

# Safe Routes to School

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*2008 Survey Results of Parents and Students  
Fargo and West Fargo, North Dakota  
and Moorhead, Dilworth, and Glyndon, Minnesota*



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## FOREWORD

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The research findings presented in this report will give city leaders, policy makers, and school administrators insight into student and parent perceptions regarding safe routes to school and barriers that prevent students from walking or bicycling to and from school. This study was designed as a collaborative project intended to offer a city-wide perspective of all Fargo public schools. Through the efforts and support of the Fargo-Moorhead Metropolitan Council of Governments (Metro COG), West Fargo, Moorhead, Dilworth, and Glyndon public schools were included in the study.

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Randy Bruer, Superintendent, Dilworth-Glyndon-Felton Public Schools

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# INTRODUCTION

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## STUDY OBJECTIVES

The goal of The Safe Routes to School Study is to gain insight into the challenges and opportunities for enhancing exercise among school-aged children by walking and bicycling to school. This study will also provide a baseline that examines current behaviors of children and the barriers that prevent them from walking and bicycling more often. The survey was designed with input from the City of Fargo Traffic Safety, Police, Planning, Engineering, and Public Health departments, in order to gather information that will collectively assist them in projects directly related to children's transportation to and from school. A collaborative effort then began with the Fargo-Moorhead Metropolitan Council of Governments (Metro COG) to broaden the study to include the communities of West Fargo, Moorhead, Dilworth, and Glyndon. Results from this study will be shared with school leaders, city officials, and other community stakeholders representing the five communities.

## METHODOLOGY

A generalizable survey was conducted of students and their parents in the school districts of Fargo, North Dakota, West Fargo, North Dakota, and Moorhead, Minnesota, and Dilworth/Glyndon of the Dilworth/Glyndon/Felton school district in Minnesota.

Students in grades 3 through 9 who were enrolled in public schools within each district were selected through a random cluster sampling design. Students were over-sampled to ensure an adequate response rate of parents. Schools were then grouped according to location and/or similar characteristics within each respective district. It was anticipated that results of the student survey and parent survey would be generalizable to each group at a 90 percent confidence level with an error rate of +/- 10 percent, and to each district at a 95 percent confidence level with an error rate of +/- 5 percent. See District Sampling on the following page for results.

The surveys were developed in the summer of 2008 after conducting an extensive online literature review and consulting with members from the City of Fargo Planning, Public Health, Engineering, Traffic Safety, and Police departments. The parent survey was developed in conjunction with the student survey and was designed to allow us to explore parent's perceptions, attitudes, and decision-making process and how they may differ from their child's. The survey contained 28 questions and took approximately 20 minutes to complete. Information regarding the method of transportation for students getting to and home from school, barriers for students walking or riding their bicycle to and from school, and traffic congestion at school sites was gathered. The student survey contained 15 questions and took approximately 15 minutes to complete. Information regarding how often students ride their bikes or walk to school, barriers preventing them from walking or biking more often, and what their experience is like when they do walk or bike to school was gathered. Approval from the Institutional Review Board (IRB) at North Dakota State University was obtained to ensure that proper protocol was used and the rights of human subjects protected.

Once the classes were selected, arrangements were made in advance with each instructor of the selected classrooms. Each classroom was then visited by staff from the North Dakota State Data Center and students were given a parent survey packet to take home to their parent or guardian. Each packet contained a cover letter explaining the project and inviting the parents to participate, a parent survey, a postage-paid return envelope, and a consent form granting permission for the student to be surveyed in the classroom. Approximately 1,825 parent packets were handed out to students starting in mid-October, 2008, with 479 parents completing the survey for a return rate of 26 percent. It should be noted that we could not control for whether students actually delivered the survey packets to their parents.

Approximately two weeks after the parent packets were distributed, arrangements were again made with each instructor of the selected classrooms for the administration of the student survey. Students were then visited in their respective classrooms and invited to participate in the survey. Approximately 1,825 student surveys were administered with 1,553 students completing the survey for a response rate of 85 percent. Administration of the student surveys was completed in mid-November, 2008.

Throughout the report, data are reported in graphic and tabular form. The body of the report is displayed in four separate sections, each color-coded to coincide with the school district map (see page 8). For example, on the map, Fargo district is displayed using the color orange and the school groupings are orange/red. West Fargo district is represented by shades of green, Moorhead by blue, and Dilworth/Glyndon by yellow.

Raw data are reported in the Appendix Tables and are also color-coded. Parent Tables are represented in green and Student Tables are represented in blue. Data in the Appendix Tables are organized by: overall region, North Dakota (Fargo and West Fargo) and Minnesota (Moorhead and Dilworth/Glyndon), District (Fargo, West Fargo, Moorhead, and Dilworth/Glyndon), and Group (Fargo A, B, and C; West Fargo A and B; Moorhead A and B; and Dilworth/Glyndon A and B). In some cases, data are not displayed due to the small number of cases. This is particularly true in the "Of Students Who Have Walked or Ridden Their Bicycle to School" section of the Student Tables.

## DISTRICT SAMPLING

### Fargo Public School District

A stratified cluster sample was used to survey parents of students in grades 3 through 9 in the Fargo Public School District, producing results with an error rate of 6 percent and a confidence level of 90 percent. We are unable to calculate a rate of response for Fargo parents because we do not know how many of the 561 survey packets given to students to take home to their parents were actually delivered. However, the 160 completed parent surveys represent a return rate of 29 percent.

### West Fargo Public School District

A stratified cluster sample was used to survey parents of students in grades 3 through 9 in the West Fargo Public School District, producing results with an error rate of 7 percent and a confidence level of 90 percent. We are unable to calculate a rate of response for West Fargo parents because we do not know how many of the 491 survey packets given to students to take home to their parents were actually delivered. However, the 127 completed parent surveys represent a return rate of 26 percent.

### Moorhead Public School District

A stratified cluster sample was used to survey parents of students in grades 3 through 9 in the Moorhead Public School District, producing results with an error rate of 7 percent and a confidence level of 90 percent. We are unable to calculate a rate of response for Moorhead parents because we do not know how many of the 618 survey packets given to students to take home to their parents were actually delivered. However, the 142 completed parent surveys represent a return rate of 23 percent.

