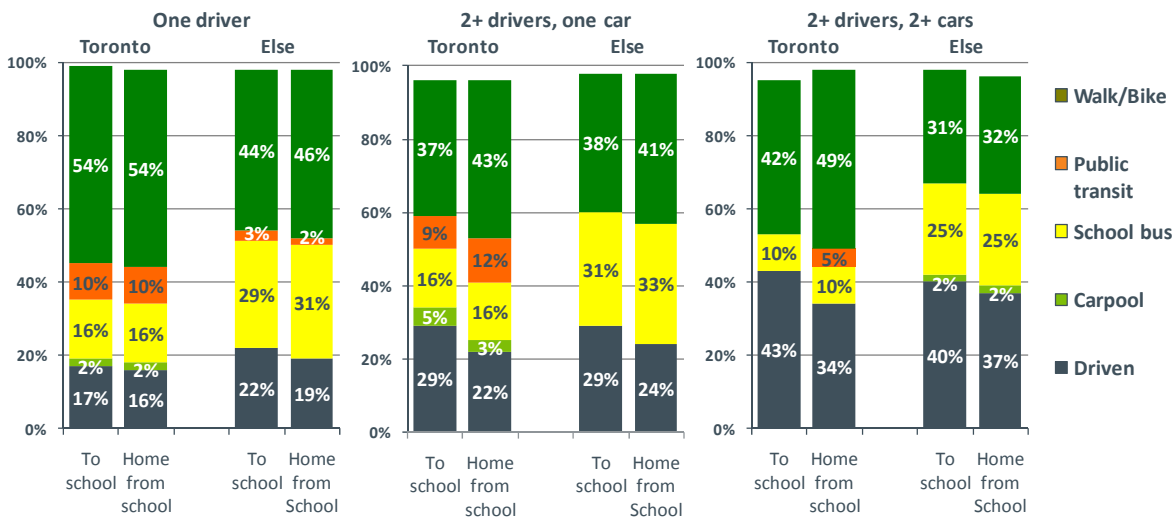


Q12. How many cars does your household have?

Q13. How many members of your household have a driver's license?

(Base: All respondents; N=984)

Forty-two percent (42%) of children in multiple car/multiple driver households are driven to or home from school, compared to 30% of those in single car/multiple driver households and 20% of those in single car/single driver households. In both the City of Toronto (43% to school, 34% home) and the rest of the GTHA (40% to school, 37% home), children are driven to and home from school more frequently when they live in households with two or more cars and two or more drivers. Further, a significant majority (70%) of all children who are driven to or from school live in households with two or more cars and two or more drivers.



Q1E. How does your child usually travel to school? (Base: All respondents; N=1,001)

Q1F. How does your child usually travel home from school? (Base: All respondents; N=1,001)

School Travel Perceptions and Attitudes

Parents were asked questions to gauge perceptions regarding alternate school travel modes.

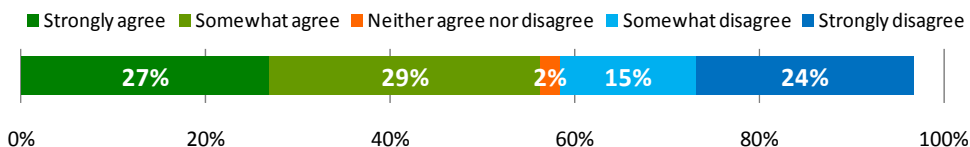
Neighbourhood Safety

Parents were asked to what extent they agreed or disagreed with the following statements:

- ‘there are safe bike routes or paths in my neighbourhood’ and
- ‘people drive safely enough in my neighbourhood’.

In terms of household distance from the child’s school, fifty-six percent (56%) of those who indicated they live close enough for their child to reasonably walk or bike to school agreed with each of the above statements.

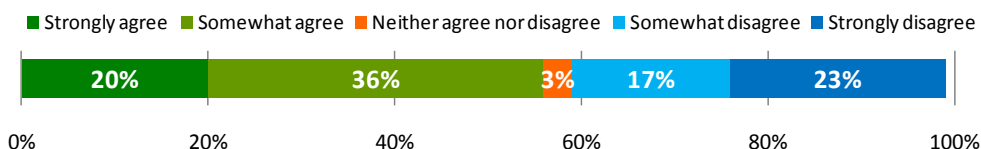
There are safe bike routes or paths in my neighbourhood



(Base: Respondents whose child’s school is close enough for them to reasonably walk or bike; N=680)

Agreement with the first statement is higher among parents who live within 1 kilometre of their child’s school (62%) when compared to those living further away (52%). There are no significant differences in agreement with the second based on distance from home to school.

People drive safely enough in my neighbourhood



(Base: Respondents whose child’s school is close enough for them to reasonably walk or bike; N=680)

With regards to regional differences, there are significantly lower levels of agreement with both of these statements amongst parents in the City of Hamilton, while a higher proportion of parents in the Region of Peel agreed with the first statement. There are neither significant differences by child demographics (e.g. age, sex) nor household demographics (e.g. income, language).⁴

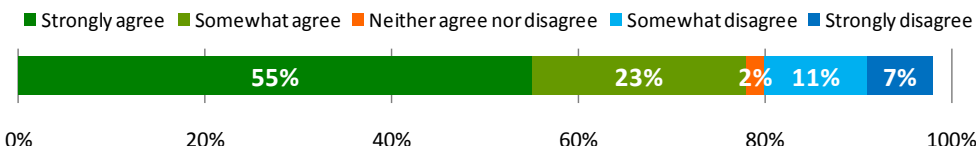
By current mode of school travel, there is a significantly lower level of agreement to the first statement among parents whose child rides the school bus or public transit. There is no difference in level of agreement among those

⁴ Most notably the child’s age – this suggests that parents are considering the questions objectively, i.e. not contingent upon what they would be comfortable with for their child.

whose child walks or bikes or is driven. Agreement with the second statement above also does not differ by mode.

Parents were also asked to what extent they agreed or disagreed with the statement ‘I worry about strangers or bullies approaching my child if they travel alone’. **Overall, 78% of parents agreed with this statement while 18% disagreed – showing that such a scenario poses a significant concern for parents.**

I worry about strangers or bullies approaching my child if they travel alone



(Base: Respondents whose child’s school is close enough for them to reasonably walk or bike; N=680)

While there were no significant regional differences, responses differed by child age, parental comfort with independent child travel (without an adult), and mode of travel as follows:

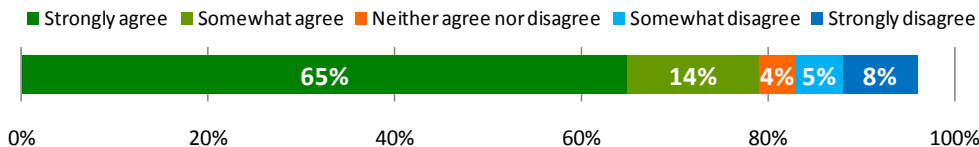
- 83% of parents whose child is in grade 3 or lower agreed with the statement, compared to 75% of parents whose child is in grade 4 or higher, indicating less concern about such a scenario with increasing age;
- 83% of parents who are not comfortable with allowing their child to walk to school without an adult agreed with the above statement, compared to 67% agreement from parents who are comfortable with their child walking without an adult; similar results are also seen with regards to comfort with cycling and riding public transit without adult accompaniment.
- 85% of parents whose child is driven to school agree with the above statement, compared to 75% of parents whose child walks.

However, while many parents expressed concern about strangers or bullies approaching their child if they travel alone, this does not appear to prevent parents from actually allowing their child to travel without adult accompaniment. Of parents who said they would be comfortable allowing their child to travel to school without adult accompaniment, two-thirds (67%) said they agree that they are worried about strangers or bullies approaching their child when travelling alone.

Walking and Biking Safety

Parents were asked to what extent they agreed or disagreed with the statement: ‘I have discussed how to walk or bike to school safely with my child’. **Four in five parents (79%) agreed that they have discussed how to walk or bike to school safely with their child.** This proportion is highest among those living within one kilometre of their child’s school (84%).

I have discussed how to walk or bike to school safely with my child



(Base: Respondents whose child’s school is close enough for them to reasonably walk or bike; N=680)

Nearly all parents (97%) who indicated they would be comfortable with allowing their child to walk or bike to school without adult accompaniment also agreed with the above statement. There are no regional differences for this question.

Ninety-one percent (91%) of parents whose child is in grade 7 or 8 agreed with the above statement, compared to 79% of parents whose child is in grades 1 through 6 and 64% of parents whose child is in kindergarten. There is also variance by mode of school travel: 88% of those parents whose child walks agreed with the above statement, compared to 71% of those whose child is driven, and 55% of those whose child rides the school bus.

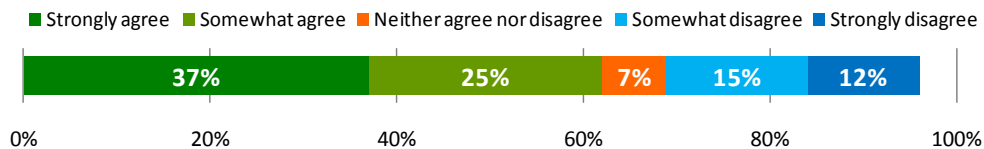
Carpooling Barriers and Incentives

Parents were asked to what extent they agreed or disagreed with the statements:

- *‘a list of nearby parents who would like to carpool would be useful to me’* and
- *‘our current household schedule would not interfere with carpooling with friends or neighbours’.*

Nearly two-thirds (62%) of parents who drive their child to or from school said they would be interested in a list of nearby parents who would like to carpool.

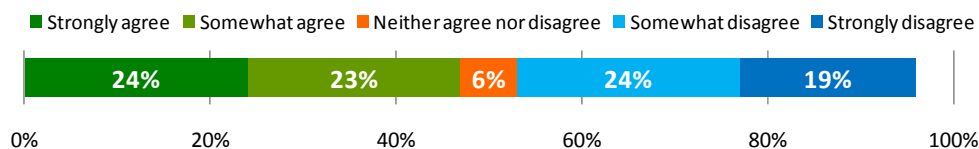
A list of nearby parents who would like to carpool would be useful to me



(Base: Respondents who drive their child to or home from school who do not participate in a carpool; N=244)

Interest in such a resource is particularly high in the City of Hamilton where 79% of parents said this would be useful to them. The level of interest is also higher (70%) among those living greater than 2 kilometers away from their child’s school. Variance was also seen by trip purpose, as half (47%) of parents whose child is driven to or from school as part of a commute indicated interest in a carpool list, while three-quarters (75%) of parents whose child is driven specifically for the purpose of the trip to or from school agreed such as list would be useful to them.

Our current household schedule would interfere with carpooling with friends or neighbours



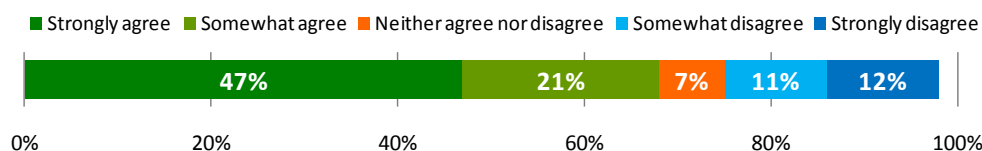
(Base: Respondents who drive their child to or home from school who do not participate in a carpool; N=244)

Just over two-fifths (43%) of parents do not agree that their current household schedule would interfere with carpooling. There are no significant differences based on region, demographics, or differences based on whether the trip the respondent is making is part of a commute, or a dedicated trip.

Fitness, Environment and Interest in Trying Alternate Modes

Parents were asked to what extent they agreed or disagreed with the statement *‘it is important to me that my child gets exercise while travelling to and from school’*.

