



5. EVALUATION

The following section has been designed to help make it easier for you to analyze the impacts of your Active and Safe Routes to School initiative.

Measuring success is likely the most difficult and possibly the least interesting part of any project, but it is important to know if what you are doing is working, identify any changes that may need to be made, help justify time and money spent on the initiative and boast about successes.

To determine the impact of your initiative, you need to establish a baseline at the start of the project against which you can compare results. This can be accomplished through surveys of parents and students before and after your project, as outlined below.

Refer also to the Neighbourhood Walkabout information in section 4.6, as results from a walkabout can provide valuable baseline information on traffic and safety issues around the school site. Conducting another walkabout after improvements and changes are made will help you continually ensure safe routes to school.

Evaluation is an integral component of a School Travel Plan and the process is more in-depth than what is suggested in this section. If you are developing a School Travel Plan, please follow the specific instructions for evaluation provided by your School Travel Planning Facilitator.

5.1 PARENT SURVEY

As part of establishing your baseline, it is important to determine why parents are driving their children to school. Finding out why will help you plan your project and will also help in your follow-up survey to evaluate whether you have been successful in changing that behaviour.

Some school divisions have rules about surveying families. If you are an administrator, talk to your division contact to find out what you need to know. If you are a teacher or parent, talk to the principal or vice principal at the school to find out what steps need to be taken to distribute the survey to parents.

PARENT TRANSPORTATION SURVEY



Dear Parent, as part of our traffic safety program at XXX Public School we are trying to determine how children travel to and from the school today. We would ask that you take five minutes of your time to complete the following questionnaire. Your feedback is important to us.

(PLEASE PRINT)

Your Address: _____ Apt. # _____

1. How far away from the school do you live?

- Less than 3 blocks 3-6 blocks 0.5 to 1 km 1-3 km Over 3 km

2. How many children do you have that attend XXX School? _____

What grades are they in? _____

3. How do your children get to and from school:

To School

- Walk
 Car (parent/caregiver)
 School Bus
 Carpool
 Transit
 Bicycle
 Other (explain) _____

Home from School

- Walk
 Car (parent/caregiver)
 School Bus
 Carpool
 Transit
 Bicycle
 Other (explain) _____

4. How many trips per day do you or your caregiver make to take your child(ren) to school and home?

Trips per day: _____

5. If your children walk or cycle to and from school, do they walk:

- With parent/caregiver With friends
 With brothers or sisters Alone
 Other _____

6. Which of the following issues present safety concerns around getting your children to and from school?

- Traffic Bullying Elevator in your building Abduction Harassment
 No adult to accompany children Other (explain) _____

7. What would make it easier for your children to walk to school? _____

8. Would you be interested in helping to organize walking groups in your neighbourhood to make it easier and safer for children to walk to school? _____

May we contact you for additional information? _____

Name: _____ Phone: _____

THANK YOU FOR YOUR TIME. YOUR COMMENTS ARE APPRECIATED.

Why not get the students involved? The survey calculations are a great way to practice applied math and communicate survey results to peers, teachers and parents. This also gives the students ownership of the process and program, and makes them feel involved! Contact Active and Safe Routes to School in Manitoba to ask them for a survey tabulation and graphing tool that can be used with your students.

TABULATING THE PARENT SURVEY RESULTS

When the completed surveys are returned to the school, set yourself up to do the evaluation in a methodical way. Here are some tips:

- Sort the surveys into two piles:
 - those that have expressed an interest in the program
 - those that are not interested.
- Sort the interested ones by address.
- Plot the address on a school catchment map.
- For both sets of surveys, take note of the responses to the following questions:
 - Distance from school – calculate the average distance
 - Average number of children per family attending the school and average ages
 - Method of travel to and from school – calculate percentages
 - The average number of trips to the school per day
 - How children travel to and from school – calculate percentages
 - Safety issues – many families will indicate more than one so calculate the percentages and rank them by most serious issue to least serious issue.
- Take note of written comments.
- Take note of phone numbers of potential volunteers and interested families.

Use incentives such as a free recess, pizza party or last class to come inside in the morning for the classroom with the highest number of completed surveys.