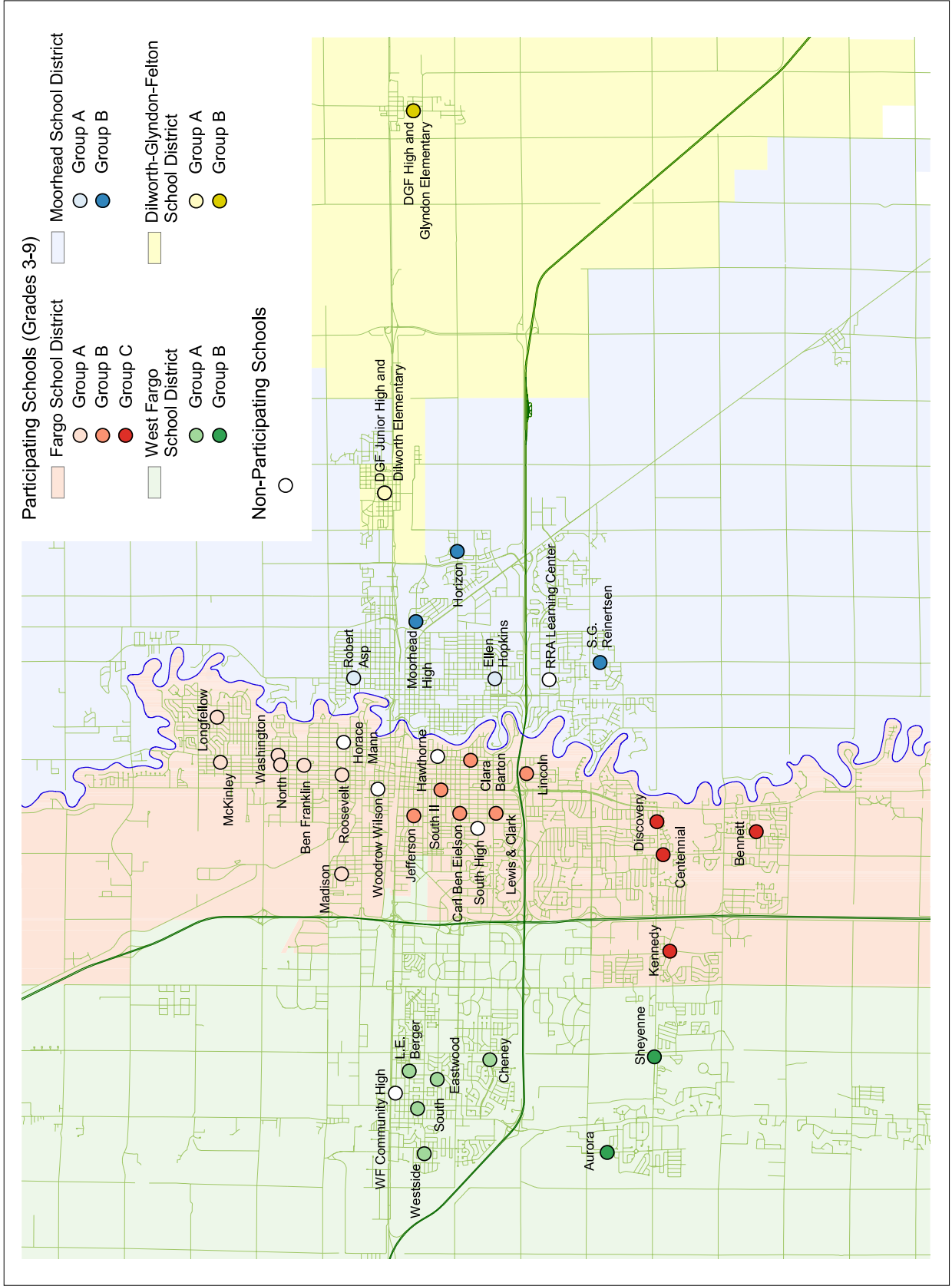
### Dilworth/Glyndon of the Dilworth/Glyndon/Felton Public School District

A stratified cluster sample was used to survey parents of students in grades 3 through 9 in the Dilworth and Glyndon communities in the Dilworth/Glyndon/Felton Public School District, producing results with an error rate of 12 percent and a confidence level of 90 percent. We are unable to calculate a rate of response for Dilworth/Glyndon parents because we do not know how many of the 193 survey packets given to students to take home to their parents were actually delivered. However, the 44 completed parent surveys represent a return rate of 23 percent.



# Fargo, West Fargo, Moorhead, Dilworth, and Glyndon Schools Participating in the 2008 Safe Routes to School Study

Prepared by the North Dakota State Data Center, August 2008





## EXECUTIVE SUMMARY

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Nearly half of students within the metro area (i.e., Fargo and West Fargo, North Dakota and Moorhead, Dilworth, and Glyndon, Minnesota) live a mile or less from their school. Nonetheless, three in four students are traveling to and from school by motorized vehicle (i.e., car, school bus, shuttle, or car pool). In addition, most parents and students prefer a car, school bus, or shuttle for getting to and from school.

As to why children are not walking or bicycling to and from school, the main concern among parents is that of unsafe intersections and street crossings. Weather issues, such as not having any protection from the weather and icy or snow-covered sidewalks, are also among the top concerns for parents.

Unsafe intersections and street crossings as well as weather issues are concerns that are also shared by students. In addition, students in Fargo, West Fargo, Dilworth, and Glyndon say that having too much stuff to carry (e.g., books, equipment, instrument) hampers their ability to walk or ride their bicycle to and from school. Students in West Fargo, Moorhead, Dilworth, and Glyndon also say they live too far from school.

When evaluating street crossings in their neighborhoods and on the route to school, parents give an overall rating of average. However, while parents express concerns with the safety of intersections and street crossings, the major concern they have is with too many distracted drivers; this outweighs concerns relating to infrastructure (e.g., pedestrian crosswalks and audible signals) by at least two to one.

Driving to and from school (by school bus, shuttle or car) is causing congestion at school sites. In Fargo and West Fargo school districts, at least one in five students who walked to school recently say there are cars and buses in their way making it difficult to enter the school grounds. In the districts involving Moorhead, Dilworth, and Glyndon, about one in 10 students say they have difficulty entering the school grounds due to traffic. Parents across districts indicate there is more traffic congestion occurring when they pick their students up than when they drop them off and that traffic at pick-up is quite congested.

