

Safe Routes To School Travel Data

A Look at Baseline Results from Parent Surveys and Student Travel Tallies

Prepared by the National Center for Safe Routes to School



SafeRoutes

National Center for Safe Routes to School



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Executive Summary

This report, prepared by the National Center for Safe Routes to School, provides a summary of school travel data local Safe Routes to School (SRTS) programs throughout the United States collected from April 2007 to May 2009. These data were gathered using a parent self-report questionnaire and an in-class show-of-hand student travel count form. Over 130,000 parent responses and almost 2.4 million student trips to or from elementary and middle schools were included in the aggregate analysis. In order to examine information most likely to reflect the starting point for schools before or soon after their SRTS activities began, the analysis only includes the first submission of data from schools.

KEY FINDINGS OF ANALYSES INCLUDE:

- Distance to school is strongly associated with how children get to and from school. The proportion of children walking or bicycling to school is much greater among those who live closer to school.
- Across all grades, the family car and school bus were the two most frequently used options for travel to/from school. Walking was a distant third. However, there are notable differences between how students in lower grades (K-5th) and higher grades (6th-8th) travel to school.
- More students arrive at school in the family car than leave by car in the afternoon. The majority of those afternoon trips shifted to riding the school bus or walking.
- Safety factors, like traffic speed and volume and street crossing safety, were frequently selected as barriers by parents who live within one half mile of school but do not allow their children to walk or bicycle to/from school.
- Weather was only marginally related to students' morning travel mode.
- The Parent Survey and Student Travel Tally collected information from two different groups (parents and students) but obtained similar mode share results, which suggests at least a moderate degree of instrument reliability. While the survey and tally each have their advantages relative to one another, the findings provide complementary information, with the tally describing the travel mode and the survey providing an opportunity to learn some of the issues that concern parents.

The results provide useful information about student travel for the schools in the sample and highlight issues for the national SRTS program to address and promote. Furthermore, the results can serve as baseline information for benchmarking and future analysis, which is crucial as more schools and communities throughout the country begin new, or expand existing, SRTS initiatives.

Introduction

In 2006, the National Center for Safe Routes to School (National Center) became the information clearinghouse for the federal Safe Routes to School (SRTS) program. Recognizing that communities throughout the country would be participating in SRTS, the National Center saw an opportunity for collecting national data on elementary and middle school student travel. To facilitate collecting standardized data, the National Center developed two data collection instruments: the Parent Survey and the Student Arrival and Departure Travel Tally (see appendices A & B).

The Parent Survey questionnaire is conducted using a two-page form that asks participating parents about their child's school travel and the issues that influence their decision to allow or not allow their child to walk or bicycle to school. The questionnaire is available in English and Spanish and it is typically administered in one of two ways. The questionnaire is sent home with the child, completed by the parent, and returned to school by the child. Alternatively, it is completed as part of parent-teacher conferences. The Student Travel Tally is a one-page form used to quantify students' travel to and from school by travel mode (i.e. family vehicle, bus, walk, bicycle, etc.). The tally is administered at a classroom level and involves a student show-of-hands count of how they arrived at and plan to leave from school on the day in question, as the teacher or assistant reads the travel mode choices. The tally was designed to be conducted on any two day combination involving Tuesday, Wednesday, or

Thursday during a normal school week.

Electronic copies of these data collection instruments were available for download on the National Center Web site. To ease the task of data processing on local programs, the National Center offered complimentary data entry of the parent questionnaires and student tallies. The National Center also built an online data storage and retrieval system that allowed local programs to key their own data, if needed, and to generate individual summary reports.

The data presented in this report were collected between April 2007 and May 2009 by staff or volunteers associated with local SRTS programs throughout the United States. Local programs either mailed their paper surveys to the National Center for processing or manually entered the data themselves using the online data system.

To establish baseline measures, the analyses reported here only included parent survey data and student tally data that schools identified as "pre" program data and which were the school's first submission of data. This analysis includes 130,684 Parent Survey questionnaires from 1,266 elementary and middle schools in 47 states. The Student Travel Tallies came from 34,545 classrooms in 1,308 elementary and middle schools in 46 states and represent 2,375,301 student trips to or from school.

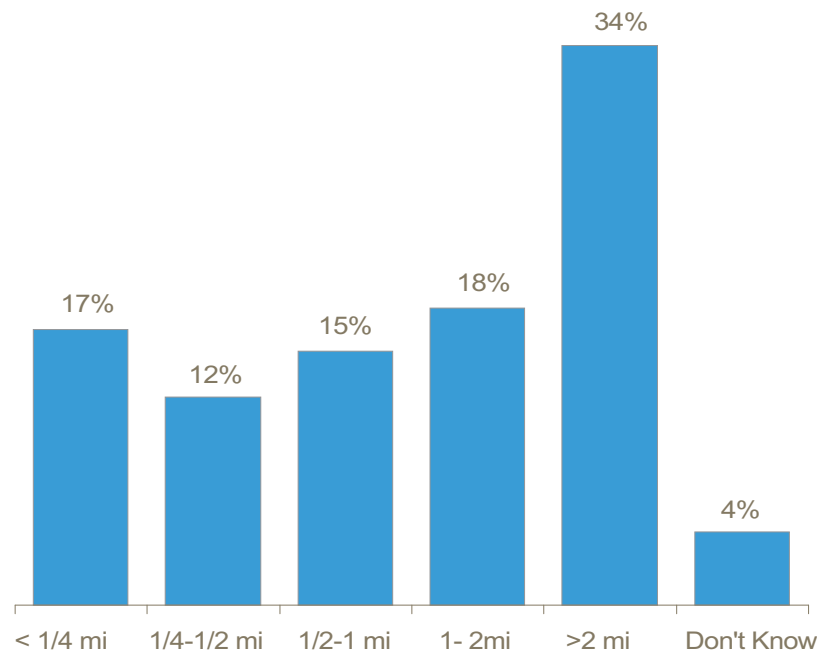
Parent Survey Analysis

Parents were asked to complete only one questionnaire per school their children attend. If more than one child from the same school brought home a questionnaire, the parent was instructed to complete it with regard to the child with the next upcoming birthday.