5.2 STUDENT SURVEY

Student surveys are recommended for children in Grade 3 and up. Whatever kind of survey you decide to use, it is a good idea to do it over a period of one week so that you can account for weather and other factors.

We recommend schools complete the survey in the fall, winter and again in the spring. This will allow you to compare results to see if more students are using active travel over time, if the weather impacts whether they choose to walk, and whether your promotion of walking and biking to school is working to get more kids active.

As with the parent surveys, the completion and analysis of student surveys can be nicely accommodated in the class curriculum in a number of areas, including:

- **Math:** Data Management and Probability
- **Science and Technology:** Energy in Our Lives; Conservation of Energy; Energy and Control; Weather; Interactions within Ecosystems
- **Health and Physical Activity:** Healthy Living; Personal Safety and Injury Prevention; Active Participation
- **Language:** Writing

(See section 6 for specific curriculum links.)

Once the results of student surveys have been tabulated and analyzed they can be displayed and used throughout the school. This helps to build interest and can help students see how their travel habits have changed over time.

Here are some ideas:

- Plot graphs for classes, grades or the entire school.
 - Make them creative through the use of colour and include student artwork.
- Display results in the school hallway.
 - Many schools now have “Walking Walls of Fame.”



Photo from Ruth Hooker School, Selkirk, Manitoba – IWALK 2007.
Photo credit: Penny Hunter

Make comparisons to other schools in your division that are also involved in Active and Safe Routes to School or with provincial, national or international initiatives.

Inform parents about these results through articles written by students in the school newsletter. Refer to the Walking Wednesdays Club in section 4.2, where you can find examples of tracking progress of a school project and use these results to compare against baseline data.



HOW WE TRAVELLED TO SCHOOL TODAY

School Name: _____

Grade: _____ Class #: _____

Teacher: _____ Date: _____

Adapted from Way to Go School Program 2001

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WALKED					
WALKED PART-WAY*					
SCHOOL BUS					
CAME BY CAR					
CARPOOL					
BICYCLE					
OTHER?					
TOTAL					

*Walked more than one block

Walk To School Day



Walkability Survey

1. Your home postal code - -
2. Name of your school _____
3. What grade are you in? (Please circle).
JK SK 1 2 3 4 5 6 7 8
- b. Are you a girl or boy?
4. a. How do you usually get to school?
 walk (by myself) ride a bicycle school bus
 walk (with friends and a parent or other adult) city bus
 driven by adult be in a car pool
- b. If you travel by car, is the driver usually
 going only to school travelling somewhere else as well
5. If you had any choice, how would you most like to get to school each day?
 walk ride a bicycle school bus
 be in a car pool city bus driven by adult
6. On your walk today did you see ...
 parks empty fields houses shops
 factories gas stations construction areas parking lots
 other (please explain) _____
7. On your walk today ...
a. Did you have enough room to walk safely?
 Yes Not always, because:
 sidewalks or paths started and stopped
 sidewalks were broken or cracked
 sidewalks were blocked with poles, signs, dumpsters, etc.
 sidewalks were blocked with parked cars



From Green Communities Canada

wait, there's more...



- no sidewalks, paths or shoulders
- something else? _____

Location of the problem(s) _____

b. Was it easy to cross streets?

- Yes
- Not always, because:
 - road was too wide
 - parked cars blocked our view of traffic
 - need striped crosswalks or traffic signals
 - traffic signals made us wait too long or did not give us enough time to cross
 - need curb ramps or ramps need repair
 - too much traffic
 - something else? _____

Location of the problem(s) _____

c. Did drivers behave well?

- Yes
- Not always, because:
 - backed out of driveways without looking
 - did not yield to people crossing the street
 - drove too fast
 - sped up to make it through yellow lights
 - drove through red lights / stop signs
 - something else? _____

Location of the problem(s) _____

d. Was your walk pleasant?

- Yes
- Not always, because:
 - litter and trash on the street
 - steep hills
 - unfriendly dogs
 - too much noise
 - bad smells in the air
 - scary people
 - something else? _____

Location of the problem(s) _____

8. Do you plan to walk regularly in the future?

- Yes
- Not always, because: _____

Please return this survey to your teacher. Thank you for helping us with this survey.