One way to alleviate traffic congestion at schools and ease parents' concerns may be to integrate a walking school bus within the neighborhoods. A walking school bus is a group of children walking to school with one or more adults. It can be very informal, such as two families taking turns walking their children to school, or very structured, such as having planned routes, meeting points, a timetable, and a schedule of trained volunteers.

While parents indicate they are somewhat unlikely to volunteer their time to a walking school bus, they say their children would be moderately likely to utilize it. In addition, an educational awareness campaign highlighting the benefits of a walking school bus could be instrumental in addressing parents' safety concerns and increasing the likelihood of student utilization, particularly since parents indicate they value their children getting exercise and the students say they enjoy getting exercise and being outdoors.

The vast majority of students have not had, or are not sure if they have had, a bicycle safety training course. Here, too, an educational campaign highlighting bicycle safety and the benefits of bicycling to school could be very effective in increasing student awareness and physical activity, while perhaps alleviating parental concerns of student safety.

The parent and student surveys were designed such that comparisons could be made between parent and student responses to similar questions (i.e., number of times per week student walks or rides their bicycle to school, preferred method of transportation for student getting to and from school, and barriers to walking or riding bicycle to and from school). There were no extreme differences between parent and student responses with any of the questions.

Overall, student responses are reflective of parent responses. In fact, even though students say that being outside is what they like best about walking or riding bicycle to school, they prefer getting to and home from school by car. Parents prefer their child get to and home from school by bus. While parents and students are not in agreement about the preferred method of transportation to and home from school, neither parents nor children prefer walking or riding bicycle as the prominent method. The student response could simply be that current behaviors are considered normal without much consideration given to alternative methods of transportation to and from school (i.e., walking or riding bicycle).

Walking school bus and cycling school bus programs, which are a part of the Safe Routes to School campaign, are happening nationally (e.g., Arizona, Illinois, Washington) as well as internationally (e.g., Africa, Asia, Europe, Australia). Some key components of successful campaigns are: publicity and promotion of the programs, support from school principals and administrators, and community involvement (to include parents, students, teachers, neighbors, city staff members, elected officials, businesses, community groups, and law enforcement). A walking school bus or cycling school bus program could be very effective in addressing parental concerns of children's safety when traveling to and from school.

Concerns of children's safety can be also be addressed by conducting community-wide forums and driver awareness campaigns. In addition, a targeted effort to teach children about pedestrian safety and bicycle safety, as well as appropriate clothing for weather conditions could also be very effective.

A walking school bus and other educational awareness campaigns could prove useful in promoting the goals of this study: increase children's physical activity, advance safety mechanisms on the routes to and from school sites, and improve overall benefits to children's health and well-being.

## **METROWIDE AND DISTRICT RESULTS SUMMARY**

### **Parent Survey Results:**

Following are the results of the parent survey, overall and by district. The findings are organized by topic: daily patterns, barriers to walking or riding a bicycle to and from school, evaluation of sidewalks and streets, views on activity, demographics of child, and demographics of parent.

#### ***Daily Patterns***

*Number of times, in an average week, child walks or rides their bicycle to school:*

- Overall, 71 percent of parents indicate that in an average week the number of times their child walks or rides their bicycle to school is zero or none.
  - Among districts, the proportion of parents who say the number of times their child walks or rides their bicycle to school is zero or none is:
    - Fargo, 62 percent
    - West Fargo, 80 percent
    - Moorhead, 76 percent
    - Dilworth/Glyndon, 66 percent
- Overall, 12 percent of parents indicate that, in an average week, their child walks or rides their bicycle to school every day.
  - Among districts, the proportion of parents who say their child walks or bicycles to school every day is:
    - Fargo, 14 percent
    - West Fargo, 10 percent
    - Moorhead, 10 percent
    - Dilworth/Glyndon, 13 percent

*Distance child lives from school:*

- Overall, 48 percent of parents say their child lives a mile or less from school.
  - Among districts, the proportion of parents who say their child lives a mile or less from school is:
    - Fargo, 62 percent
    - West Fargo, 38 percent
    - Moorhead, 35 percent
    - Dilworth/Glyndon, 67 percent
- Overall, 26 percent of parents say their child lives less than ½ mile from school.
  - Among districts, the proportion of parents who say their child lives less than ½ mile from school is:
    - Fargo, 34 percent
    - West Fargo, 19 percent
    - Moorhead, 19 percent
    - Dilworth/Glyndon, 44 percent

*How child usually ARRIVES at school:*

- Overall, 10 percent of parents say, on most days, their child usually arrives at school by walking and 5 percent say their child arrives by bicycling.
  - Among districts, the proportion of parents who indicate their child usually arrives at school by walking and bicycling is:

- Fargo, 11 percent and 5 percent, respectively
  - West Fargo, 10 percent and 6 percent, respectively
  - Moorhead, 7 percent and 3 percent, respectively
  - Dilworth/Glyndon, 15 percent and 2 percent, respectively
- In contrast, 82 percent of parents overall say their child arrives at school by motorized vehicle (41 percent by school bus or shuttle and 41 percent by family vehicle).
  - Among districts, twice the proportion of parents in Fargo district say their child arrives by family vehicle rather than school bus or shuttle (53 percent and 23 percent, respectively). Just the opposite is true in West Fargo district, where 52 percent of parents say their child arrives by school bus or shuttle and 29 percent say their child arrives by family vehicle. In Moorhead district, 50 percent of parents say their child arrives by school bus or shuttle and 39 percent say their child arrives by family vehicle. In Dilworth/Glyndon district, 40 percent of parents say their child arrives by school bus or shuttle and 40 percent say their child arrives by family vehicle.