A total of 130,684 parent questionnaires met the criteria for inclusion in this report. Fifty-one percent of the questionnaires were completed regarding female students. The elementary school grades (K-5th) were evenly distributed among responses, with students in each grade constituting 12 percent to 13 percent of the sample. Middle school grades were represented much less often, with responses pertaining to sixth, seventh and eighth graders accounting for nine percent, seven percent and six percent respectively.

The distances parents report their children live from school are shown in Figure 1. While 44 percent live one mile (1.6 km) or less from school, slightly more than one-third (34 percent) of the children live more than two miles (3.2 km) from school.

Figure 1. Parent estimate of distance their child lives from the school they attend



A comparison of children’s typical travel to and from school, as reported by parents, is shown in Figure 2. The family vehicle and school bus were, by far, the two most frequently chosen modes, collectively comprising 82 percent of morning and 78 percent of afternoon travel. Walking was the third most used mode for commuting to and from school at 11 percent and 15

percent respectively. Due to the large samples included here (n = 128,254 for morning and n = 126,091 for afternoon), virtually every comparison would reveal a statistically significant difference. In such situations, the reader should focus on the size of the differences and interpret whether those are sufficiently large to be of substantive importance.

Figure 2. Parent report of child’s typical school arrival and departure travel modes

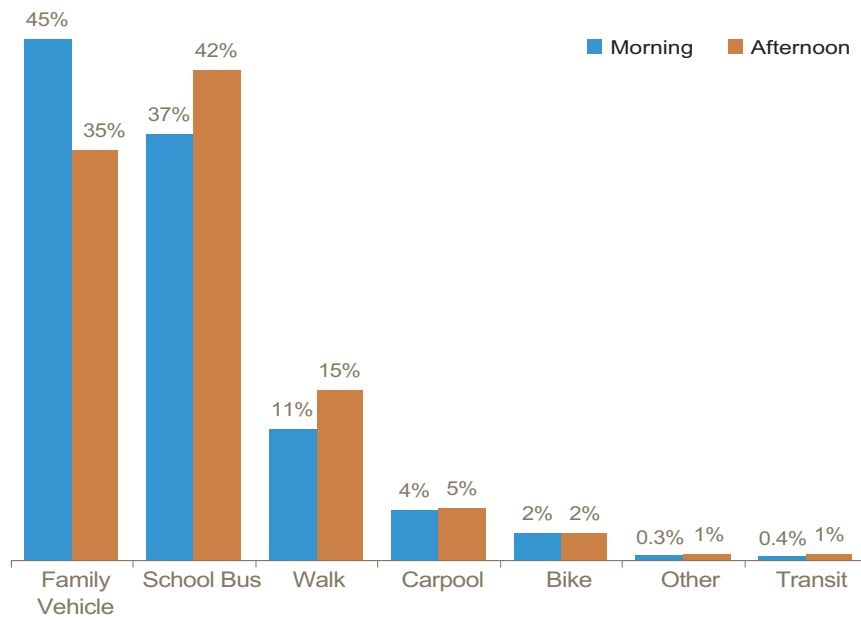


Table 1. Parent report of child’s typical school arrival and departure travel modes

Travel mode	Arrive at school	Leave for home
Family Vehicle	45%	35%
School Bus	37%	42%
Walk	11%	15%
Carpool	4%	5%
Bike	2%	2%
Other	0.3%	0.5%
Transit	0.3%	0.6%
Total	128,254	126,091

The percentage of students within each grade, kindergarten through fifth, who walk or bicycle to or from school increases as grade level increases. Figure 3 shows that the percentage of students traveling to or from school by foot or bicycle peaks in fifth grade at 24 percent

and then declines in the middle school grades. The decrease in walking and bicycling among the sixth through eighth grades may be due to middle schools being located farther from where children live.

Figure 3. Percent of students within each grade that walk or bicycle to/from school

