



# UNIVERSITY TRANSPORTATION CENTER RESEARCH BRIEF

**PROJECT TITLE:** Mobility Implications of School Crossing Guard Programs and School Walking Route Maps

**PRINCIPAL INVESTIGATOR:** Kevin Chang (UI)

**INSTITUTION:** UNIVERSITY OF IDAHO  
**ESTIMATED COMPLETION DATE:** AUGUST 2019

**SPONSORS:** THE PACIFIC NORTHWEST TRANSPORTATION CONSORTIUM, UI

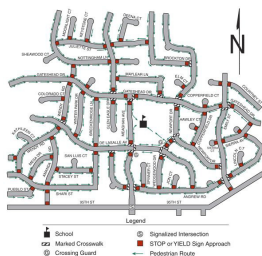


## Background

The purpose of this project is to determine how school crossing guard programs and the use of school walking route maps influence walking to school behavior by elementary school-aged students.

In 1969, 50% of children walked or biked to school, including 87% of those living within one mile of their destination. By 2009, fewer than 15% walked or biked, including only 50% of those living within one mile of school [Safe Routes to School National Partnership]. This reduction is correlated to a number of societal contributors including dual-income parents who have less time to accompany their son or daughter to and from school and a reluctance by parents to allow their children to walk or bike to school due to concerns with regard to child safety and security. As an overall result, the school transportation-related ramifications include increased traffic near schools and missed opportunities for physical fitness by children in a time of increased childhood obesity.

Fundamentally speaking, a change to these trends require both healthy living and good habit-forming behavior by the next generation of young people, and fostering non-motorized transport in the form of walking or bicycling to school as a Kindergarten to Grade 5 (K-5) student is an important and essential first step.



## Research Project

This research aims to examine two specific components of walking and bicycling to school programs: 1) the formation, operation, and effectiveness of crossing guard programs and 2) the development, distribution, and usage of walking and bicycling to school walking route maps. The states of Washington and Idaho will serve as a baseline to determine if external factors such as legislative mandates drive certain policies and correspond to changes in behavior.

To complete this research study, a literature review will be initially conducted and will be followed by an analysis of existing data, interviews with school principals and administrators, site assessments, and the development of a final report.