It is important to me that my child gets exercise while travelling to and from school

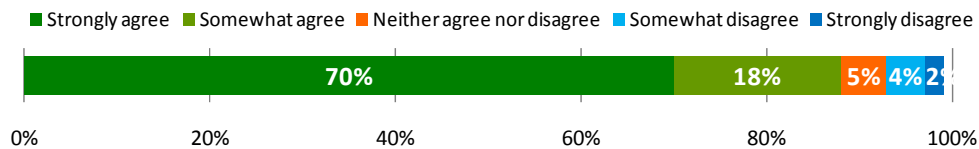


(Base: All respondents; N=984)

Two-thirds (68%) of parents agree with this statement. While there are no significant regional differences, proximity of the home to the child’s school is significant: at shorter home-school distances, more parents agree with this statement – 52% of those living more than 2 kilometers away agree, while 66% of those living between 1 and 2 kilometers and 85% of those living within 1 kilometer agree. There are also significantly higher levels of agreement among parents who indicate they would be comfortable with their child travelling to school without adult accompaniment, and among those whose child is in grades 7 or 8.

Parents were also asked to what extent they agreed or disagreed with the statement *‘it is important to me that my child gets to and from school in an environment-friendly way’*.

It is important to me that my child gets to and from school in an environment-friendly way



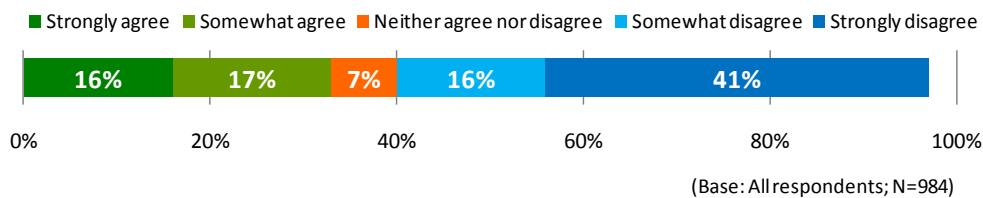
(Base: All respondents; N=984)

Nearly nine-tenths (88%) of parents agreed with this statement. In the Region of Peel, significantly more parents agreed with this statement (93%). The only

demographic related difference seen was that a higher proportion (94%) of households in the middle income bracket (\$35K to \$95K) agreed with the statement. When considering responses by mode, 92% of parents whose child walks or bikes agree with the statement compared to 86% of parents whose child uses another mode.

Finally, parents were asked to what extent they agreed or disagreed with the statement *'I'd be interested in considering alternatives to the way that my child currently travels'*.

I'm interested in considering alternatives to the way that my child currently travels

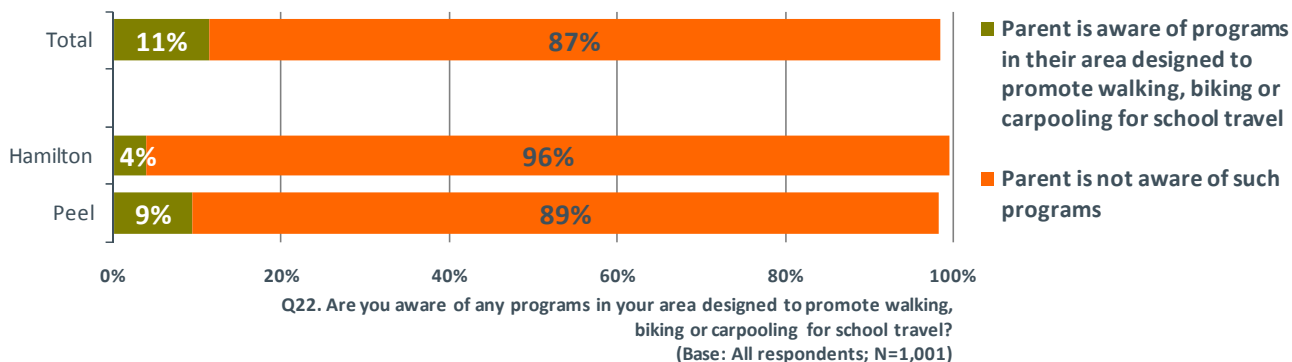


Overall, one in three parents (33%) agreed with this statement. The percentage is significantly higher in the Region of Peel, where 44% of parents agreed. Household income was found to be a significant factor in response to this statement: interest in alternative school travel modes decreases as income levels increases – 48% of parents whose household income is under \$35K agreed, compared to 24% of parents whose household income is over \$125K. Another significant factor is number of children in the household: 47% of parents with three or more children attending elementary school agreed with the statement, compared with 32% of parents with one or two such children.

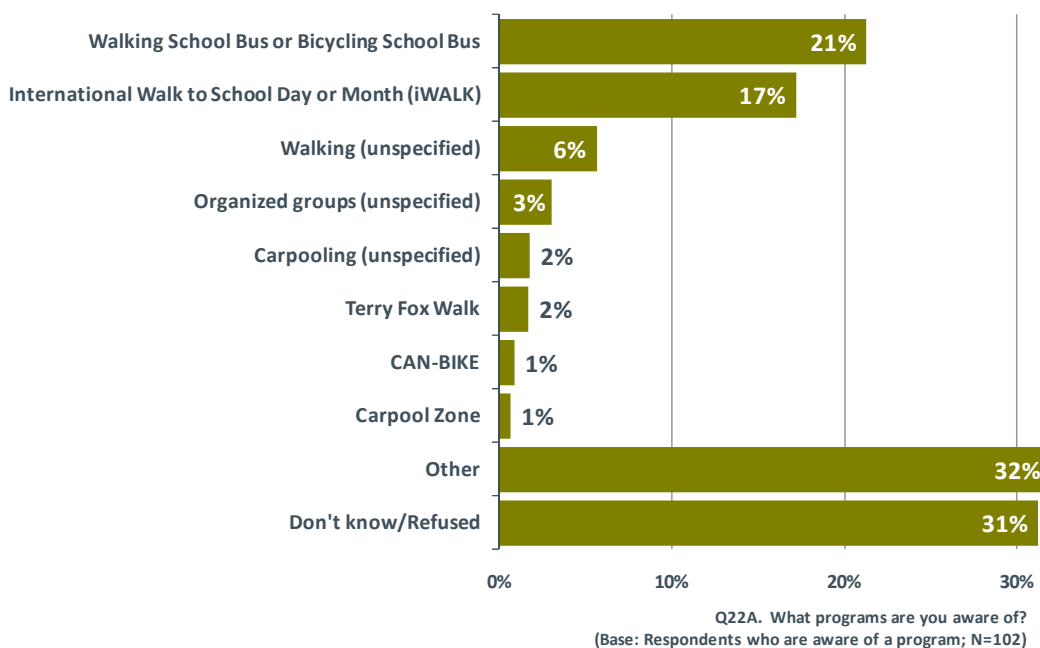
The most notable difference, however, is related to usual mode of travel: **42% of parents whose child is driven to school are interested in considering alternatives**, compared to 31% of parents whose child walks or bikes, and 24% of parents whose child rides the school bus.

Awareness of School Travel Programs in the Area

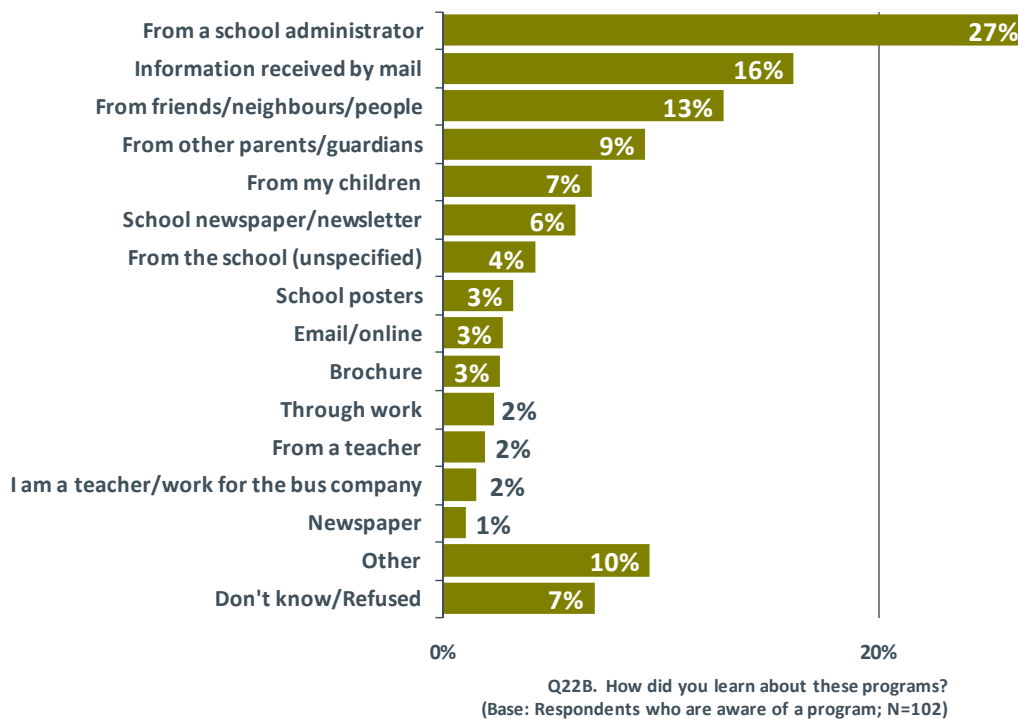
Eleven percent (11%) of parents said they are aware of programs in their area designed to promote walking, biking or carpooling for school travel. Nine percent (9%) of parents were aware of such programs in the Region of Peel and 4% were aware in the City of Hamilton.



To measure unaided awareness of programs, parents who indicated they are aware of programs were then asked to name the programs they are aware of (without help or prompting). The programs indicated by the greatest number of parents were *Walking School Bus or Bicycling School Bus* (21%) and *International Walk to School Day or Month (iWALK)* (17%). The programs *CAN-BIKE* and *Carpool Zone* were each indicated by 1% of parents from this group. All programs indicated by at least one percent of parents are shown in the graph below:



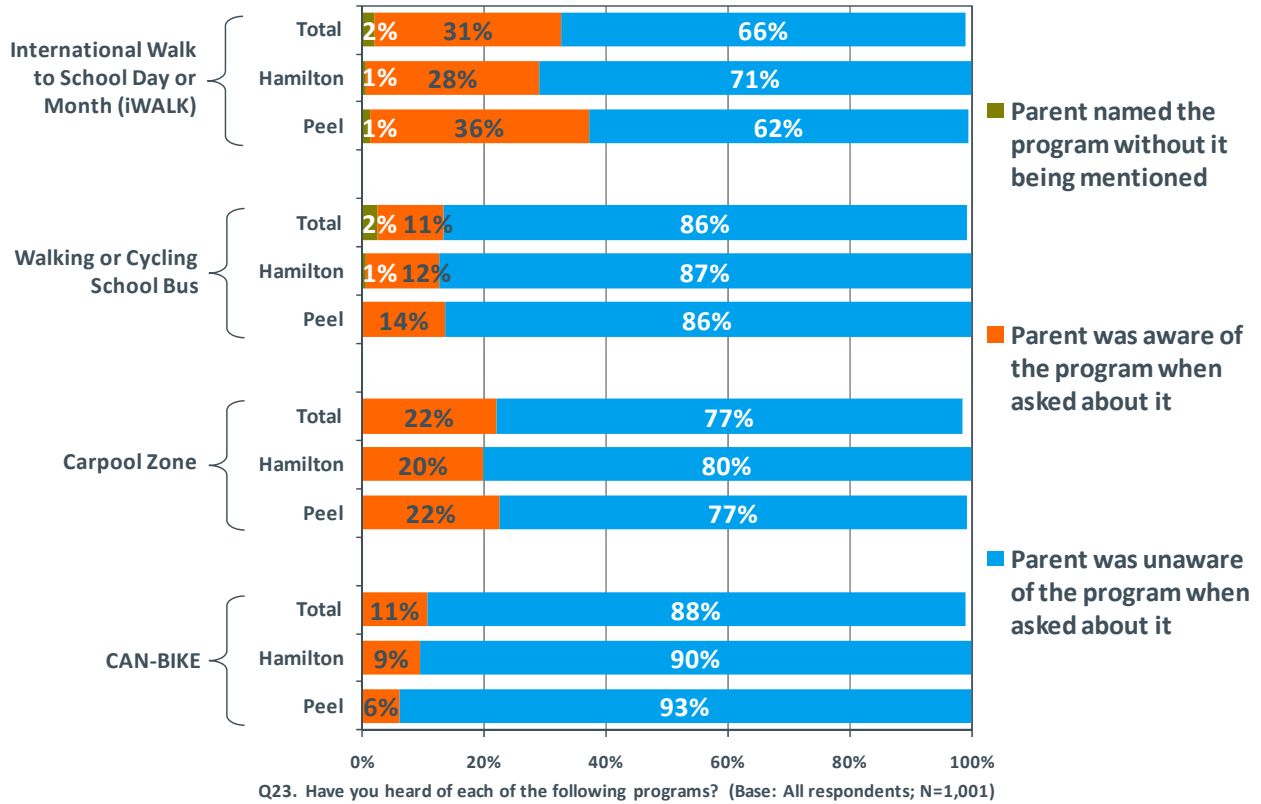
Parents who said they are aware of programs were also asked where they learned about these programs. As illustrated in the graph below, the child’s *school* was most commonly cited as the source through which parents learned about school travel-related programs (42%) – either through a school administrator or teacher or through various forms of school communications. Other parents (31%) recalled learning about programs through their children, friends/neighbours, other parents, or through their workplace. General communications such as mail, email and newspaper was also cited by many as a source of learning about programs (20%). All sources mentioned by at least one percent of respondents are shown below⁵:



Parents who said they are aware of programs but who could not recall program names, were asked whether they had heard of four specific programs (program names provided). **The most recognized program was *International Walk to School Day or Month (iWALK)*, which one third of parents (31%) said they had heard of.** The second most recognized program was *Carpool Zone* (22%), and *Walking or Cycling School Bus* and *CAN-BIKE* were each recognized by 11% of parents.

In the City of Hamilton and the Region of Peel, awareness of these four programs was not significantly different from the overall awareness (GTHA), with the exception of *CAN-BIKE* in the Region of Peel, where significantly fewer parents had heard of this program (6% awareness in the Region of Peel versus 11% in the GTHA).

⁵ Respondents were able to mention more than one way that they learned about programs, meaning the overall total in this graph exceeds 100%.

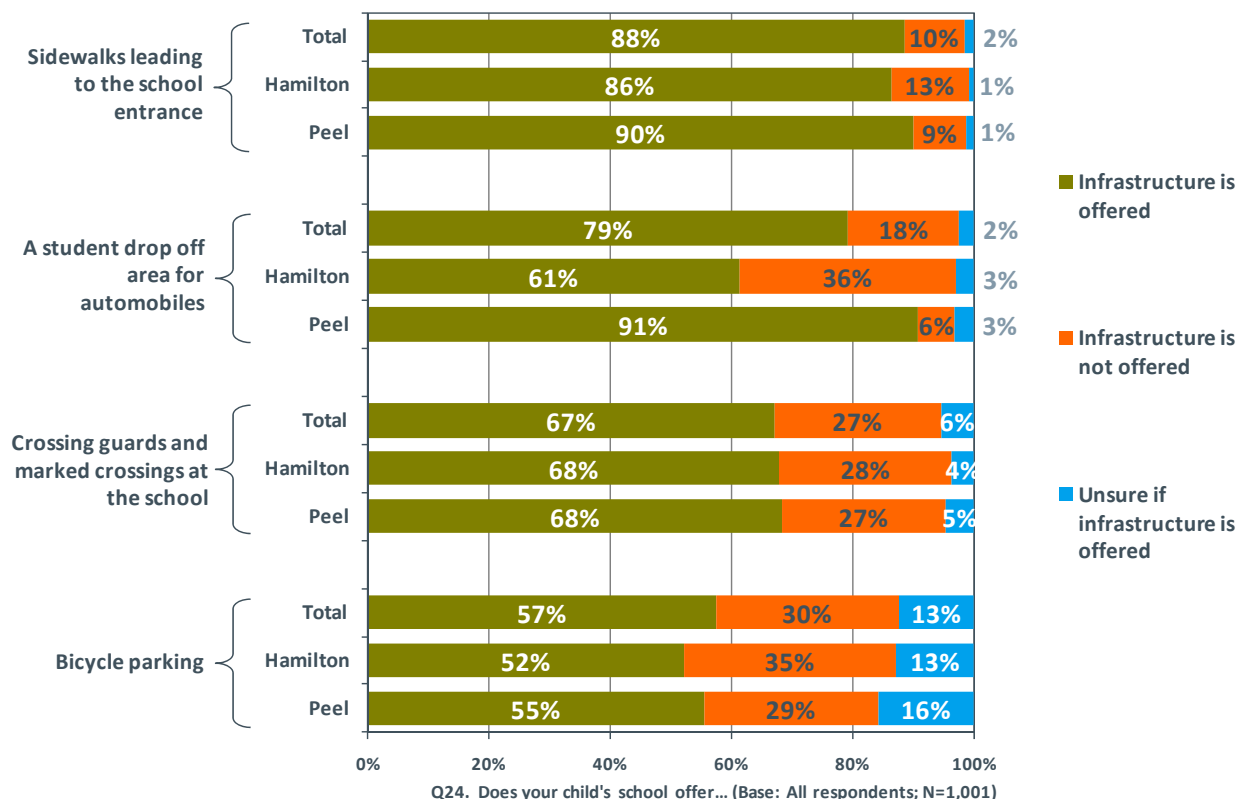


There were no significant differences in school travel habits (i.e. child’s usual mode of travel) based on awareness of any of these programs. However, it should be noted that the small sample sizes for travel by bicycle and by carpool do not permit analysis of correlation between program awareness and mode of travel (e.g. awareness of Carpool Zone and travel by carpooling).

Awareness of Travel Infrastructure and Programs at Schools

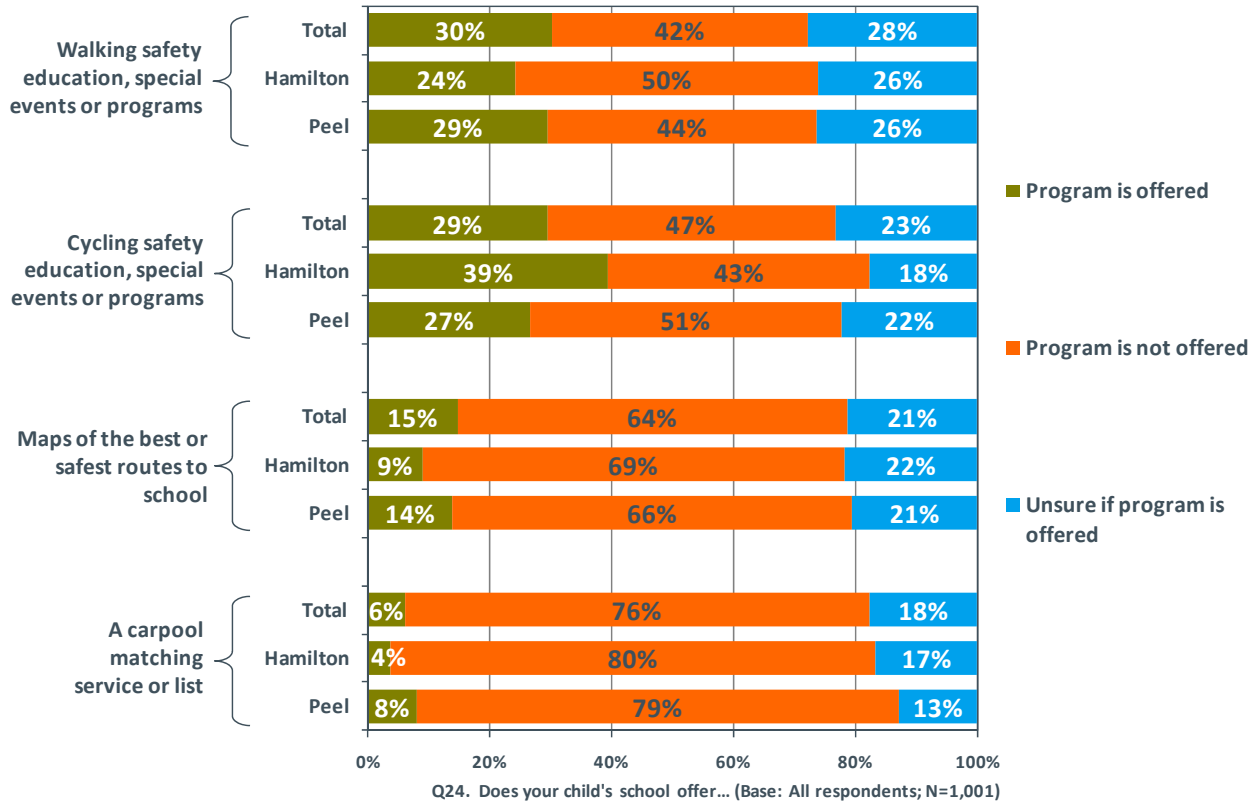
Parents were asked whether or not their child’s school offered specific infrastructure related to active methods of travel. **Parents most commonly reported that their child’s school offers sidewalks leading to the school entrance (88%).** The second most commonly reported infrastructure is a student drop off area for automobiles (79%). Just over two thirds (67%) of parents indicated that crossing guards and marked crossings are present around their child’s school, and 57% reported that their child’s school has bicycle racks available.

As shown by the graph below, the only significant regional difference observed with respect to infrastructure was significantly more parents (91%) indicated that student drop off areas are offered at schools in the Region of Peel compared to in the GTHA as a whole, and significantly fewer parents (61%) indicated the presence of drop off areas in the City of Hamilton.



According to parent responses, **education, special events or programs for walking safety (30%) and cycling safety (29%)** are the most common programs offered by schools. Overall, 44% of parents indicated that their child’s school offers either walking or cycling programs, and 16% of parents reported that their child’s school offers both types of programs. Fifteen

percent (15%) of parents indicated that maps of the best or safest routes to school are offered, while 6% of parents reported that carpooling matching services are offered.



In terms of regional differences, parent responses indicate that walking safety education is offered at significantly fewer schools in the City of Hamilton (24%), and that cycling safety education is offered at significantly more schools (39%) than is seen in Peel and the rest of the GTHA. Responses also indicate that fewer schools in Hamilton offer maps of best or safest routes to school (9%) than in other areas. Responses did not show any significant differences between the Region of Peel and the rest of the GTHA.

Opportunities for Encouraging Sustainable School Travel

The study was designed to provide an overview of current school travel behaviours and related perceptions in the Greater Toronto and Hamilton Area, and to identify barriers and opportunities regarding the use of sustainable and active modes of school travel.

Population Groups of Interest

The two primary groups of interest in the study population are those who usually travel by non-active methods, including:

- **Parents whose child is driven to or from school by a member of the household or family member (group 1). This group comprises 37% of the study population.**
- **Parents whose child is driven in a carpool or rides the school bus or public transit to and from school (group 2). This group comprises 28% of the overall study population.**

The remaining 35% of the study population reported that their child already travels to and from school using an active method.