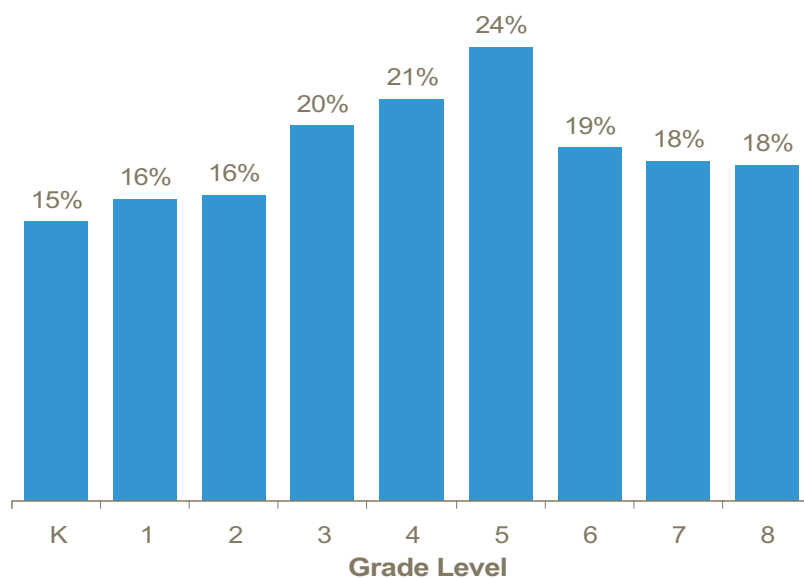


Table 2. Students within each grade that walk or bicycle to/from school

Grade	Children that walk or bike to/from school	Total children per grade
Kindergarten	15%	2,370
1st	16%	2,512
2nd	16%	2,464
3rd	20%	3,150
4th	21%	3,344
5th	24%	3,540
6th	19%	2,056
7th	18%	1,504
8th	18%	1,178

Parents were asked to identify issues that affected their decision to allow or not allow their children to walk or bicycle to/from school. Parents were given a list of choices from which they could select one or more issues. Figure 4 displays the array of issues and the percentage of parents who reported each issue was, in their opinion, a factor in whether they allowed their child to walk/bicycle to school. For parents who did not allow their children to walk or bicycle to/from school, the six most frequently cited issues were distance (62 percent), traffic speed (55 percent), traffic volume along the route (55 percent), intersection and crossing safety (48 percent), weather (44 percent) and crime and violence (38 percent).

For parents whose children were allowed to walk or bicycle to/from school, the most commonly selected factors influencing their decision involved distance (52 percent), safety of the intersections and crossings (42 percent), weather or climate (41 percent), and presence of sidewalks or pathways (38 percent), followed by traffic volume (36 percent) and speed along the route (35 percent). Aside from distance, issues involving safety (i.e., traffic speed and volume, safety of intersections and crossings) were the most frequently reported reasons that parents either allowed or disallowed their children to walk or bicycle to/from school. Among those parents who allowed their children to walk or bicycle to/from school, the presence of sidewalks and crosswalks had some influence in their decision.

Figure 4. Reasons parents allow or disallow their child to walk or bicycle to/from school

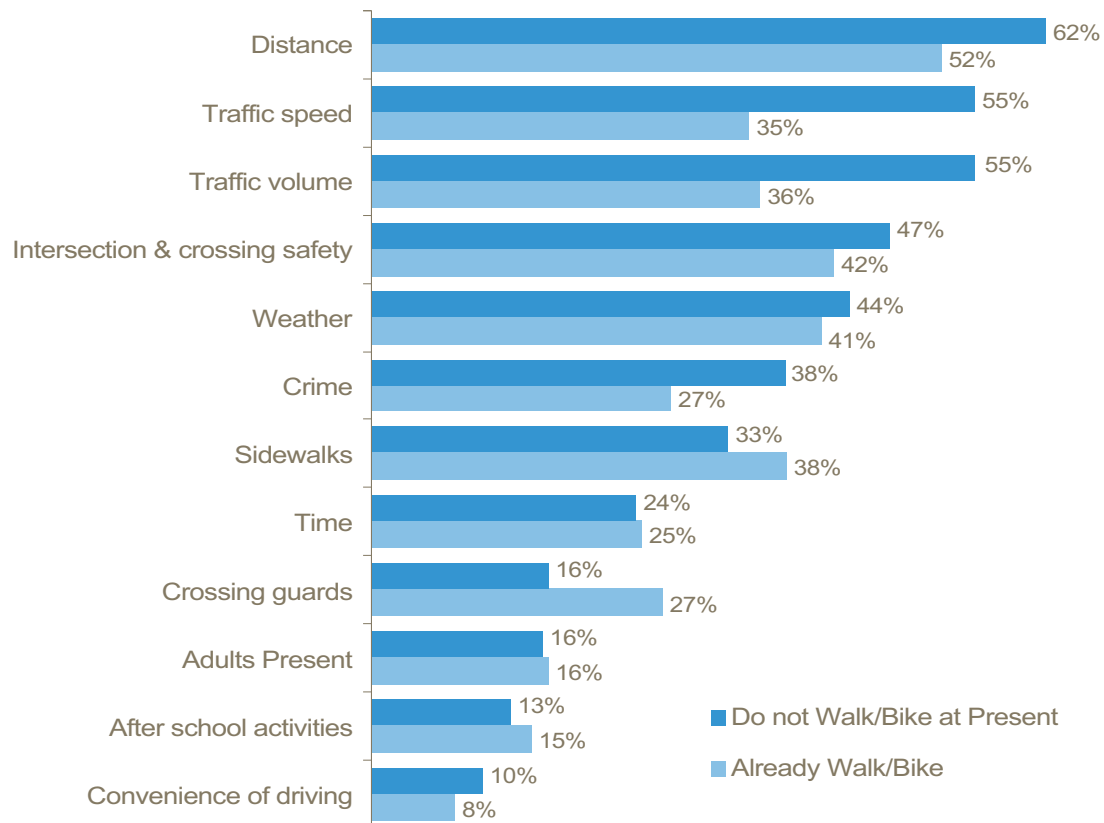


Table 3. Issues parents cite for allowing or not allowing their child to walk or bicycle to/from school