*Length of travel time TO school:*

- Overall, 27 percent of parents say it normally takes less than 5 minutes for their child to travel TO school by their most common method.
  - Among districts, the proportion of parents who say travel time to school is less than 5 minutes is:
    - Fargo, 33 percent
    - West Fargo, 18 percent
    - Moorhead, 20 percent
    - Dilworth/Glyndon, 51 percent
- In contrast, 12 percent of parents overall, say that travel time to school normally takes more than 20 minutes by their most common method.
  - Among districts, the proportion of parents who say travel time to school is more than 20 minutes is:
    - Fargo, 3 percent
    - West Fargo, 21 percent
    - Moorhead, 8 percent
    - Dilworth/Glyndon, 26 percent

*Level of traffic congestion at school site when dropping off child:*

- Overall, parents indicate that traffic is somewhat congested when they drop their child off at school (mean=3.69, on a one to five scale, with one being “not at all congested” and five being “very congested”); 35 percent of parents say traffic is very congested when dropping their child off.
  - Among districts, parents in Moorhead and West Fargo districts indicate a higher level of congestion (mean=3.85 and mean=3.83, respectively) than parents in Dilworth/Glyndon and Fargo districts (mean=3.56 and mean=3.50, respectively); 38 percent of parents in Moorhead district and 42 percent of parents in West Fargo district say traffic is very congested, whereas 33 percent of parents in Dilworth/Glyndon district and 27 percent of parents in Fargo district say traffic is very congested.

*How child usually LEAVES FOR HOME after school:*

- Overall, school bus or shuttle is the usual method of transportation that most parents say their children use when leaving for home after school; 48 percent of parents say their child usually leaves for home by this method.
  - Among districts, the proportion of parents who say their child leaves for home by school bus or shuttle is:
    - Fargo, 36 percent
    - West Fargo, 56 percent
    - Moorhead, 52 percent
    - Dilworth/Glyndon, 53 percent
  
- Overall, 24 percent of parents say their child usually leaves for home by walking or riding their bicycle.
  - Among districts, the proportion of parents who say their child usually walks or rides their bicycle home is:
    - Fargo, 31 percent
    - West Fargo, 18 percent
    - Moorhead, 20 percent
    - Dilworth/Glyndon, 24 percent
  - While the majority of parents in West Fargo, Moorhead, and Dilworth/Glyndon districts say that school bus or shuttle is the usual method for their children leaving for home after school, this is not the case in Fargo district. In Fargo district, the usual method of leaving for home is more evenly distributed among walking/bicycling, school bus or shuttle, and family vehicle/carpool (31 percent, 36 percent, and 29 percent, respectively).
  
- Across districts, parents say walking or bicycling is the usual method of transportation for more students going home from school than getting to school.

*Length of travel time FROM school:*

- Overall, 16 percent of parents say it normally takes less than 5 minutes for their child to travel FROM school by their most common method.
  - Among districts, the proportion of parents who say travel time to school is less than 5 minutes is:
    - Fargo, 18 percent
    - West Fargo, 15 percent
    - Moorhead, 11 percent
    - Dilworth/Glyndon, 27 percent
  
- Overall, 16 percent of parents say it normally takes more than 20 minutes for their child to travel home after school.
  - Among districts, the proportion of parents who say it takes more than 20 minutes for their child to travel home is:
    - Fargo, 11 percent
    - West Fargo, 23 percent
    - Moorhead, 11 percent
    - Dilworth/Glyndon, 27 percent

*Level of traffic congestion at school site when picking up child:*

- Overall, parents say that traffic is quite congested when picking their child up from school (mean=4.06 on a one to five scale, with one being “not at all congested” and five being “very congested”); 49 percent of parents say that traffic is very congested when picking up their child.
  - Across districts, parents say traffic is quite congested when picking their child up from school (Fargo: mean=4.01, West Fargo: mean=4.06, Moorhead: mean=4.10, and Dilworth/Glyndon: mean=4.16).
  - Among districts, the proportion of parents who say traffic is “very congested” when picking their child up is:
    - Fargo, 45 percent
    - West Fargo, 49 percent
    - Moorhead, 53 percent
    - Dilworth/Glyndon, 50 percent
- Across districts, parents indicate a higher level of traffic congestion at their child’s school site when picking their child up from school than when dropping their child off.

*Parent’s preferred method of transportation for child getting to and from school:*

- Overall, the largest proportion of parents prefer their child go to and from school by bus (42 percent).
  - Among districts, the proportion of parents that prefer a bus as the method of transportation is:
    - Fargo, 23 percent
    - West Fargo, 49 percent
    - Moorhead, 55 percent
    - Dilworth/Glyndon, 44 percent
  - Although the largest proportions of parents in West Fargo, Moorhead, and Dilworth/Glyndon districts prefer their child get to and from school by bus, parents in Fargo district prefer their child get to and from school by car (38 percent).
- Overall, 27 percent of parents prefer their child walk or ride their bicycle to and from school.
  - Among districts, the proportion of parents who prefer their child walk or ride their bicycle to and from school is:
    - Fargo, 35 percent
    - West Fargo, 21 percent
    - Moorhead, 20 percent
    - Dilworth/Glyndon, 35 percent

*Parent’s perception of child’s overall safety when walking or riding their bicycle to and from school:*

- Overall, parents say their child is moderately safe when walking or bicycling to and from school (mean=2.82 on a one to five scale, with one being “not at all safe” and five being “very safe”); 24 percent of parents say their child is not at all safe.
  - Parents in Fargo district indicate their child is moderately safe (mean=3.22); 10 percent of parents in Fargo district say their child is not at all safe.
  - Among districts, parents in the West Fargo, Moorhead, and Dilworth/Glyndon districts indicate their child is moderately safe when walking or bicycling to and from school (mean=2.60, mean=2.58, and mean=2.70, respectively). However, the proportion of parents who say their child is not at all safe is 33 percent in both West Fargo and Moorhead districts, and 25 percent in Dilworth/Glyndon district.