Profile of Children Driven To and From School (Group 1)

Half (50%) of parents in group 1 say they live within reasonable walking distance of their child's school, and three-fifths (57%) indicate that they live within reasonable biking distance. However, it must be noted that the distance between the home and the child's school is significantly greater among parents whose child is driven (80% live more than 1km from school) than among parents whose child usually walks or bikes to school (63% live within 1 kilometre). Nearly one third (28%) of parents in group 1 say that school bus service is *available* to their child and over one-third (36%) say *reasonably convenient* public transit is available for their child's use for school travel.

When compared to the overall response from parents, a lower percentage of parents in group 1 are comfortable with their child travelling to or from school by walking (14%) or cycling (12%) without adult accompaniment, as shown in the table below.

	OVERALL	GROUP 1: DRIVEN BY HOUSEHOLD OR FAMILY MEMBER
Parent is comfortable with child <u>walking</u> to school without adult accompaniment	23%	14%
Parent is comfortable with child <u>biking</u> to school without adult accompaniment	20%	12%
Parent is comfortable with child riding <u>public transit</u> to school without adult accompaniment	14%	14%
COLUMN 'N'	1,001	329

Among parents in group 1 who indicated that school bus service is available to their child (27% of group 1), more than half (55%) said that driving their child is the *most* convenient way, and a quarter (24%) indicated concerns about alternative modes of travel when asked the main reason that their child travels to school using this method. When considering the demographic profile of these parents (the 27% of group 1) significantly more are in upper brackets for household income, own two or more cars and have two or more drivers in the household, and live further from their child's school, even compared to others in group 1, as shown in the table below.

	OVERALL SURVEYED POPULATION	GROUP 1: DRIVEN BY HOUSEHOLD OR FAMILY MEMBER	THOSE IN GROUP 1 WHO DO NOT USE AVAILABLE SCHOOL BUS SERVICE
DISTANCE TO SCHOOL			
<1KM	33%	20%	14%
1-2KM	27%	33%	33%
>2KM	32%	37%	47%
# DRIVERS & CARS IN HOUSEHOLD			
None	2%	0%	0%
1 driver	16%	9%	5%
2+ drivers; 1 car	23%	19%	16%
2+ drivers & 2+ cars	59%	71%	78%
HOUSEHOLD INCOME			
<\$35K	11%	6%	4%
\$35K to \$65K	19%	15%	12%
\$65K to \$95K	17%	18%	17%
\$95K to \$125K	14%	18%	17%
>\$125K	17%	22%	32%
COLUMN 'N'	1,001	329	85

Only 7% of parents in group 1 indicated that they have no reasonable alternative mode of travel – i.e. they are not comfortable with carpooling, they do not live at a reasonably close distance to school for walking or cycling, school bus service is not available, and public transit is either not reasonably convenient or the parent is not comfortable with its use without adult accompaniment.

Relative Convenience and Appeal of Alternate Travel Modes (Group 1)

Parents were asked if they would be comfortable with letting their child do any of the following: '*walk or bike to school without adult accompaniment*', '*travel to school with friends or neighbours in a carpool*', and '*ride public transit to school without adult accompaniment*'. Subsequent questions were asked as follows:

- Parents who said they are **not** comfortable with their child walking or biking without adult accompaniment were asked how *convenient* and how *appealing* the following options would be for them and how

interested their child would be in using each of these options: ‘walk or bike with [the parent] to school’, or ‘walk or bike to school with a supervised group organized by the school or community’.

- Parents who said they **are** comfortable with their child walking, biking or using public transit without adult accompaniment, or riding in a carpool with friends or neighbours, were asked about the *convenience* and *appeal* of actually having their child travel to school in this way, as well as how *interested* their child would be in doing so.
- Parents whose child does not currently ride the school bus were also asked about the *convenience* and *appeal* of having their child travel to school using this method, as well as how *interested* their child would be in doing so.

The following table presents the percentages of parents in group 1 who indicated that alternate modes of travel are at least somewhat *convenient/appealing/of interest*. The table shows that at least half of parents who indicated they are comfortable with alternate methods also find many of these methods to be at least somewhat *convenient and appealing* for their child’s school travel.

	CARPOOL	SCHOOL BUS	PUBLIC TRANIST	WALK OR BIKE WITH PARENT	WALK OR BIKE WITH GROUP	WALK OR BIKE ALONE
CONVENIENCE	66%	66%	24%	51%	79%	78%
APPEAL	73%	64%	26%	62%	76%	88%
CHILD’S INTEREST	69%	69%	23%	67%	64%	51%
CONVENIENT AND APPEALING	59%	53%	16%	37%	64%	72%
COLUMN ‘N’	239	69	109	126	126	32

Base: Group 1 parents for whom the alternate method is available.

The tables below present results regarding parents from group 1 whose child is driven solely for the purpose of travel to or from school (“dedicated school trip”), i.e. the child is not driven as part of a commute to work or another destination. While most modes have similar percentages for those who drive their child to school, when looking at those whose child is driven home from school in a dedicated school trip, percentages for carpooling and walking with a parent or walking with an organized group are higher:

- **Carpool:** 66% of these parents (dedicated school trip) find carpooling to be *convenient and appealing*, compared to 59% of group 1 parents overall (as displayed in the chart above);
- **Walk or bike with parent:** 45% of these parents (dedicated school trip) say that walking or biking with their child would be *convenient and appealing*, compared to 37% of group 1 parents overall;

- **Walk or bike with organized group:** 71% of these parents (dedicated school trip) say that having their child walk or bike with an organized group would be *convenient and appealing*, compared to 64% of group 1 parents overall.

DRIVE CHILD TO SCHOOL	CARPOOL	SCHOOL BUS	PUBLIC TRANIST	WALK OR BIKE WITH PARENT	WALK OR BIKE WITH GROUP	WALK OR BIKE ALONE
CONVENIENCE	71%	58%	24%	54%	77%	93%
APPEAL	77%	56%	25%	59%	75%	93%
CHILD'S INTEREST	70%	73%	22%	74%	69%	48%
CONVENIENT AND APPEALING	65%	43%	14%	36%	57%	74%
COLUMN 'N'	126	42	58	75	75	19

Base: Group 1 parents who drive their child to school in a dedicated school trip, for whom the alternate method is available.

DRIVE CHILD HOME FROM SCHOOL	CARPOOL	SCHOOL BUS	PUBLIC TRANIST	WALK OR BIKE WITH PARENT	WALK OR BIKE WITH GROUP	WALK OR BIKE ALONE
CONVENIENCE	73%	63%	25%	66%	89%	91%
APPEAL	82%	65%	24%	78%	90%	82%
CHILD'S INTEREST	73%	73%	24%	75%	69%	48%
CONVENIENT AND APPEALING	66%	53%	14%	45%	71%	70%
COLUMN 'N'	121	39	53	77	77	19

Base: Group 1 parents who drive their child home from school in a dedicated school trip, for whom the alternate method is available.

Relative Convenience and Appeal of Alternate Travel Modes (Group 2)

The following table illustrates data for those parents in group 2 who: 1) live within *reasonable* walking or cycling distance, and 2) find walking and biking alternatives to be at least somewhat *convenient/appealing/of interest* for their child's travel to and home from school.

	WALK OR BIKE WITH PARENT	WALK OR BIKE WITH GROUP	WALK OR BIKE ALONE
CONVENIENCE	19%	65%	55%
APPEAL	37%	68%	63%
CHILD'S INTEREST	50%	60%	51%
CONVENIENT AND APPEALING	16%	62%	39%
COLUMN 'N'	73	73	39

Base: Group 2 parents for whom the alternate method is available.

While few parents favoured the option of *walk or bike with a parent or guardian*, especially with respect to convenience, the option for *walk or bike in an organized group* was said to be *convenient* and *appealing* by over three-fifths of group 2 parents who live within reasonable walking or biking distance from their child's school (62%). The disparity in ratings of convenience and appeal between these two modes (16% versus 62%) suggests that parents like the idea of their child walking to school, but *their participation* in this walk poses a barrier to the use of active travel. In effect, it is inconvenient for the parent to walk their child to school, though it would be both *convenient* and *appealing* for them to have *somebody else* walk their child to school.

Opportunities for Encouraging Active School Travel (Group 1 and Group 2)

Responses from parents in group 1 (driving) and group 2 (carpooling, school bus, public transit) who live within *reasonable* walking or cycling distance are combined in the table below for the purpose of considering overall opportunities for encouraging active school travel through walking and biking alternatives. Significant proportions of parents indicated that *walking or biking with an organized group* (58%) or *alone* (47%) would be both *convenient* and *appealing* to them as an alternative to their child's current method of school travel.

	WALK OR BIKE WITH PARENT	WALK OR BIKE WITH GROUP	WALK OR BIKE ALONE
CONVENIENCE	41%	75%	63%
APPEAL	46%	64%	59%
CHILD'S INTEREST	60%	63%	49%
CONVEINENT AND APPEALING	26%	58%	47%
COLUMN 'N'	195	195	66

Base: Group 1 and group 2 parents for whom the alternate method is available.

School Travel Behaviour Change: Potential Target Markets

From among group 1 and group 2, three main markets of parents have been identified who could be targeted for school travel education, awareness and behaviour change, as outlined below.

- Parents whose child does not use a physically active mode of travel (i.e. they are driven, carpool, use school bus, or use public transit), yet consider active travel to be convenient and appealing, and live close enough that their child could reasonably walk or bike to school.** Nearly nine-tenths of these parents agreed that environment-friendly travel is important, and two-thirds felt that exercise during school travel is important.
- Parents whose child is driven to school, yet who indicated that having their child ride the school bus or public transit would be convenient**

and appealing, and have indicated that such a service is available to their child.

3. **Parents whose child is driven to school, yet who indicated that carpooling was appealing and convenient, and were comfortable with allowing their child travel to school in a carpool.** Within this segment, there is broad interest in a list of parents who would like to carpool, and more than nine-tenths feel that environmental-friendly travel is important.

The following three sections of the report provide detailed information regarding these target market segments.

Interest in Active Modes – Walking and Cycling

Fifteen percent of all parents surveyed (or 154 individuals) fit the following profile:

- Child is *driven, rides the school bus, or rides public transit* to or home from school;
- Parent indicates that they live *close enough* that their child could reasonably walk or bike to school; and,
- Parent feels that having their child walk or bike to school would be both *convenient* and *appealing*.

Thirty-six percent (36%) of parents who fit this profile *somewhat or strongly agree* that they are interested in considering alternatives to the way their child currently travels. An equal proportion of parents (35%) *strongly disagree* that they would be interested. Perceived barriers to safe walking and cycling were also noted:

- Only half (53%) of parents in this group agree that *people drive safely enough* in their neighbourhood.
- When compared with parents whose child usually walks or bikes to school, parents in this group (N=154) are significantly less likely to agree that there are *safe routes or paths* for cycling (45% of this group versus 61% of those whose child uses active modes) and significantly more likely to be worried about *strangers or bullies* approaching their child (87% versus 75%).

Nearly nine in ten (89%) parents fitting this profile (N=154) say it is important to them that their child gets to and home from school in an environment-friendly way, which is consistent with the proportion of those whose child already uses active modes of travel. However, less than two thirds (64%) of parents from this group (N=154) say that it is important to them that their child gets exercise while travelling to school, compared to 91% of parents whose child usually travels in an active way.

The table below presents demographic information for the following groups:

- 1) All parents surveyed;

- 2) Parents whose child usually walks or bikes for school travel – termed **Active Travellers**;
- 3) Parents whose child does not currently walk or bike but would be interested in doing so and live reasonably close – termed **Potential Active Travellers**;
- 4) Parents who indicated they live reasonably close to their child’s school to walk or bike but who consider having their child walk or bike to be *inconvenient or unappealing*; and
- 5) Parents who indicated they live *too far away* from their child’s school to reasonably walk or bike.