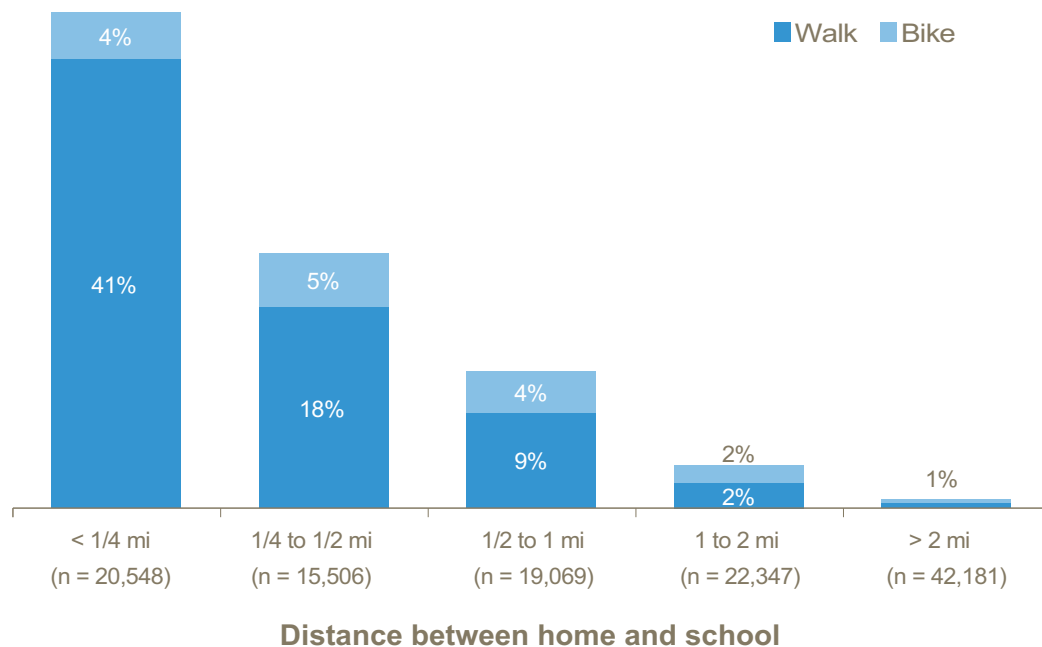
	Parents disallow (n = 107,193)	Parents allow (n = 23,491)
Distance	62%	52%
Traffic speed	55%	35%
Traffic volume	55%	36%
Intersection and crossing safety	48%	42%
Weather	44%	41%
Crime	38%	27%
Sidewalks	33%	38%
Time	24%	25%
Crossing guards	16%	27%
Adults Present	16%	16%
After school activities	13%	15%
Convenience of driving	10%	8%

Note: Column sum to > 100 percent because respondent could select more than one issue.

With distance being the most frequently cited issue influencing the walk/bicycle decisions of parents from each group, those that allow and those that do not allow their children to walk or bicycle, this issue was examined in more detail. Figure 5 shows that the percentage of students who already walk or bicycle to school declines markedly as distance they live from school increases. Almost 45 percent of the children living within one quarter mile (0.4 km) of school walk or bicycle to school. The percentage falls to 23 percent and 13 percent respectively among those children living between one quarter to one half and one half to one mile from school. Beyond one mile (1.6 km) the percentage of children walking or bicycling combined is slightly more than five percent.

When examined separately, the walk and bicycle mode choices each tell a unique story. As distance increases, the percentage decrease is more pronounced among students walking than students bicycling to/from school. When the distance between home and school was less than one quarter mile, 41 percent of student travel to school was walking trips, but that percentage dropped by almost one-half or more for each of the next two distance categories (one quarter to one half and one half to one mile.) Relatively few children who live more than one mile from school got there by foot. For bicyclists, the percentage of students traveling to school varies little (four to five percent) across the distance categories up to one mile. The percentage of trips by bicycle for children living one to two miles from school drops by half to around two percent, and beyond two miles the percentages become negligible.

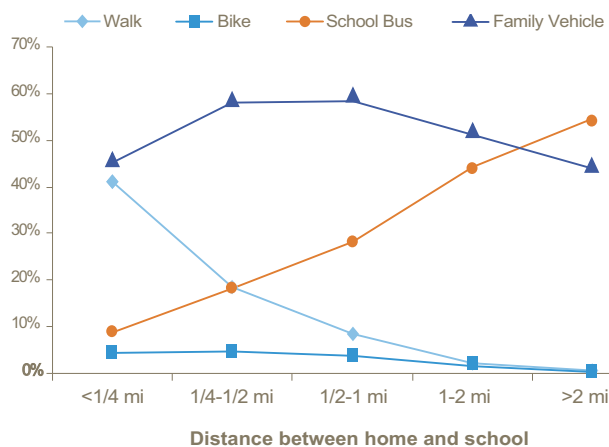
Figure 5. Percent of students who walk or bicycle to school by parent's estimate of distance



Figures 6 and 7 further illustrate the association of travel mode with distance by showing the percentage of children arriving to and departing from school by family vehicle and school bus along with walking and bicycling. The percentage of children riding the bus increases almost linearly with distance between home and school. Whereas only about nine percent of children living within one quarter mile ride the school bus, more than half (54 percent) of those who live more than two miles from school travel by bus. Figure 7 illustrates how the afternoon mode choice patterns closely resemble the morning patterns.