## ***Barriers to Walking or Riding a Bicycle to and from School***

- Overall, parents indicate that traffic – safety concerns at intersections and crossings (mean=3.79) is the top reason that impacts whether their child walks or rides their bicycle to and from school (on a one to five scale of impact, with one being “not at all” and five being “a great deal”). Parents indicate that weather – no protection from the weather (mean=3.39) and speed – cars drive too fast through the neighborhood (mean=3.22) are the next two reasons with the largest impact on why their child may not be walking or bicycling to and from school.
  - Parents in Fargo district echo the overall region regarding reasons why children are not walking/riding bicycle to and from school. Traffic – safety concerns at intersections and crossings (mean=3.78), weather – no protection from the weather (mean=3.40), and speed – cars drive too fast through the neighborhood (mean=3.22) are the top three reasons parents give.
  - Parents in West Fargo district indicate the top three reasons their child may not be walking or bicycling to and from school are: traffic – safety concerns at intersections and crossings (mean=3.79), distance – school is too far away (mean=3.54), and weather – no protection from the weather (mean=3.45).
  - Parents in Moorhead district indicate that traffic – safety concerns at intersections and crossings (mean=3.86), distance – school is too far away (mean=3.52), and weather – no protection from the weather (mean=3.35) are top reasons why their child may not be walking or bicycling to and from school.
  - Parents in Dilworth/Glyndon district indicate that speed – cars drive too fast through the neighborhood (mean=3.85), sidewalks or bikeways – missing or are not adequate (mean=3.62), and traffic – safety concerns at intersections and crossings (mean=3.58) are the top three reasons.
  - Traffic – safety concerns at intersections and crossings is one of the top three reasons among all four districts. Weather – no protection from the weather is among the top three reasons in Fargo, West Fargo, and Moorhead districts. Distance – school is too far away is the second largest barrier in both West Fargo and Moorhead districts.

## ***Evaluation of Sidewalks and Streets***

### *SIDEWALKS: problems on the route to and from school:*

- When evaluating sidewalks in their neighborhood and on the route to school, the top three concerns of parents overall are: sidewalks covered with ice and snow during winter months (37 percent), there are sidewalks, but they are not continuous (23 percent), and there are no sidewalks at certain locations (22 percent).
  - The top three concerns among parents in Fargo district are: sidewalks covered with ice/compacted snow during winter months (42 percent), sidewalks are broken or cracked, making them unsafe or difficult to walk on (17 percent), and cars or trucks are blocking the sidewalk (13 percent).
  - The top three concerns among parents in West Fargo district are: sidewalks covered with ice/compacted snow during winter months (35 percent), there are sidewalks, but they are not continuous (23 percent), there are no sidewalks at specific locations (22 percent).
  - In Moorhead district, the top three concerns are: sidewalks covered with ice/compacted snow during winter months (37 percent), there are sidewalks, but they are not continuous (32 percent), and there are no sidewalks at specific locations (30 percent).
  - In Dilworth/Glyndon district, the top four concerns are: no sidewalks at specific locations (51 percent), there are sidewalks, but they are not continuous (40 percent), sidewalks are broken or cracked, making them unsafe or difficult to walk on (28 percent), and sidewalks are covered with ice/compacted snow during winter months (26 percent).



- Overall, parents rate the sidewalks in their neighborhood as average (mean=3.42, based on a one to five scale, with one being “poor” and five being “excellent”); 21 percent of parents rate the sidewalks as excellent, whereas 12 percent rate them as poor.
  - Among districts, parents in Fargo district say the sidewalks in their neighborhood are above average (mean=3.81); 26 percent of parents say the sidewalks are excellent, whereas 3 percent rate them as poor.
  - Parents in West Fargo say their neighborhood sidewalks are slightly above average (mean=3.64); 28 percent say sidewalks are excellent, while 9 percent rate them as poor.
  - Parents in Moorhead district rate their neighborhood sidewalks as average (mean=3.15); 15 percent say neighborhood sidewalks are excellent, while 18 percent say they are poor.
  - Parents in Dilworth/Glyndon rate their neighborhood sidewalks as below average (mean=2.12); 3 percent say sidewalks are excellent, while 40 percent say sidewalks are poor.

*STREET CROSSINGS: problems on the route to and from school:*

- When evaluating street crossings in their neighborhood and on the route to school, parents indicate the top three areas of concern overall are: too many distracted drivers (47 percent), need marked pedestrian crosswalks (20 percent), and roads are too wide to safely cross (17 percent).
  - The top three concerns for parents in Fargo district are: too many distracted drivers (52 percent), need marked pedestrian crosswalks (16 percent), and need pedestrian crossing signals/audible signals (14 percent).
  - Among parents in West Fargo district, the top three concerns are: too many distracted drivers (41 percent), roads are too wide to safely cross (16 percent), and pedestrian crossing signals are not long enough for pedestrians to reach the other side of the street (16 percent).
  - Parents in Moorhead district indicated their top three concerns are: too many distracted drivers (49 percent), need marked pedestrian crosswalks (30 percent), and roads are too wide to safely cross (28 percent).
  - Among parents in Dilworth/Glyndon district, the top three concerns are: too many distracted drivers (45 percent), need marked pedestrian crosswalks (23 percent), and need traffic signals (15 percent).
  - Too many distracted drivers is the top concern among parents in all four districts.
- Overall, parents rate the street crossings in their neighborhood as average (mean=3.08); 9 percent of parents rate the street crossings as excellent, and 11 percent rate them as poor.
  - Parents in Fargo district rate their street crossings as average (mean=3.31); 10 percent rate street crossings as excellent, and 4 percent rate them as poor.
  - Parents in West Fargo district also rate their street crossings as average (mean=3.23); 9 percent say their street crossings are excellent, and 8 percent rate them as poor.
  - Parents in Moorhead district say their street crossings are average (mean=2.90); 10 percent rate the street crossings as excellent, and 15 percent rate them as poor.
  - Parents in Dilworth/Glyndon district rate the street crossings as below average (mean=2.35); none percent rate the street crossings as excellent, and 30 percent rate them as poor.

**Views on Activity**

*Importance of getting exercise, being outside, being with friends and family, and helping the environment regarding child walking or bicycling to school:*

- Based on a one to five scale, with one being “not at all important” and five being “very important,” overall, parents say that getting exercise is the most important activity with respect to their child walking or bicycling to school (mean=4.15); 56 percent say it is very important. Being outside is also considered important (mean=4.04); 49 percent of parents say it is very important.