An interesting finding is that a greater percentage of those parents in the target market segment “*potential active travellers*” live further from their child’s school and have more convenient access to vehicles (two+ vehicles and drivers) than those who consider active travel to be *inconvenient or unappealing*.

	OVERALL SURVEYED POPULATION	ACTIVE TRAVELLERS	DOES NOT USE ACTIVE TRAVEL (N=602)		
			POTENTIAL ACTIVE TRAVELLER	ACTIVE TRAVEL INCONVENIENT OR UNAPPEALING	TOO FAR FOR ACTIVE TRAVEL
DISTANCE TO SCHOOL					
<1KM	33%	63%	18%	27%	3%
1-2KM	27%	23%	45%	37%	18%
>2KM	32%	7%	32%	26%	68%
DRIVERS & CARS IN HOUSEHOLD					
None	2%	4%	0%	0%	0%
One driver	16%	20%	8%	19%	12%
Two or more drivers; one car	23%	23%	19%	21%	25%
Two or more drivers & two or more cars	59%	53%	72%	58%	62%
HOUSEHOLD INCOME					
<\$35K	11%	13%	8%	11%	7%
\$35K to \$65K	19%	19%	17%	22%	18%
\$65K to \$95K	17%	21%	19%	15%	15%
\$95K to \$125K	14%	14%	15%	11%	15%
>\$125K	17%	14%	13%	17%	23%
COLUMN ‘N’	1,001	417	154	148	300

Interest in School Bus or Public Transit

Five percent of all parents surveyed (or 49 individuals), fit the following profile:

- Child is *driven* to or home from school;
- Parent indicates either school bus service or reasonably convenient public transit service is *available* to their child; and
- Parent feels that having their child travel by school bus or public transit would be both *convenient and appealing*.

Further, 89% of this group (N=49) indicated that it is important to them that their child travels in an environment-friendly way. (Note: sample sizes for this group are too small for other meaningful demographic comparison.)

Demographics for this profile can be found above in the section *Profile of Children Driven To and From School (Group 1)*.

Interest in Carpooling

When asked about their child's usual method of school travel, 2% of parents (or 22 of the 1,001 parents surveyed) indicated their child is driven as part of a carpool with neighbours or friends. Parents whose child does not usually carpool for school travel were additionally asked: "are there times that you participate in a carpool for school travel with neighbours or friends?" and "would you be comfortable letting your child travel to school with friends or neighbours in a carpool?" Overall, one in five (21%) parents said they do carpool at times for school travel and 56% of parents said they would be comfortable with their child travelling to or home from school as part of a carpool. Comfort with carpooling was highest among parents of children in grades 7 and 8 (66%) and lowest among parents of children in kindergarten (44%).

Fifteen percent of all parents surveyed (or 148 individuals) fit the following profile:

- Child is *driven* to or home from school (not currently as part of a carpool);
- Parent is *comfortable* with letting their child travel in a carpool; and
- Parent feels that having their child travel in a carpool would be both *convenient* and *appealing*.

Of this group (N=148), 93% of parents said their child would be *interested* in travelling in a carpool, and 52% of parents said they would be *interested in considering alternatives* to the way that their child currently travels. Only 20% of this group was *strongly disinterested* in alternative methods of school travel. Further, within this group:

- 82% indicated that a list of nearby parents who would like to carpool would be useful;
- 53% said their household schedule would not interfere with carpooling, while just 16% strongly agreed that it would;
- 94% said it is important to them that their child travels to and from school in an environment-friendly way.

The demographic profile of parents in this group ("driven and interested in carpooling, N=148) is presented below and compared with the demographics of all parents whose child is driven ("all driven"; N=329), as well as with the entire surveyed population (1,001). As presented in the table, more parents in the group "driven and interested in carpooling" live over 2 kilometres from their child's school (43%) than in the group "all driven" (37%). Also, a higher proportion of parents who are interested in carpooling have two or more

drivers and two or more cars (73%) in their household, when compared to “all driven” (71%) and the overall surveyed population (59%).

	OVERALL SURVEYED POPULATION	ALL DRIVEN	DRIVEN AND INTERESTED IN CARPOOLING
DISTANCE TO SCHOOL			
<1KM	33%	20%	17%
1-2KM	27%	33%	33%
>2KM	32%	37%	43%
DRIVERS & CARS IN HOUSEHOLD			
None	2%	0%	0%
One driver	16%	9%	6%
Two or more drivers; one car	23%	19%	22%
Two or more drivers & two or more cars	59%	71%	73%
HOUSEHOLD INCOME			
<\$35K	11%	6%	4%
\$35K to \$65K	19%	15%	19%
\$65K to \$95K	17%	18%	23%
\$95K to \$125K	14%	18%	17%
>\$125K	17%	22%	24%
COLUMN 'N'	1,001	329	148

Appendix A: Full Household Demographics

	Overall	City of Hamilton	Region of Peel	City of Toronto	Else (Halton/York/Durham)
PARENT'S AGE					
18-34	19%	27%	25%	15%	19%
35-44	52%	49%	48%	52%	56%
45-54	22%	16%	20%	27%	18%
55 and over	4%	5%	4%	4%	4%
PARENT'S GENDER					
Male	38%	31%	34%	37%	42%
Female	62%	69%	66%	63%	58%
PARENT'S RELATION TO CHILDREN IN HOUSEHOLD					
Parent	94%	94%	93%	96%	93%
Other relative	3%	4%	3%	2%	4%
Older sibling	1%	-	3%	1%	-
Step-parent	1%	1%	1%	-	2%
PARENT'S MAIN METHOD OF SCHOOL TRAVEL					
Driven	10%	6%	13%	9%	11%
Carpool	2%	-	3%	2%	-
School Bus	21%	22%	18%	18%	25%
Public Transit	4%	4%	6%	6%	2%
Walking	71%	77%	69%	70%	72%
Cycling	7%	4%	10%	5%	7%
PARENT'S TIME SPENT WALKING DAILY					
15 minutes or less	18%	15%	19%	20%	17%
16 to 30 minutes	35%	31%	39%	35%	33%
31 to 60 minutes	29%	26%	26%	29%	31%
More than 1 hour	12%	26%	14%	10%	10%
Mean (minutes)	48.8	72.8	51.8	43.1	47.8
NUMBER OF CHILDREN IN HOUSEHOLD ATTENDING ELEMENTARY SCHOOL					
One	59%	60%	58%	62%	56%
Two	33%	31%	34%	32%	35%
Three or more	8%	8%	8%	7%	9%
Mean (children)	1.5	1.5	1.5	1.5	1.5
PARENT'S EMPLOYMENT STATUS					
Employed FT	61%	57%	59%	58%	67%
Employed PT	10%	14%	8%	9%	12%
Not Working	22%	24%	25%	23%	17%
Student	2%	3%	4%	3%	-
HOUSEHOLD INCOME (CAD)					
Less than 35 thousand	11%	13%	10%	14%	7%
35 to 65 thousand	19%	17%	24%	19%	16%
65 to 95 thousand	17%	23%	21%	13%	20%
95 to 125 thousand	14%	18%	10%	14%	15%
Over 125 thousand	17%	10%	13%	19%	19%
PRIMARY LANGUAGE SPOKEN IN HOUSEHOLD					
English	82%	94%	76%	77%	90%
French	4%	3%	4%	4%	4%
Cantonese/Mandarin	4%	-	2%	5%	4%
Urdu	3%	1%	8%	2%	-
Punjabi	2%	-	10%	-	-

Appendix B: Details on Methodology

Sample was drawn from Harris/Decima's *ASDE Survey Sampler* database based on **Census Division (CD)** from the 2006 Census, and this is how regions are defined throughout the study report. A minimum of 250 telephone interviews were conducted in each of the following regions:

- City of Hamilton;
- Region of Peel;
- City of Toronto;
- Combined regions of Durham, Halton and York.

For this study, interviews were not distributed regionally according to population, as oversampling was conducted in the City of Hamilton and the Region of Peel. Data are weighted to ensure cross-regional analysis is not biased due to these quotas. The final dataset is weighted by the child's gender and grade, and by CD. Population totals were derived from the 2006 Census. This approach was used to ensure that in-depth analysis could be conducted with data from the City of Hamilton and Region of Peel, where the *Stepping It Up* pilot project is currently underway (as outlined in the study Introduction).

The table below displays populations, weighted and unweighted totals, and margins of error, by CD.

REGION (Census Division)	POPULATION TOTAL	UNWEIGHTED TOTAL	WEIGHTED TOTAL	MARGIN OF ERROR
City of Hamilton	504,560	251	83	±6.19%
Region of Halton	439,255	75	73	±11.32%
Region of Peel	1,159,405	250	191	±6.2%
City of Toronto	2,503,285	250	413	±6.2%
Region of York	892,710	100	147	±9.8%
Region of Durham	561,260	75	93	±11.32%
Total	6,060,475	1,001	1,001	±3.1%

The survey was conducted using *Voxco* CATI software, and the average telephone interview completion time was 14 minutes. Unresponsive but valid telephone numbers were re-contacted up to eight times over the course of the three-week field period.

At the beginning of each interview, the individual was informed that they were being contacted "on behalf of Metrolinx, an agency of the Government of Ontario, about household transportation and children's travel to elementary schools".

A pretest was conducted on September 17, 2009 to test the length, design, flow and comprehension of the survey. This resulted in six completed interviews which have been included in the final dataset. An additional 995 interview were

conducted between September 17 and October 4, 2009 for a total of 1,001 completed interviews.

To summarize the results provided in the table below:

- 53,787 random phone numbers in the GTHA were dialed. Of these, 33% or 42,637 were valid numbers.
- Of valid numbers, 48% or 20,513 households were successfully contacted, while 33% or 14,020 were cooperative (*response rate*).
- Of those numbers successfully contacted, 32% or 6,493 were uncooperative, refusing to begin or complete the survey (*refusal rate*).
- 8.25% of cooperative contacts were qualified to complete the survey – i.e. identified as a parent or guardian with at least one child in their household attending elementary school between kindergarten and grade 8, and about whose travel to and from school they were knowledgeable enough to discuss (*incidence*).
- 1,001 interviews were conducted.

Full Call Disposition Report

A (1-14)	Total Attempted	53787
1	Not in service	1638
2	Fax	1026
3	Invalid #/Wrong#	8486
B (4-14)	Total Valid Numbers	42637
4	Busy	636
5	Answering machine	12489
6	No answer	7607
7	Language barrier	921
8	Ill/Incapable	40
9	Eligible not available/Callback	431
C (10-14)	Total Asked	20513
10	Household/Company Refusal	4361
11	Respondent Refusal	1963
12	Qualified Termination	169
D (13-14)	Co-operative Contact	14020
13	Not Qualified	13019
14	Completed Interview	1001
	REFUSAL RATE	31.65
	$(10+11+12) / C$	
	RESPONSE RATE	32.88
	$D (13-14) / B (4-14)$	
	INCIDENCE*	8.25
	$[(14+12) / (13+14+12)] * 100$	
	$[(CI+QualTM)/(NQ+CI+QualTM)] * 100$	

* MRIA does not have a standard Incidence calculation

Appendix C: Final Survey Instrument

TDM Team at Metrolinx 2009 Baseline GTHA School Travel Household Attitudinal Survey

SCREENER

Good afternoon/evening. My name is _____ and I am calling on behalf of Metrolinx, an agency of the Government of Ontario, about household transportation and children’s travel to elementary schools.

IF NEEDED: Metrolinx oversees the implementation of the regional transportation plan for the Greater Toronto and Hamilton Area. This survey is designed to gain a clearer understanding of children’s school travel in the Greater Toronto and Hamilton Area, and to learn more about parents’ beliefs and perceptions regarding this topic.