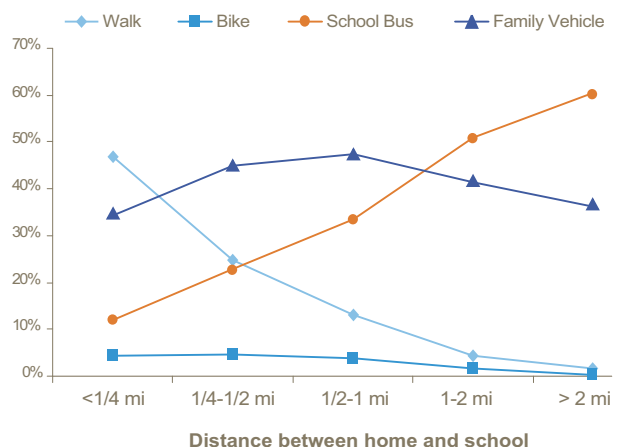
One mile and less is often considered an easily walkable and bikeable distance, yet parents identified the car as the leading travel mode among children that lived up to one mile from school. Figures 6 shows that for the distance categories, less than one quarter mile, one quarter to one half mile and one half to one mile, the percentages of children within each distance that arrived at school by family vehicle (family vehicle and carpool), were 45 percent, 57 percent and 57 percent respectively and for the afternoon trip the percentages decrease to 34 percent, 45 percent, 47 percent. To further illustrate, Table 4 provides a detailed breakdown of the number and percentage of morning and afternoon trips by travel mode and distance between home and school.

Figure 6. Percent of children to travel to school using various modes, by distance between home and school



Note: The Family Vehicle category in these figures includes the carpool mode. The Transit and Other modes were not included because all the percentage were less than 1.2 percent.

Figure 7. Percent of children who depart from school using various modes, by distance between home and school



Note: The Family Vehicle category in these figures includes the carpool mode. The Transit and Other modes were not included because all the percentage were less than 1.2 percent.

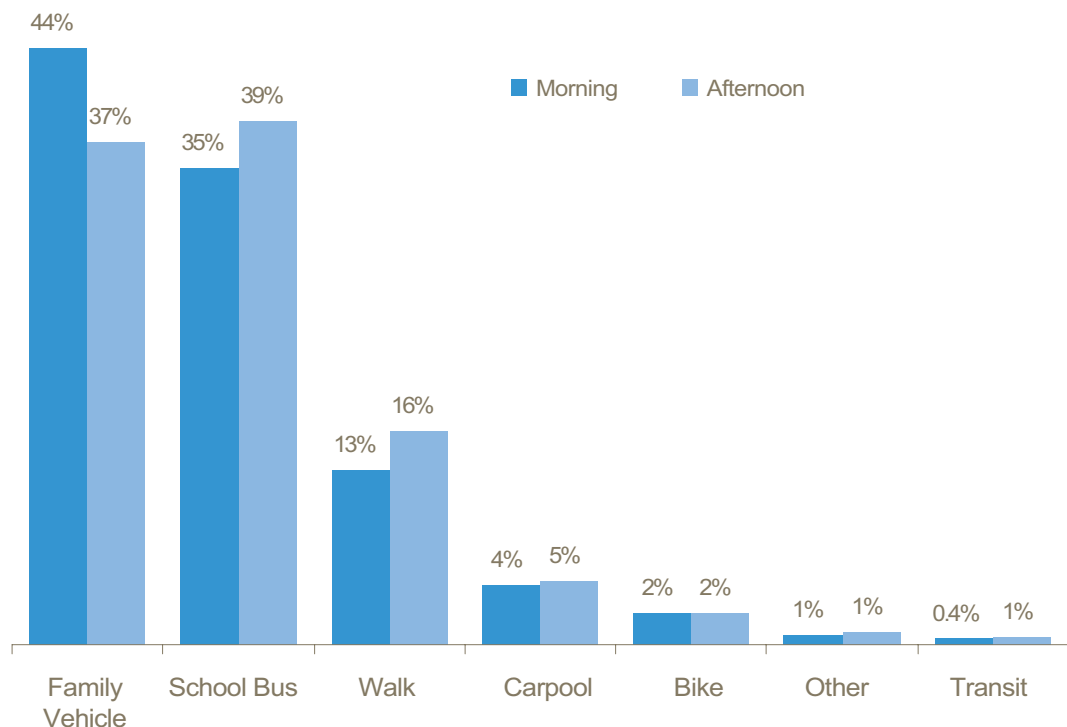
Table 4. Morning and afternoon travel modes by distance between home and school

Distance between home and school	Walk	Bike	School Bus	Family Vehicle	Carpool	Transit	Other	Total
Morning Trip to School								
Less than 1/4 mile	41%	4%	9%	42%	3%	0.2%	0.5%	20,548
1/4 mile up to 1/2 mile	18%	5%	18%	53%	5%	0.3%	0.4%	15,506
1/2 mile up to 1 mile	9%	4%	28%	53%	6%	0.4%	0.5%	19,069
1 mile up to 2 miles	2%	2%	44%	46%	5%	0.3%	0.2%	22,347
More than 2 miles	1%	0.3%	55%	40%	4%	0.4%	0.1%	42,181
Don't Know	8%	0.8%	52%	33%	4%	1%	0.2%	5,563
Afternoon Trip to Home								
Less than 1/4 mile	47%	4%	12%	31%	4%	0.4%	0.8%	20,499
1/4 mile up to 1/2 mile	25%	5%	23%	40%	5%	0.5%	0.6%	15,508
1/2 mile up to 1 mile	13%	4%	34%	41%	6%	0.6%	0.7%	18,976
1 mile up to 2 miles	4%	2%	51%	36%	5%	0.5%	0.5%	22,145
More than 2 miles	2%	0.3%	61%	32%	4%	0.5%	0.3%	41,778
Don't Know	11%	0.8%	54%	27%	4%	1%	0.3%	5,429