- All four districts echo the region overall, in that getting exercise and being outside are the most important activities regarding their child walking or riding their bicycle to school.
  - Fargo: mean=4.16 and mean=4.06, respectively
  - West Fargo: mean=4.18 and mean=4.06, respectively
  - Moorhead: mean=4.07 and mean=3.94, respectively
  - Dilworth/Glyndon: mean=4.30 and mean=4.26, respectively

*How informed child is regarding safety rules related to walking and safety rules related to bicycling:*

- Overall, parents say their child is more informed about safety rules related to walking (mean=4.41) than they are about safety rules related to bicycling (mean=3.83) (based on a one to five scale, with one being “not at all informed,” and five being “very informed”); 60 percent of parents say their child is very informed about rules relating to walking, whereas 35 percent say their child is very informed about rules relating to bicycling.
  - All four districts echo the region overall, in that their students are more informed about rules relating to walking than they are to rules relating to bicycling.
    - Fargo: mean=4.48 and mean=3.94, respectively
    - West Fargo: mean=4.47 and mean=3.93, respectively
    - Moorhead: mean=4.26 and mean=3.66, respectively
    - Dilworth/Glyndon: mean=4.40 and mean=3.66, respectively

*Whether child has taken a bicycle safety training course:*

- Overall, 76 percent of parents say their child has not taken a bicycle safety training course; 16 percent say yes, their child has taken a bicycle safety training course, but it was several years ago.
  - All four districts echo the region overall, in that the majority of students have not taken a bicycle safety training course.
    - Fargo, 69 percent say their child has not had a safety training course and 26 percent say they have, but it was several years ago
    - West Fargo, 76 percent say their child has not had a course and 13 percent say they have, but it was several years ago
    - Moorhead, 80 percent say their child has not had a course and 12 percent say they have, but it was several years ago
    - Dilworth/Glyndon, 89 percent say their child has not had a course and 7 percent say they have, but it was several years ago

*Number of times per week parent and child participate in physical activity together:*

- Overall, 46 percent of parents say they participate in some form of physical activity with their child at least three times per week.
  - Among districts, the proportion of parents who say they participate in physical activity with their child at least three times per week is:
    - Fargo, 43 percent
    - West Fargo, 47 percent
    - Moorhead, 51 percent
    - Dilworth/Glyndon, 39 percent
- Overall, the proportion of parents who say they participate in physical activity less than once a week or not at all is 22 percent.
  - Among districts, the proportion of parents who say they participate in physical activity with their child less than once a week or not at all is:
    - Fargo, 25 percent
    - West Fargo, 24 percent
    - Moorhead, 14 percent

- Dilworth/Glyndon, 28 percent

*Importance of adults serving as role models for physical activity:*

- Based on a one to five scale, with one being “not at all important” and five being “very important,” overall, parents place a high level of importance on adults serving as role models for physical activity (mean=4.58); 69 percent of parents say it is very important.
  - Among districts, the mean level of importance on adults serving as role models for physical activity and the percentage of parents who say serving as a role model is very important are:
    - Fargo: mean=4.57; 68 percent of parents say it is very important
    - West Fargo: mean=4.63; 72 percent of parents say it is very important
    - Moorhead: mean=4.62; 70 percent of parents say it as very important
    - Dilworth/Glyndon: mean=4.40; 55 percent of parents say it is very important

*Parent’s perception of child’s grade level at which they can safely walk or ride their bicycle to and from school without an adult:*

- According to the National Highway Traffic Safe Administration (NHTSA), children can safely cross a street alone at the age of 10 (5<sup>th</sup> grade).
- Overall, the proportion of parents who say children in 5<sup>th</sup> grade or higher can safely walk or ride their bicycle to school without an adult is 52 percent.
  - Among districts, the proportion of parents who say children in 5<sup>th</sup> grade or higher can safely walk or ride their bicycle to school without an adult is:
    - Fargo, 46 percent
    - West Fargo, 51 percent
    - Moorhead, 53 percent
    - Dilworth/Glyndon, 68 percent

**WALKING SCHOOL BUS**

*Likelihood of child utilizing a walking school bus if it was integrated into their neighborhood (based on a one to five scale, where one is “not at all likely” and five is “very likely”):*

- Overall, parents say if a walking school bus was integrated into their neighborhood, their child is moderately likely to utilize it (mean=2.75); 22 percent say their child is very likely to utilize it and 36 percent say their child is not at all likely.
  - Parents in Fargo district say their child is moderately likely to utilize a walking school bus (mean=2.93); 24 percent say their child is very likely and 28 percent say their child is not at all likely to utilize it a walking school bus.
  - Parents in West Fargo district indicate their child is moderately likely to utilize a walking school bus (mean=2.71); 19 percent say their child is very likely and 36 percent say their child is not at all likely to utilize a walking school bus.
  - Parents in Moorhead district say their child is moderately likely to utilize a walking school bus (mean=2.64); 25 percent say their child is very likely and 42 percent say their child is not at all likely to utilize a walking school bus.
  - Parents in Dilworth/Glyndon district say their child is moderately likely to utilize a walking school bus (mean=2.58); 18 percent say their child is very likely and 38 percent say their child is not at all likely to utilize it.

*Likelihood of parent volunteering time for a walking school bus if it was integrated into the neighborhood (based on a one to five scale, where one is “not at all likely” and five is “very likely”):*

- Overall, parents indicate they are somewhat unlikely to volunteer time for a walking school bus (mean=2.23); 15 percent say they are very likely to volunteer time and 49 percent say they are not at all likely.
  - Parents in Fargo district are moderately likely to volunteer time for a walking school bus (mean=2.54); 19 percent say they are very likely to volunteer 40 percent say they are not at all likely to volunteer their time.
  - Parents in the West Fargo district are not likely to volunteer their time for a walking school bus (mean=1.96); 10 percent of parents say they are very likely to volunteer and 58 percent say they are not at all likely.
  - Parents in Moorhead district are somewhat unlikely to volunteer time for a walking school bus in their neighborhood (mean=2.15); 15 percent say their very likely to volunteer and 53 percent say they are not at all likely to volunteer their time.
  - Parents in Dilworth/Glyndon district are somewhat unlikely to volunteer their time for a walking school bus (mean=2.14); 10 percent of parents say they are likely to volunteer and 48 percent say they are not at all likely to volunteer their time.
- Overall, and also among districts, parents indicate a greater likelihood of their children utilizing a walking school bus than of volunteering their own time for a walking school bus.
- Fargo district may be in a better position than the other three districts to integrate a walking school bus due to the highest proportion of students who are likely to utilize it and the highest proportion of parents who are likely to volunteer time for it.

### ***Demographics of Child***

*Number of children attending school in grades K through 12:*

- Overall, the largest proportion of parents indicate they have two children attending school in grades kindergarten through 12 (52 percent).
  - Among Fargo, West Fargo, Moorhead, and Dilworth/Glyndon districts, the largest proportions of parents say they have two children attending school in grades kindergarten through 12 (48 percent, 56 percent, 54 percent, and 55 percent, respectively).