IF NEEDED: Your participation in this survey will take approximately 10 minutes. Any information you provide will remain strictly confidential and anonymous.

QA. Are there any children living in your household who are attending school from kindergarten through grade 8? **INTERVIEWER NOTE: If asked, does *not* include high school.**

IF "NO" (No children in household) Log appropriately as option 2 where it will disqualify them **DO NOT LOG AS A REFUSAL**

Yes	1
No – TERMINATE	2

QB. May I speak to a parent or guardian who is able to answer questions about school travel in relation to the children in your household?

Yes, speaking	1
Yes, transfers	2
No, unavailable – SET UP CALLBACK	3
No, refused – TERMINATE	4

READ IF TRANSFERRED

Good afternoon/evening. My name is _____ and I am calling on behalf of Metrolinx, an agency of the Government of Ontario, about household transportation and children’s travel to elementary schools.

IF NEEDED: Metrolinx oversees the implementation of the regional transportation plan for the Greater Toronto and Hamilton Area.

IF NEEDED: Your participation in this survey will take approximately 10 minutes. Any information you provide will remain strictly confidential and anonymous.

ASK IF TRANSFERRED

QBA. Are you able to answer questions about school travel in relation to the children in your household? **INTERVIEWER NOTE: If they say ‘no’, attempt to transfer to another parent/guardian who can answer these questions, and reread intro. Otherwise, terminate.**

Yes	1
No – TERMINATE	2

Q1. How many children in your household are attending school from kindergarten through grade 8?

NUMBER OF CHILDREN	1-97
--------------------	------

None – TERMINATE	98
Don't know/Refused – TERMINATE	99

Now, I'd like to ask you about your household and school travel in relation to your [child/eldest child] who is attending school from kindergarten to grade 8. [The majority of this survey will only relate to the school travel of your eldest child attending school from kindergarten to grade 8].

Q1A. What is your child's age?

AGE OF CHILD	1-18
Refused	99

Q1B. What is your child's gender?

Male	1
Female	2
Prefer not to say	9

Q1C. What grade is your child attending? **INTERVIEWER NOTE: Do not read; if asked again, the range is kindergarten to grade 8.**

Kindergarten 4 (Junior)	10
Kindergarten 5 (Senior)	11
Grade 1	12
Grade 2	13
Grade 3	14
Grade 4	15
Grade 5	16
Grade 6	17
Grade 7	18
Grade 8	19
Prefer not to say	99

Q1D. What is the distance in kilometers between your house and your child's school?

Under 1 kilometer	1
1 to 2 kilometers	2
More than 2 kilometers	3
Don't know/refused	9

Q1E. How does your child *usually* travel to school? **INTERVIEWER NOTE: we are looking for the way they travel in September/fall, i.e. at the time of the survey. If asked, 'usually' means most frequently.**

Driven – by a member of the household or family member	1
Driven – as part of a carpool with neighbours or friends	2
By school bus	3
By public transit – bus	4
By public transit – subway or streetcar	5
By walking	6
By bicycling	7
Other (specify)	77
Don't know/refused – TERMINATE	99

Q1E1. How much time in minutes does this one-way trip usually take?

TIME IN MINUTES	1-98
-----------------	------

Don't know/refused	99
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Q1F. Does your child travel home from school in the same manner as they travel to school? **IF NO (and respondent requires prompting):** how does your child usually travel home from school? **INTERVIEWER NOTE: we are looking for the way they travel in September/fall, i.e. at the time of the survey. If asked, 'usually' means most frequently.**

TRAVELS THE SAME WAY TO GET HOME	0
Driven – by a member of the household or family member	1
Driven – as part of a carpool with neighbours or friends	2
By school bus	3
By public transit – bus	4
By public transit – subway or streetcar	5
By walking	6
By bicycling	7
Other (specify)	77
Don't know/refused	99

PROGRAMMING NOTE: COMPUTE Q1F=Q1E if Q1F=0.

Q1F1. How much time in minutes does this one-way trip usually take?

PROGRAMMER NOTE: AUTOFILL WITH ANSWER FROM A6 WHEN A7=0.

TIME IN MINUTES	1-98
Don't know/refused	99
SAME AMOUNT OF TIME	0

ASK IF CHILD RIDES PUBLIC TRANSIT TO SCHOOL

Q1E4. Does your child walk to the public transit stop?

Yes	1
No	2
Don't know/refused	99

ASK IF CHILD RIDES SCHOOL BUS TO SCHOOL

Q1E5. Does your child walk to the school bus stop?

Yes	1
No	2
Don't know/refused	99

ASK IF CHILD IS DRIVEN, RIDES PUBLIC TRANSIT, RIDES SCHOOL BUS TO SCHOOL

Q1E6. Is your child dropped off at school, or do they walk some distance after being dropped off?

Dropped off at school	1
Walk some distance	2
Don't know/refused	9

ASK IF CHILD WALKS OR BIKES TO SCHOOL

Q1E7. Is your child accompanied by an adult when they [walk/bike] to school?

Yes	1
No	2
Don't know/refused	9

ASK IF CHILD IS ACCOMPANIED BY AN ADULT

Q1E7A. Is this adult a member of your household? **INTERVIEWER NOTE: IF THEY INDICATE THAT THERE ARE MULTIPLE ADULTS, ASK IF ANY ARE MEMBERS OF THEIR HOUSEHOLD.**

Yes	1
No	2
Don't know/refused	9

ASK IF CHILD IS DRIVEN, WALKS, OR BIKES TO SCHOOL

Q1E3. Does your child travel to school with other school-aged children?

Yes	1
No	2
Don't know/refused	9

ASK IF CHILD WALKS OR BIKES TO SCHOOL WITH OTHER SCHOOL-AGED CHILDREN

Q1E3A. Is this as part of a [A5=6 walking / A5=7 bicycle] group organized by the school or community?

Yes	1
No	2
Don't know/refused	9

ASK IF CHILD IS DRIVEN, WALKS, OR BIKES HOME FROM SCHOOL

Q1F3. Does your child travel home from school with other school-aged children?

Yes	1
No	2
Don't know/refused	9

ASK IF CHILD WALKS OR BIKES HOME FROM SCHOOL WITH OTHER SCHOOL-AGED CHILDREN

Q1F3A. Is this as part of a [A7=6 walking / A7=7 bicycle] group organized by the school or community?

Yes	1
No	2
Don't know/refused	9

ASK IF CHILD IS DRIVEN TO SCHOOL BY A MEMBER OF THE HOUSEHOLD

Q1E2. When the adult drives your child to school, is this part of a commute to work, a commute to another destination, or is the main purpose of the trip to drop off your child at school?

Part of a commute to work	1
Part of a commute to another destination	2
Trip to drop off child	3
Don't know/refused	9

ASK IF CHILD IS DRIVEN HOME FROM SCHOOL BY A MEMBER OF THE HOUSEHOLD

Q1F2. When the adult picks up your child at school, is this part of a commute home from work, a commute from another destination, or is the main purpose of the trip to pick up your child at school?

Part of a commute home from work	1
Part of a commute home from another destination	2
Trip to pick up child	3
Don't know/refused	9

ASK IF METHOD TO SCHOOL IS THE SAME AS METHOD HOME FROM SCHOOL

Q7. What is the main reason that [method of transit] is your child's main method of getting to and from school? **INTERVIEWER NOTE: DO NOT READ LIST; ACCEPT AS MANY MENTIONS AS ARE GIVEN; DO NOT PROBE**

Only option	1
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Most convenient way	2
Before- or after-school activities	3
Concerns about other methods	4
My child prefers to go that way	5
A health issue/mobility impairment	6
Other (specify)	77
Don't know/refused	99

ASK IF METHOD TO SCHOOL IS NOT THE SAME AS METHOD HOME FROM SCHOOL

Q7A. What is the main reason that [method of transit to school] is your child's main method of getting to school? **INTERVIEWER NOTE: DO NOT READ LIST; ACCEPT AS MANY MENTIONS AS ARE GIVEN; DO NOT PROBE**

Only option	1
Most convenient way	2
Before-school activities	3
Concerns about other methods	4
My child prefers to go that way	5
A health issue/mobility impairment	6
Other (specify)	77
Don't know/refused	99

IF HEALTH ISSUE/MOBILITY IMPAIRMENT SKIP TO SECTION D

ASK IF METHOD TO SCHOOL IS NOT THE SAME AS METHOD HOME FROM SCHOOL

Q7B. What is the main reason that [method of transit home from school] is your child's main method of getting home from school? **INTERVIEWER NOTE: DO NOT READ LIST; ACCEPT AS MANY MENTIONS AS ARE GIVEN; DO NOT PROBE**

Only option	1
Most convenient way	2
After-school activities	3
Concerns about other methods	4
My child prefers to go that way	5
A health issue/mobility impairment	6
Other (specify)	77
Don't know/refused	99

Q8. Would you be comfortable with letting your child...

		Yes	No	Somewhat/ Maybe	Don't know/ refused
A	SKIP IF CHILD WALKS WITHOUT ADULT ACCOMPANYMENT Walk to school without adult accompaniment?	1	2	3	9
B	SKIP IF CHILD BIKES WITHOUT ADULT ACCOMPANYMENT Bike to school without adult accompaniment?	1	2	3	9
C	SKIP IF CHILD CARPOOLS TO OR HOME FROM SCHOOL Travel to school with friends or neighbours in a carpool? INTERVIEWER NOTE: IF ASKED FOR DEFINITION OF CARPOOLING: Carpooling involves children from two or more households being driven to school together by one parent in one vehicle.	1	2	3	9
D	Ride public transit to school without adult accompaniment?	1	2	3	9

Q9. At what age [did you allow/would you allow] your child travel to or from school without adult accompaniment?

AGE OF CHILD	1-97
Never	98
Don't know/refused	99

ASK IF CHILD DOES NOT BIKE TO OR HOME FROM SCHOOL

Q10. Does your child own or have access to a bicycle?

Yes	1
No	2
Don't know/refused	9

ASK IF CHILD DOES NOT RIDE SCHOOL BUS TO OR HOME FROM SCHOOL

Q11. Is school bussing available to your child?

Yes	1
No	2
Don't know/refused	9

Q12. How many cars does your household have?

None	0
NUMBER OF CARS	1-98
Don't know/refused	99

Q13. How many members of your household have a driver's license?

NUMBER WITH DRIVERS LICENSES	0-98
Don't know/refused	99

ASK IF CHILD DOES NOT TRAVEL TO OR FROM SCHOOL IN A CARPOOL, AND HOUSEHOLD HAS A CAR, AND PARENT IS COMFORTABLE WITH CHILD RIDING IN A CARPOOL

Q14. Are there times that you participate in a carpool for school travel with neighbours or friends?

INTERVIEWER NOTE: IF ASKED FOR DEFINITION OF CARPOOLING: Carpooling involves children from two or more households being driven to school together by one parent in one vehicle.

Yes	1
No	2
Don't know/refused	9

ASK IF METHOD TO SCHOOL IS THE SAME AS METHOD HOME FROM SCHOOL

Q15A. Would you say that [method of travel] is 'very convenient', 'somewhat convenient', 'somewhat inconvenient' or 'very inconvenient' for your child's travel to and from school?

1	Very inconvenient
2	Somewhat inconvenient
3	Somewhat convenient
4	Very convenient
9	Don't know/refused

ASK IF METHOD TO SCHOOL IS NOT THE SAME AS METHOD HOME FROM SCHOOL

Q15AA. Would you say that [method of travel to school] is 'very convenient', 'somewhat convenient', 'somewhat inconvenient' or 'very inconvenient' for your child's travel to school?

1	Very inconvenient
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2	Somewhat inconvenient
3	Somewhat convenient
4	Very convenient
9	Don't know/refused

ASK IF METHOD TO SCHOOL IS NOT THE SAME AS METHOD HOME FROM SCHOOL

Q15AB. Would you say that [method of travel home from school] is 'very convenient', 'somewhat convenient', 'somewhat inconvenient' or 'very inconvenient' for your child's travel home from school?