Student Arrival and Departure Travel Tally Analysis

While the responses to the parent questionnaire refer to general school travel tendencies, the student travel tally counts represent a large number of actual trips to and from school. Figure 8 shows a substantial shift in mode choice between morning and afternoon commutes. Similar to what was found in the parent reports of typical travel, the student travel tallies indicate that family vehicle and school bus were the two most frequently used modes for both the morning and afternoon commute. Compared to the morning school commute, a substantially lower percentage of students departed from school in a family vehicle, with notable increases in riding a school bus and walking for the trip home.

Figure 8. School arrival and departure travel modes reported by students



Due to the large samples of trips, virtually every comparison would reveal a statistically significant difference. In such situations, the reader should

focus on the size of the differences and interpret whether those are sufficiently large to be of substantive importance.

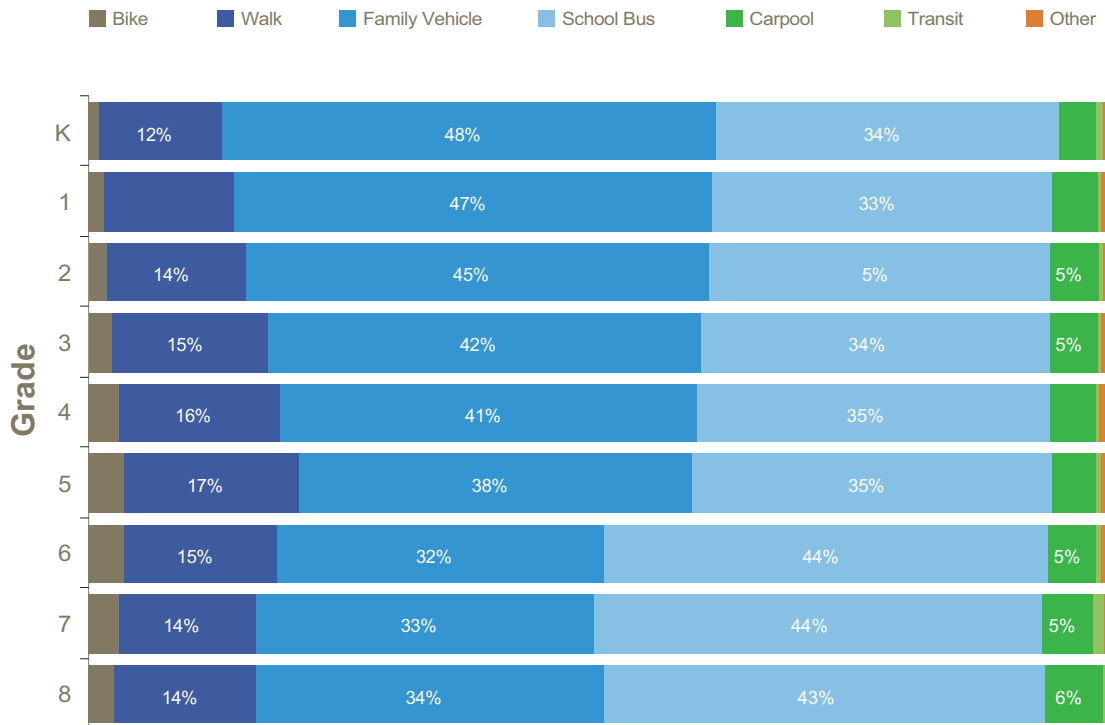
Table 5. School arrival and departure travel modes reported by students

Travel mode	Arrive at school	Leave for home
Family Vehicle	44%	37%
School Bus	35%	39%
Walk	13%	16%
Carpool	4%	5%
Bike	2%	2%
Other	0.6%	0.8%
Transit	0.4%	0.6%
Total	1,225,590	1,149,711

Since student school travel mode may be influenced by the age of the child, the arrival and departure mode trip counts were examined by grade level. Figure 9 and Table 6 display the percentage of students' travel mode choices, combining morning and afternoon trips, by grade in school. Two important findings are

readily apparent in Figure 9. First, less popular modes such as carpooling, bicycling, transit-riding and other, total less than 10 percent of the mode share across all grades. The vast majority of students in this sample travel to and from school using one of three modes (family vehicle, school bus and walking). Second,

Figure 9. Travel mode by grade in school



Note: Mode share percentages under 5 percent are not labeled.