*Gender of child who took parent survey home:*

- Overall, 54 percent of parents indicate the gender of their child who brought the survey home is female; 46 percent of parents say their child is male.
  - In Fargo district, 50 percent of parents say the gender of their child who brought the survey home is female and 50 percent say their child is male.
  - In West Fargo district, 60 percent say the gender of their child who brought the survey home is female and 40 percent say their child is male.
  - In Moorhead district, 52 percent of parents say their child who brought the survey home is female and 48 percent say their child is male.
  - In Dilworth/Glyndon district, 53 percent say their child who brought the survey home is female and 47 percent say their child is male.

*Whether child has any physical disabilities that make it difficult for them to walk or ride a bicycle to school:*

- Overall, 1 percent of parents say their child has physical disabilities that make it difficult to walk or bicycle to school.
  - Among districts, the largest proportion of parents who say their child has physical disabilities is Moorhead district (2 percent), followed by West Fargo district (1 percent), Fargo district (1 percent), and Dilworth/Glyndon district (less than 1 percent).

*Activities/organizations, available within child's school or community, in which parent or child are involved:*

- Overall, 65 percent of parents say their child is involved in school activities (e.g., band, drama, athletics) and 37 percent say their child is involved in early morning or after school programs. Additional activities/organizations in which parents or children are involved include Parent Teacher Association (PTA) (27 percent), gifted program (24 percent), free or reduced lunch (18 percent), summer school (13 percent), special education program (10 percent), neighborhood association (4 percent), and English as a Learned Language program (2 percent).
  - In Fargo district, parents say they and their children are most involved in school activities (70 percent), early morning or after school programs (48 percent), and PTA (39 percent).
  - In West Fargo, parents say they and their children are most involved in school activities (59 percent), early morning or after school programs (33 percent), and PTA (30 percent).
  - In Moorhead, parents say they and their children are most involved in school activities (62 percent), early morning or after school programs (32 percent), and a gifted program (31 percent).
  - In Dilworth/Glyndon, parents say they and their children are most involved in school activities (77 percent), free or reduced lunch program (36 percent), and early morning or after school programs (32 percent).
- Overall, the proportion of parents who say their child is enrolled in the free or reduced lunch program (a proxy for low income) is 18 percent.
  - Among districts the proportion of parents who say their child is enrolled in the free or reduced lunch program is:
    - Fargo, 16 percent
    - West Fargo, 12 percent
    - Moorhead, 19 percent
    - Dilworth/Glyndon, 36 percent
- Overall, the proportion of parents who say their child is enrolled in the English as a Learned Language program (a proxy for diversity) is 2 percent.
  - Among districts the proportion of parents who say their child is enrolled in the ELL program is:
    - Fargo, less than 1 percent
    - West Fargo, 2 percent
    - Moorhead, 4 percent
    - Dilworth/Glyndon, 4 percent

### ***Demographics of Parent***

*Age of parent/guardian:*

- Overall, the majority of parents who completed the survey say they are 35 to 44 years of age (57 percent).

- The majority of parents who completed the survey in Fargo, West Fargo, Moorhead, and Dilworth/Glyndon districts say they are 35 to 44 years of age (53 percent, 59 percent, 57 percent, and 64 percent, respectively).

*Educational level of parent/guardian:*

- Overall, the majority of parents who completed the survey say they have at least a college degree (65 percent).
  - The majority of parents who completed the survey in Fargo, West Fargo, Moorhead, and Dilworth/Glyndon districts say they have at least a college degree (69 percent, 62 percent, 67 percent, and 52 percent, respectively).

*Gender of parent/guardian:*

- Overall, the majority of parents who completed the survey indicate they are female (84 percent).
  - The majority of parents who completed the survey in Fargo, West Fargo, Moorhead, and Dilworth/Glyndon districts say they are female (85 percent, 90 percent, 79 percent, and 81 percent, respectively).

## Student Survey Results:

Following are the results of the student survey, overall and by district. The findings are organized by topic: daily patterns, barriers to walking or riding a bicycle to and from school, and “of students who have walked or ridden their bicycle to school”.

### *Daily Patterns*

#### *How students usually get TO school:*

- Overall, the proportion of students who say they usually walk to school is 13 percent; 8 percent say they usually ride their bicycle.
  - Among districts, the proportions of students who say they usually walk or ride their bicycle are:
    - Fargo, 19 percent and 13 percent, respectively
    - West Fargo, 8 percent and 3 percent, respectively
    - Moorhead, 11 percent and 7 percent, respectively
    - Dilworth/Glyndon, 19 percent and 7 percent, respectively
- In contrast, the proportion of students overall, who say they usually get to school by car is 52 percent; 49 percent usually get there by bus.
  - Among districts, the proportions of students who get to school by car and bus are:
    - Fargo, 69 percent and 30 percent, respectively
    - West Fargo, 33 percent and 62 percent, respectively
    - Moorhead, 51 percent and 55 percent, respectively
    - Dilworth/Glyndon, 59 percent and 52 percent, respectively

#### *How students usually get home FROM school:*

- Overall, the proportion of students who say they usually walk home from school is 23 percent; 8 percent say they usually ride their bicycle.
  - Among districts, the proportions of students who say they usually walk or bicycle home are:
    - Fargo, 32 percent and 12 percent, respectively
    - West Fargo, 11 percent and 3 percent, respectively
    - Moorhead, 21 percent and 7 percent, respectively
    - Dilworth/Glyndon, 37 percent and 7 percent, respectively
- In contrast, overall, the proportion of students who say they usually get home from school by car is 40 percent; 57 percent get home by bus.
  - Among districts, the proportions of students who say they get home by car and bus are:
    - Fargo, 53 percent and 43 percent, respectively
    - West Fargo, 27 percent and 66 percent, respectively
    - Moorhead, 38 percent and 61 percent, respectively
    - Dilworth/Glyndon, 40 percent and 63 percent, respectively