1	Very inconvenient
2	Somewhat inconvenient
3	Somewhat convenient
4	Very convenient
9	Don't know/refused

ASK IF METHOD TO SCHOOL IS THE SAME AS METHOD HOME FROM SCHOOL

Q16A. Would you say that [method of travel] is 'very appealing', 'somewhat appealing', 'somewhat unappealing' or 'very unappealing' to you for your child's travel to and from school?

1	Very unappealing
2	Somewhat unappealing
3	Somewhat appealing
4	Very appealing
9	Don't know/refused

ASK IF METHOD TO SCHOOL IS NOT THE SAME AS METHOD HOME FROM SCHOOL

Q16AA. Would you say that [method of travel] is 'very appealing', 'somewhat appealing', 'somewhat unappealing' or 'very unappealing' to you for your child's travel to school?

1	Very unappealing
2	Somewhat unappealing
3	Somewhat appealing
4	Very appealing
9	Don't know/refused

ASK IF METHOD TO SCHOOL IS NOT THE SAME AS METHOD HOME FROM SCHOOL

Q16AB. Would you say that [method of travel] is 'very appealing', 'somewhat appealing', 'somewhat unappealing' or 'very unappealing' to you for your child's travel home from school?

1	Very unappealing
2	Somewhat unappealing
3	Somewhat appealing
4	Very appealing
9	Don't know/refused

ASK IF METHOD TO SCHOOL IS THE SAME AS METHOD HOME FROM SCHOOL

Q17A. Would you say that your child 'prefers [method]', 'would prefer a different method', or 'has no preference', for their travel to and from school?

1	Prefers [method]
2	Would prefer a different method
3	Has no preference
9	Don't know/refused

ASK IF METHOD TO SCHOOL IS NOT THE SAME AS METHOD HOME FROM SCHOOL

Q17AA. Would you say that your child 'prefers [method]', 'would prefer a different method', or 'has no preference', for their travel to school?

1	Prefers [method]
2	Would prefer a different method
3	Has no preference
9	Don't know/refused

ASK IF METHOD TO SCHOOL IS NOT THE SAME AS METHOD HOME FROM SCHOOL

Q17AB. Would you say that your child 'prefers [method]', 'would prefer a different method', or 'has no preference', for their travel home from school?

1	Prefers [method]
2	Would prefer a different method
3	Has no preference
9	Don't know/refused

ASK IF CHILD DOES NOT WALK TO OR HOME FROM SCHOOL

Q18. Is your child's school close enough that they could reasonably walk to school on a regular basis?

Yes	1
No	2
Somewhat	3
Don't know/refused	9

PROGRAMMER NOTE: Auto fill with 'Yes' if child does walk to or home from school

ASK IF CHILD DOES NOT BIKE TO OR HOME FROM SCHOOL AND IS NOT CLOSE ENOUGH TO REASONABLY WALK TO SCHOOL

Q19. Is your child's school close enough that they could reasonably bike to school on a regular basis?

Yes	1
No	2
Somewhat	3
Don't know/refused	9

PROGRAMMER NOTE: Auto fill with 'Yes' if close enough to walk or if child does bike to or home from school

ASK IF CHILD DOES NOT RIDE PUBLIC TRANSIT TO OR HOME FROM SCHOOL

Q20. Is reasonably convenient public transit available for your child to use to get to school?

Yes	1
No	2
Somewhat	3
Don't know/refused	9

PROGRAMMER NOTE: Auto fill with 'Yes' if child does ride public transit to or home from school

Q21. Please indicate whether you strongly disagree, somewhat disagree, neither agree nor disagree, somewhat agree, or strongly agree with the following statements about your child's school travel:

		Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree	Don't know
A	ASK IF CHILD IS CLOSE ENOUGH TO REASONABLY WALK /BIKE TO SCHOOL There are safe bike routes or paths around the school.	5	4	3	2	1	9
B	ASK IF CHILD IS CLOSE ENOUGH TO	5	4	3	2	1	9

	REASONABLY WALK /BIKE TO SCHOOL People drive safely enough in my neighbourhood.						
C	ASK IF CHILD IS CLOSE ENOUGH TO REASONABLY WALK /BIKE TO SCHOOL I worry about strangers or bullies approaching my child if they travel alone.	5	4	3	2	1	9
D	ASK IF CHILD IS CLOSE ENOUGH TO REASONABLY WALK /BIKE TO SCHOOL I have discussed how to walk or bike to school safely with my child.	5	4	3	2	1	9
E	ASK IF CHILD IS DRIVEN TO OR FROM SCHOOL AND PARENT IS NOT UNCOMFORTABLE WITH CARPOOL A list of nearby parents who would like to carpool would be useful to me.	5	4	3	2	1	9
F	ASK IF CHILD IS DRIVEN TO OR FROM SCHOOL AND PARENT IS NOT UNCOMFORTABLE WITH CARPOOL Our current household schedule would interfere with carpooling with friends or neighbours.	5	4	3	2	1	9
G	I'm interested in considering alternatives to the way that my child currently travels.	5	4	3	2	1	9
H	It is important to me that my child gets exercise while travelling to and from school.	5	4	3	2	1	9
I	It is important to me that my child gets to and from school in an environment-friendly way.	5	4	3	2	1	9

Q15B. For each of the following methods of school travel, please indicate how convenient they would be *for you* for your child's travel to school:

PROGRAMMER NOTE: ONLY ASK THOSE THAT ARE NOT THEIR PRIMARY METHOD OF TRAVEL

		Convenient	Somewhat convenient	Somewhat inconvenient	Inconvenient	Don't know/ Refused
A	ASK IF HOUSEHOLD HAS A VEHICLE Driving them to school	4	3	2	1	9
B	ASK IF HOUSEHOLD HAS A VEHICLE AND PARENT IS NOT UNCOMFORATBLE WITH CARPOOL Participating in a carpool with neighbours or friends	4	3	2	1	9
C	ASK IF SCHOOL BUS IS AVAILABLE Having them ride the school bus	4	3	2	1	9
D	ASK IF REASONABLY CONVENIENT PUBLIC TRANSPORTATION IS AVAILABLE Having them ride public transit	4	3	2	1	9

E	ASK IF CLOSE ENOUGH TO WALK OR BIKE AND UNCOMFORTABLE WITH WALKING AND BIKING ALONE Walking or biking with them to school	4	3	2	1	9
F	ASK IF CLOSE ENOUGH TO WALK OR BIKE AND UNCOMFORTABLE WITH WALKING AND BIKING ALONE Having them walk or bike to school with a supervised group organized by their school or the community	4	3	2	1	9
G	ASK IF CLOSE ENOUGH TO WALK OR BIKE AND COMFORTABLE WITH WALKING OR BIKING ALONE Having them walk or bike to school without adult accompaniment	4	3	2	1	9

Q16B. For each of the following methods of school travel, please indicate how appealing they would be to you for your child's travel to school:

PROGRAMMER NOTE: ONLY ASK THOSE THAT ARE NOT THEIR PRIMARY METHOD OF TRAVEL

		Appealing	Somewhat appealing	Somewhat unappealing	Unappealing	Don't know/Refused
A	ASK IF HOUSEHOLD HAS A VEHICLE Driving them to school	4	3	2	1	9
B	ASK IF HOUSEHOLD HAS A VEHICLE AND PARENT IS NOT UNCOMFORTABLE WITH CARPOOL Participating in a carpool with neighbours or friends	4	3	2	1	9
C	ASK IF SCHOOL BUS IS AVAILABLE Having them ride the school bus	4	3	2	1	9
D	ASK IF REASONABLY CONVENIENT PUBLIC TRANSPORTATION IS AVAILABLE Having them ride public transit	4	3	2	1	9
E	ASK IF CLOSE ENOUGH TO WALK OR BIKE AND UNCOMFORTABLE WITH WALKING AND BIKING ALONE Walking or biking with them to school	4	3	2	1	9
F	ASK IF CLOSE ENOUGH TO WALK OR BIKE AND UNCOMFORTABLE WITH WALKING AND BIKING ALONE Having them walk or bike to school with a supervised group organized by their school or the community	4	3	2	1	9
G	ASK IF CLOSE ENOUGH TO WALK OR BIKE AND COMFORTABLE WITH WALKING OR BIKING ALONE Having them walk or bike to school	4	3	2	1	9

	without adult accompaniment					
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Q17B. For each of the following methods of school travel, please indicate how interested *your child* would be in using them for their travel to school:

PROGRAMMER NOTE: ONLY ASK THOSE THAT ARE NOT THEIR PRIMARY METHOD OF TRAVEL

		Intereste d	Somewh at intereste d	Somewhat disinterest ed	Disinterest ed	Don't know/ Refuse d
A	Being driven to school	4	3	2	1	9
B	Participating in a carpool with neighbours or friends	4	3	2	1	9
C	Riding the school bus	4	3	2	1	9
D	Using public transit	4	3	2	1	9
E	ASK IF UNCOMFORTABLE WITH WALKING AND BIKING ALONE Walking or biking to school with a parent or guardian	4	3	2	1	9
F	ASK IF UNCOMFORTABLE WITH WALKING AND BIKING ALONE Walking or biking to school with a supervised group organized by their school or the community	4	3	2	1	9
G	ASK IF COMFORTABLE WITH WALKING OR BIKING ALONE Walking or biking to school without adult accompaniment	4	3	2	1	9

Q22. Are you aware of any programs in your area designed to promote walking, biking or carpooling for school travel?

Yes	1
No	2
Don't know/refused	9

AS IF AWARE OF ANY PROGRAMS

Q22A. What programs have you heard of? **INTERVIEWER NOTE: DO NOT READ LIST**

International Walk to School Day or Month, or "iwalk"	1
Walking School Bus or Bicycling School Bus	2
Carpool Zone	3
CAN-BIKE	4
Other (specify)	77
Don't know/refused	99

AS IF AWARE OF ANY PROGRAMS

Q22B. How did you learn about these programs? **INTERVIEWER NOTE: DO NOT READ LIST**

From my children	1
From other parents/guardians	2
From a teacher	3
From a school administrator	4

Information received by mail	5
Other (specify)	77
Don't know/refused	99

Q23. Have you heard of any of the following? **PROGRAMMER NOTE: DO NOT ASK IF THEY MENTIONED AT Q22A.**

		Yes	No	Don't know/refused
A	International Walk to School Day or Month, or "iwalk"	1	2	9
B	Walking School Bus or Bicycling School Bus	1	2	9
C	Carpool Zone	1	2	9
D	CAN-BIKE	1	2	9

Q24. Does your child's school offer any of the following?

		Yes	No	Don't know/refused
A	Walking safety education, special events or programs	1	2	9
B	Cycling safety education, special events or programs	1	2	9
C	Maps of the best or safest routes to school	1	2	9
D	A carpool matching service or list	1	2	9
E	Crossing guards and marked crossings at the school	1	2	9
F	Bicycle parking	1	2	9
G	Sidewalks leading to the school entrance	1	2	9
H	A student drop-off area for automobiles	1	2	9

DEMOGRAPHICS: OTHER CHILDREN ATTENDING ELEMENTARY SCHOOL – SECTION 1
 ASK THIS SECTION ONLY IF RESPONDENT HAS 2 CHILDREN ATTENDING ELEMENTARY SCHOOL
ANALYST NOTE: COMBINE WITH RESPONSES FROM NEXT SECTION

Next, I'd like to ask a few questions about your other child who is attending school from kindergarten through grade 8.

Q2XA. What is your other child's age?

AGE OF CHILD	1-18
Refused	99

Q2XB. What is the sex of your other child?