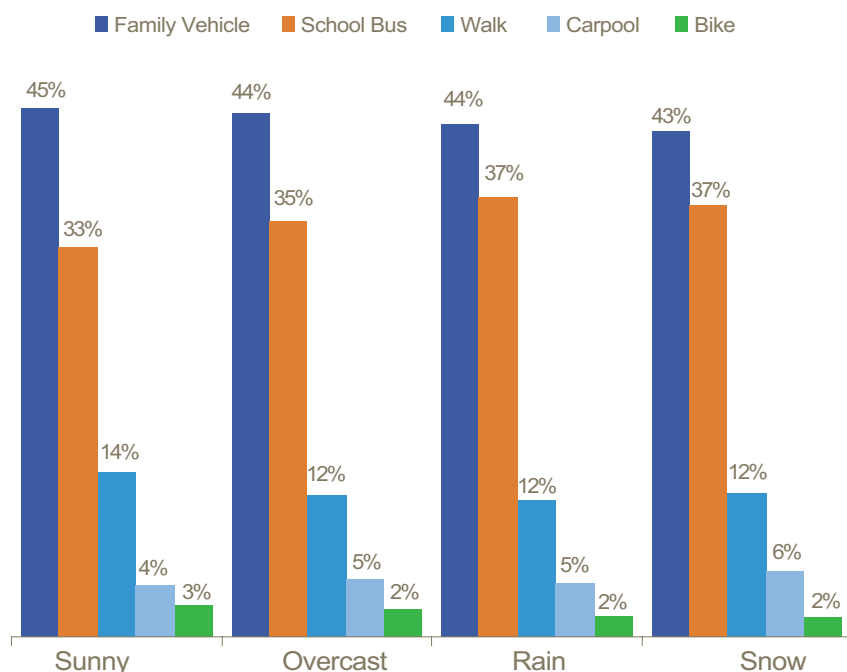
Table 6. Travel mode by grade in school

Grade	Bike	Walk	Family Vehicle	School Bus	Carpool	Transit	Other	Total
Kindergarten	1%	12%	48%	34%	4%	0.6%	0.7%	238,967
1	2%	13%	47%	33%	4%	0.4%	0.8%	261,304
2	2%	14%	45%	33%	5%	0.4%	0.7%	258,136
3	2%	15%	42%	34%	5%	0.4%	0.8%	278,545
4	3%	16%	41%	35%	4%	0.4%	0.9%	257,382
5	3%	17%	38%	35%	4%	0.4%	0.9%	261,464
6	4%	15%	32%	44%	5%	0.5%	0.9%	177,298
7	3%	14%	33%	44%	5%	1%	0.5%	140,155
8	3%	14%	34%	43%	6%	0.4%	0.3%	128,323

the distribution of the dominant modes across grades shifts systematically away from the family vehicle and toward walking with increasing age, until grade six. A striking increase in bus ridership (nine percent) occurs between grades five and six, with a corresponding decrease in travel by family vehicle.

Arrival mode is largely unrelated to weather (as reported by adults who conducted the travel tallies) as can be seen in Figure 10 and Table 7. Students in the schools that reported travel tally data were slightly less likely to have walked to school in non-sunny rather than sunny weather conditions (12 percent and 14 percent, respectively), but the way in which these data were collected do not allow conclusions about whether weather influenced choice of travel mode.

Figure 10. Travel mode by morning weather condition at school arrival



Note: Transit and Other mode categories are not shown they represent uncommon mode choices.

Table 7. Travel mode by morning weather condition at school arrival

Weather Condition	Family Vehicle	School Bus	Walk	Carpool	Bike	Transit	Other	Total
Sunny	45%	33%	14%	4%	3%	0.4%	0.7%	1,831,660
Overcast	44%	35%	12%	5%	2%	0.5%	0.7%	602,972
Rain	44%	37%	12%	5%	2%	0.5%	0.6%	197,577
Snow	43%	37%	12%	6%	2%	0.5%	0.4%	45,808

Discussion

Distance between home and school is strongly and inversely related to walking and bicycling. The proportion of children walking or bicycling to school is much greater among those living closer to school. Furthermore, many children who live within one mile of school arrived by family car and the safety related factors, such as traffic speed and volume, and street crossing safety, were cited as common barriers by those parents living close to school but not allowing their children to walk or bicycle to/from school. These findings may suggest that to increase walking and biking to school or to improve safety for students already walking and bicycling, initial efforts might consider focusing on the students and area within one mile of school. While addressing the parents' real and perceived safety concerns is needed, it should be noted that the issues list on the parent questionnaire of why they do not allow their child to walk or bicycle was not comprehensive. Therefore, simply changing one or even several of the frequently selected issues may have no effect on parents' behavior because it is not known whether the responses represent actual reasons for children not walking or bicycling.

Early findings suggest that differences exist between how students in lower grades (K-5th) and higher grades (6th-8th) travel to school. The Parent Surveys and Student Travel Tally results both indicate gradual increases in the percentage of children walking to/from elementary school as the grade level increases up to and including fifth grade. Conversely, the percentage of children that traveled to/from school by car, although substantial, decreases with age among elementary school students. A greater proportion of middle school students travel to school by bus, with a corresponding decrease in walking or riding in the family vehicle. This shift is not surprising, given that middle schools tend to serve a broader, more regional population than do elementary schools. The sudden change in travel among middle school students may simply reflect the greater distance to school, but it could also represent maturation changes associated with the early adolescent years. Additional analysis, looking at data not available in the SRTS database, is needed to better understand the differences in school travel behaviors between elementary and middle school students and how or whether school siting influences travel decisions.

In a previous study, parents cited weather as a barrier to allowing their children to walk or bicycle to school (U.S. Centers for Disease Control and Prevention, 2004). Weather was also frequently identified by parents in the present analysis as a factor in the walk/bicycle decision. However, it was cited both by parents who allow their children to walk or bicycle to school and those who do not. The discrepancy could reflect regional/geographic variation in parental perception about weather, contemporary norms across the United States or simply individual perceptions.

The student travel tally data provide a somewhat clearer picture of association of weather on travel mode, indicating quite minor differences in travel to school on days with differing reported weather conditions. This would seem to suggest that local SRTS programs need not be overly concerned that inclement weather is a major barrier to getting children to walk or bicycle to school.

In view of the somewhat conflicting findings from the present analyses and those reported by CDC, future study is needed to examine if and how weather is associated with parental decisions about their child's travel mode. To adequately address this matter it will be important to examine areas where weather differs markedly. "Weather" and its implications for walking or biking probably means something different to parents who live in Phoenix, Seattle, Minneapolis and Boston.

A comparison of the mode share results from the parent questionnaires and student tallies (Figures 2 and 8) suggests that either approach is likely to provide similar findings. Despite the different methods of collecting data, and the source (parents or students), morning and afternoon mode choices across the measures were virtually identical. The greatest difference was between the percentages of students riding a school bus in

the afternoon. But even here, the difference only amounted to three percent. Thus, the highly similar results from both data collection tools lend credibility to the data collection methodology and suggest at least a moderate degree of instrument reliability.

The student travel tally has the advantage of being specific to the actual school trip for the days when counts are conducted, whereas the parent questionnaire, by asking the travel mode to/from school on most days, obtains a generalized summary of travel. This difference means the travel tally counts are likely more precise than the parent survey. Data collection using the tallies is more efficient than the parent questionnaire because it is administered to many students at once. However, the parent survey provides an opportunity to learn some of the issues that concern parents, whereas the travel tally merely describes travel mode. Overall, the student tally count and parent information are valuable and do not come from the same source.

These initial results have several limitations to underscore. Given the large geographic scale of the data collection, the only feasible way to obtain the parent questionnaires and student tally information was to rely on local school and volunteers to administer the forms. The National Center provided detailed written instructions for each questionnaire, but no systematic training was offered to local data collectors. Additionally, the student travel counts and parent responses were based solely on self-reported information provided by the individual completing the form. Although self-reported data lend themselves to recall and socially desirable response biases (Cook and Campbell, 1979), the ability to inexpensively obtain data from schools across the United States outweighed this limitation.

Although schools throughout the country have collected SRTS data, there is currently no national requirement for local schools to do so, or to submit data to the National Center. The schools represented in the analyses reported here did so either voluntarily or to comply with a requirement of their state SRTS program. Accordingly, the degree to which the findings reported here can be generalized to all schools, including those with SRTS programs but which have not submitted data, is unknown. However, many of the findings reported here are consistent with other national and local school travel studies. (U.S. Centers for Disease Control and Prevention, 2004, [online]) (McDonald, 2007)

Although the findings reported here represent data accumulated over a two-year period, much of the data came from local programs in their infancy. Therefore, the results described in this report can serve as baseline information for future aggregate analyses and potentially provide benchmarks for local SRTS programs. As the SRTS program closes its fifth fiscal year, it is anticipated that new local programs will begin collecting data, existing local programs will continue collecting data, and that both will be submitting such data to the National Center. In the meantime, the National Center will address some of the future research needs mentioned previously and focus on analyzing data from schools that have submitted parent questionnaires and student tallies from multiple time periods to examine changes in travel behaviors and attitudes.

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+	+
<p>8. Has your child asked you for permission to walk or bike to/from school in the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>9. At what grade would you allow your child to walk or bike to/from school without an adult? (Select a grade between PK,K,1,2,3...) <input type="text"/> grade (or) <input type="checkbox"/> I would not feel comfortable at any grade</p>	
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>	
<p>10. What of the following issues affected your decision to allow, or not allow, your child to walk or bike to/from school? (Select ALL that apply)</p>	<p>11. Would you probably let your child walk or bike to/from school if this problem were changed or improved? (Select one choice per line, mark box with X)</p>
	<input type="checkbox"/> My child already walks or bikes to/from school
<input type="checkbox"/> Distance.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Convenience of driving.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Time.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Child's before or after-school activities.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Speed of traffic along route.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Amount of traffic along route.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Adults to walk or bike with.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Sidewalks or pathways.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Safety of intersections and crossings.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Crossing guards.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Violence or crime.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<input type="checkbox"/> Weather or climate.....	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not Sure
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>	
<p>12. In your opinion, how much does your child's school encourage or discourage walking and biking to/from school?</p> <p><input type="checkbox"/> Strongly Encourages <input type="checkbox"/> Encourages <input type="checkbox"/> Neither <input type="checkbox"/> Discourages <input type="checkbox"/> Strongly Discourages</p>	
<p>13. How much fun is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Fun <input type="checkbox"/> Fun <input type="checkbox"/> Neutral <input type="checkbox"/> Boring <input type="checkbox"/> Very Boring</p>	
<p>14. How healthy is walking or biking to/from school for your child?</p> <p><input type="checkbox"/> Very Healthy <input type="checkbox"/> Healthy <input type="checkbox"/> Neutral <input type="checkbox"/> Unhealthy <input type="checkbox"/> Very Unhealthy</p>	
<p>Place a clear 'X' inside box. If you make a mistake, fill the entire box, and then mark the correct box</p>	
<p>15. What is the highest grade or year of school you completed?</p> <p><input type="checkbox"/> Grades 1 through 8 (Elementary) <input type="checkbox"/> College 1 to 3 years (Some college or technical school)</p> <p><input type="checkbox"/> Grades 9 through 11 (Some high school) <input type="checkbox"/> College 4 years or more (College graduate)</p> <p><input type="checkbox"/> Grade 12 or GED (High school graduate) <input type="checkbox"/> Prefer not to answer</p>	
<p>16. Please provide any additional comments below.</p> <div style="border: 1px solid black; height: 40px; width: 100%;"></div>	