Male	1
Female	2
Prefer not to say	9

Q2XC. What grade is your other child attending? **INTERVIEWER NOTE: Do not read; if asked again, the range is kindergarten to grade 8.**

Kindergarten 4 (Junior)	10
Kindergarten 5 (Senior)	11
Grade 1	12
Grade 2	13
Grade 3	14

Grade 4	15
Grade 5	16
Grade 6	17
Grade 7	18
Grade 8	19
Prefer not to say	99

Q2X1. Does this child attend the same school as your eldest child who is attending school from kindergarten through grade 8?

Yes	1
No	2
Don't know/refused	9

ASK IF CHILD ATTENDS THE SAME SCHOOL

Q2X2. Does this child usually travel to school, home from school, or both ways with your eldest child who is attending school from kindergarten through grade 8?

To school	1
From school	2
Both	3
Does not travel with eldest child	4
Don't know/refused	9

ASK IF CHILD DOES NOT ATTEND THE SAME SCHOOL

Q2XD. What is the distance in kilometers between your house and your other child's school?

Under 1 kilometer	1
1 to 2 kilometers	2
More than 2 kilometers	3
Don't know/refused	9

ASK IF CHILD DOES NOT TRAVEL TO THE SAME SCHOOL WITH THE ELDEST CHILD

Q2XE. How does your other child *usually* travel to school? **INTERVIEWER NOTE: we are looking for the way they travel in September/fall, i.e. at the time of the survey. If asked, 'usually' means most frequently.**

Driven – by a member of the household or family member	1
Driven – as part of a carpool with neighbours or friends	2
By school bus	3
By public transit – bus	4
By public transit – subway or streetcar	5
By walking	6
By bicycling	7
Other (specify)	77
Don't know/refused	99

ASK IF CHILD DOES NOT TRAVEL TO THE SAME SCHOOL WITH THE ELDEST CHILD

Q2XE1. How much time in minutes does this one-way trip usually take?

TIME IN MINUTES	1-98
Don't know/refused	99

ASK IF CHILD DOES NOT TRAVEL HOME FROM THE SAME SCHOOL WITH THE ELDEST CHILD

Q2XF. Does your other child travel home from school in the same manner as they travel to school? **IF NO (and respondent requires prompting):** how does your child usually travel home from school? **INTERVIEWER**

NOTE: we are looking for the way they travel in September/fall, i.e. at the time of the survey. If asked, 'usually' means most frequently.

TRAVELS THE SAME WAY TO GET HOME	0
Driven – by a member of the household or family member	1
Driven – as part of a carpool with neighbours or friends	2
By school bus	3
By public transit – bus	4
By public transit – subway or streetcar	5
By walking	6
By bicycling	7
Other (specify)	77
Don't know/refused	99

PROGRAMMING NOTE: COMPUTE Q2XF=Q2XE if Q2XF=0.

ASK IF CHILD DOES NOT TRAVEL HOME FROM THE SAME SCHOOL WITH THE ELDEST CHILD
 Q2XF1. How much time in minutes does this one-way trip usually take?

PROGRAMMER NOTE: AUTOFILL WITH ANSWER FROM Q2XE1 WHEN Q2XF1=0.

TIME IN MINUTES	1-98
Don't know/refused	99
SAME AMOUNT OF TIME	0

DEMOGRAPHICS: OTHER CHILDREN ATTENDING ELEMENTARY SCHOOL – SECTION 2

ASK THIS SECTION ONLY IF RESPONDENT HAS MORE THAN 2 CHILDREN ATTENDING ELEMENTARY SCHOOL

Next, I'd like to ask a few questions about your other children who are attending school from kindergarten through grade 8. You previously mentioned that you have [QC minus one] other children attending kindergarten through grade 8. [IF QC>6 Please describe only the five oldest children attending kindergarten through grade 8, not including the child that we previously discussed.]

		YOUNGEST			ELDEST	
		Child 1 (Q2)	Child 2 (Q3)	Child 3 (Q4)	Child 4 (Q5)	Child 5 (Q6)
A. From youngest to eldest child, what are your other children's ages? INTERVIEWER NOTE: INPUT 99 FOR REFUSED		1-99	1-99	1-99	1-99	1-99
B. From youngest to eldest child, what is the sex of each of your other children?	Male	1	1	1	1	1
	Female	2	2	2	2	2
	Prefer not to say	9	9	9	9	9
C. From youngest to eldest child, what grades are your other children attending? INTERVIEWER NOTE: Do not read; if asked again, the range is kindergarten to grade 8.	Kindergarten 4 (Junior)	10	10	10	10	10
	Kindergarten 5 (Senior)	11	11	11	11	11
	Grade 1	12	12	12	12	12
	Grade 2	13	13	13	13	13
	Grade 3	14	14	14	14	14
	Grade 4	15	15	15	15	15
	Grade 5	16	16	16	16	16
	Grade 6	17	17	17	17	17
	Grade 7	18	18	18	18	18
	Grade 8	19	19	19	19	19
	Prefer not to say	99	99	99	99	99

		YOUNGEST			ELDEST	
		Child 1 (Q2)	Child 2 (Q3)	Child 3 (Q4)	Child 4 (Q5)	Child 5 (Q6)
D. From youngest to eldest child, do they attend the same school as your eldest child in kindergarten through grade 8? IF NO: What is the distance in kilometers between your house and each child's school?	Under 1 kilometer	1	1	1	1	1
	1 to 2 kilometers	2	2	2	2	2
	More than 2 kilometers	3	3	3	3	3
	Don't know/refused	9	9	9	9	9
	ATTEND SAME SCHOOL AS ELDEST CHILD	0	0	0	0	0
E. From youngest to eldest child, do they travel to school with your eldest child in kindergarten through grade 8? IF NO: How does each of your other children <i>usually</i> travel to school? INTERVIEWER NOTE: we are looking for the way they travel in September/fall, i.e. at the time of the survey. If asked, 'usually' means most frequently.	TRAVEL WITH THE ELDEST CHILD	0	0	0	0	0
	Driven – by a member of the household or family member	1	1	1	1	1
	Driven – as part of a carpool with neighbours or friends	2	2	2	2	2
	By school bus	3	3	3	3	3
	By public transit – bus	4	4	4	4	4
	By public transit – subway or streetcar	5	5	5	5	5
	By walking	6	6	6	6	6
	By bicycling	7	7	7	7	7
	Other (specify)	77	77	77	77	77
	Don't know/refused	99	99	99	99	99
E1. From youngest to eldest child, how much time in minutes does this one-way trip usually take? INTERVIEWER NOTE: IN MINUTES; INPUT 99 FOR DON'T KNOW/REFUSED	1-99	1-99	1-99	1-99	1-99	

PROGRAMMER NOTE: AUTOFILL QxE WITH ANSWER FROM Q1E WHEN QxE=0.

		YOUNGEST			ELDEST	
		Child 1 (Q2)	Child 2 (Q3)	Child 3 (Q4)	Child 4 (Q5)	Child 5 (Q6)
F. From youngest to eldest child, do your other children each travel <u>home from</u> school in the same manner as they travel <u>to</u> school? IF NO (and respondent requires prompting): how does each of your children <i>usually</i> travel <u>home from</u> school? INTERVIEWER NOTE: we are looking for the way they	TRAVELS THE SAME WAY TO GET HOME	0	0	0	0	0
	Driven – by a member of the household or family member	1	1	1	1	1
	Driven – as part of a carpool with neighbours or friends	2	2	2	2	2
	By school bus	3	3	3	3	3
	By public transit – bus	4	4	4	4	4
	By public transit – subway or streetcar	5	5	5	5	5

travel in September/fall, i.e. at the time of the survey. If asked, 'usually' means most frequently.	By walking	6	6	6	6	6
	By bicycling	7	7	7	7	7
	Other (specify)	77	77	77	77	77
	Don't know/refused	99	99	99	99	99
F1. From youngest to eldest child, how much time in minutes does this one-way trip usually take? INTERVIEWER NOTE: IN MINUTES; INPUT 99 FOR DON'T KNOW/REFUSED		1-99	1-99	1-99	1-99	1-99

PROGRAMMER NOTE: AUTOFILL QxF WITH ANSWER FROM Q1F WHEN QxF=0.

DEMOGRAPHICS – HOUSEHOLD

Finally, I'd like to ask you a few questions about you and your household for statistical purposes only. Please be assured that your answers will remain completely confidential.

Q25. In what year were you born?

YEAR OF BIRTH	1894-1992
Prefer not to say	9999

ASK IF PREFER NOT TO SAY YEAR OF BIRTH

Q25A. In which of the following age categories can I place you?

18 to 24	1
25 to 34	2
35 to 44	3
45 to 54	4
55 to 64	5
65 to 74	6
75 and older	7
Prefer not to say	9

Q26. What is your relation to the [child/children] in your household attending school from kindergarten through grade 8? **ACCEPT MULTIPLE RESPONSES**

Parent	1
Step-parent	2
Older sibling	3
Other relative (e.g., grandparent, uncle, aunt, cousin)	4
Other (specify)	77
Refused	99

Q27. How did you usually get to school when you were in elementary school?

ACCEPT MULTIPLE RESPONSES

Driven – by a member of the household or family member	1
Driven – as part of a carpool with neighbours or friends	2
By school bus	3
By public transit – bus	4
By public transit – subway or streetcar	5
By walking	6
By bicycling	7
Other (specify)	77
Don't know/refused	99

Q28. On a typical day, about how much time in minutes do you now spend walking, whether for leisure, exercise, or to get from one place to another?

NUMBER OF MINUTES	0-998
Don't know/refused	999

Q29. What is your home postal code? **INTERVIEWER NOTE: IF REFUSES, ASK FOR FIRST THREE LETTERS**

POSTAL CODE	A9A9A9
Don't know/refused	999999

Q30. How many individuals are there in your household in each of the following age groups?

		NUMBER OF INDIVIDUALS	Don't know/refused
A	Under 5	0-98	99
B	5 to 13	0-98	99
C	14 to 17	0-98	99
D	18 and older, including yourself	0-98	99

Q31. What is your employment status?

Employed Full-time (includes self-employed)	1
Employed Part-time	2
Not employed	3
Maternity/Paternity Leave	6
Homemaker/stay-at-home parent	7
Student	4
Retired	5
Don't know/refused	9

Q32. What language is spoken most often in your household? **INTERVIEWER NOTE: DO NOT READ LIST; ACCEPT ALL THAT APPLY**

English	1
French	2
Chinese (Mandarin or Cantonese)	3
Korean	4
Japanese	5
Spanish	6
Portuguese	7
Farsi (Persian)	8
Hindi	9
Russian	10
Greek	11
Italian	12
Other (specify)	77
Don't know/refused	99

Q33. Into which of the following categories does your estimated total household income for the year 2008 fall?

Less than 35 thousand	1
35 to 65 thousand	2
65 to 95 thousand	3
95 to 125 thousand, or	4
Greater than 125 thousand	5

Prefer not to say	9
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ASK IF 2008 INCOME IS GREATER THAN 125 THOUSAND

Q33A. And would that be...

125 to 155 thousand	5
155 to 185 thousand	6
185 to 215 thousand, or	7
Greater than 215 thousand	8
Prefer not to say	9

Q34. RECORD SURVEY RESPONDENT’S GENDER BY OBSERVATION

Male	1
Female	2

E12. Do you have any comments regarding the survey? **IF ASKED WHY WE ARE CONDUCTING THIS SURVEY:**
 To gain a clearer understanding of children’s school travel in the Greater Toronto and Hamilton Area, and to learn more about parents’ beliefs and perceptions regarding this topic.

Yes - Specify	77
No	99

This completes the survey. On behalf of Metrolinx and the Greater Toronto and Hamilton Area, thank you very much for your time and cooperation.