#### *How students would MOST like to get to and from school:*

- Overall, the largest proportion of students say they would most like to get to and from school by car (41 percent); 25 percent prefer the bus.
  - Among districts, students prefer traveling to and from school by car rather than bus by a two to one ratio, with the exception of Moorhead district where students equally prefer a car or bus.
    - Fargo, 43 percent prefer car and 20 percent prefer the bus
    - West Fargo, 45 percent prefer a car and 24 percent prefer the bus
    - Moorhead, 34 percent prefer a car and 31 percent prefer the bus



- Dilworth/Glyndon, 46 percent prefer a car and 23 percent prefer the bus
- In contrast, 13 percent of students overall say they would most like to walk to and from school; 18 percent would most like to ride their bicycle.
  - Among districts, the proportions of students who would most like to walk and ride their bicycle to and from school are:
    - Fargo, equally prefer walking and bicycling to and from school (16 percent each)
    - West Fargo, 10 percent prefer to walk and 17 prefer to bicycle
    - Moorhead, 12 percent prefer to walk and 21 percent prefer to bicycle
    - Dilworth/Glyndon, 18 percent prefer to walk and 14 percent prefer to bicycle

*Number of times, in an average week, student walks or rides their bicycle to school:*

- Overall, 67 percent of students say that in an average week, the number of times they walk or ride their bicycle to school is zero or none.
  - Among districts, the proportion of students who say the number of times they walk or bicycle to school is zero or none is:
    - Fargo, 55 percent
    - West Fargo, 77 percent
    - Moorhead, 73 percent
    - Dilworth/Glyndon, 62 percent
- In contrast, overall, 11 percent of students say they walk or ride their bicycle to school every day.
  - Among districts, the proportion of students who say they walk or ride bicycle to school every day is:
    - Fargo, 12 percent
    - West Fargo, 7 percent
    - Moorhead, 11 percent
    - Dilworth/Glyndon, 14 percent

*Whether students have taken a bicycle safety training course:*

- Overall, 51 percent of students say they have not taken a bicycle safety training course; another 30 percent say they are not sure if they have taken one.
  - In Fargo district, 51 percent of students say they have not taken a bicycle safety training course and 29 percent are not sure.
  - In West Fargo district, 47 percent have not taken a course and 29 percent are not sure.
  - In Moorhead district, 52 percent have not taken a training course and 32 percent are not sure.
  - In Dilworth/Glyndon district, 56 percent have not taken a bicycle training course and 31 percent are not sure.

***Barriers to Walking or Riding a Bicycle to and from School***

- Overall, the top barriers that students say make it difficult to walk or ride their bicycle to and from school are: weather – too cold in winter (40 percent), distance – too far from school (34 percent), weather – icy or snow-covered sidewalks (31 percent), crossing intersections with lots of traffic (25 percent), and too much stuff to carry (24 percent).
  - Among districts, the top barriers among students are:
    - Fargo, weather – too cold in winter (45 percent), weather – icy or snow-covered sidewalks (39 percent), too much stuff to carry (29 percent), and crossing intersections with lots of traffic (26 percent)
    - West Fargo, weather – too cold in winter (44 percent), distance – too far from school (39 percent), weather – icy or snow-covered sidewalks (34 percent),

- crossing intersections with lots of traffic (31 percent), and too much stuff to carry (27 percent)
    - Moorhead, distance – too far from school (42 percent), weather – too cold in winter (33 percent), crossing intersections with lots of traffic (25 percent), weather – icy or snow-covered sidewalks (24 percent)
    - Dilworth/Glyndon, weather – too cold in winter (35 percent), distance – too far from school (28 percent), weather – icy or snow-covered sidewalks (24 percent), and too much stuff to carry (24 percent)
  - Weather concerns (i.e., too cold in winter and icy or snow-covered sidewalks) are top barriers among all four districts. Crossing intersections with lots of traffic is a top barrier among Fargo, West Fargo, and Moorhead districts. Distance from school is a top barrier among Moorhead, West Fargo, and Dilworth/Glyndon districts.

*Things that would assist students in walking or riding their bicycle to school more often:*

- Overall, the top three things that students say would assist them in walking or riding their bicycle to school more often are: nothing – I live too far from the school (25 percent), slower traffic speeds (21 percent), and fewer things to carry (21 percent).
  - Among districts, the top things that students say would assist them in walking or riding bicycle to school more often are:
    - Fargo, fewer things to carry (25 percent), slower traffic speeds (24 percent), and more considerate drivers (21 percent)
    - West Fargo, nothing – I live too far from the school (28 percent), slower traffic speeds (21 percent), fewer things to carry (20 percent), and sidewalks that are clean and not broken (18 percent)
    - Moorhead, nothing – I live too far from the school (31 percent), slower traffic speeds (20 percent), fewer things to carry (16 percent), nothing – I do not want to walk or ride my bicycle to school (15 percent), and more considerate drivers (15 percent)
    - Dilworth/Glyndon, nothing – I live too far from the school (25 percent) and fewer things to carry (21 percent)
  - Students in all four districts say that fewer things to carry is one of the top three things that would help them to walk or bicycle to school more often.
  - At least one in four students in West Fargo, Moorhead, and Dilworth/Glyndon districts say that nothing would help them to walk or bicycle to school more often because they live too far from school. Approximately 6 percent of students in those districts indicate they would like a drop-off place closer to school so they could walk part of the way.

***Of Students Who Have Walked or Ridden Their Bicycle to School***

- In order to analyze student experiences from students who actually walk or ride their bicycle to school, a filter was run on the question that asks; "In an average week, how many times do you walk or ride your bicycle to school?" Responses of "less than once a week, one to two times a week, three to four times a week, and every day" are included in the analyses.
- Overall, 26 percent of students who completed the survey have walked or ridden their bicycle to school.
  - Among districts, the proportion of students completing the survey who have walked or ridden their bicycle to school is:
    - Fargo, 36 percent
    - West Fargo, 16 percent
    - Moorhead, 21 percent

- Dilworth/Glyndon, 34 percent

*Whether students had a sidewalk or path for the whole trip:*

- Overall, the majority of students say they had a sidewalk or path for the whole trip to school (75 percent).
  - Among districts, the majority of students in Fargo, West Fargo, and Moorhead say they had a sidewalk or path for the whole trip (85 percent, 73 percent, and 78 percent, respectively). In Dilworth/Glyndon district, 39 percent of students say they had a sidewalk or path for the whole trip.

*Number of times students had to walk off the sidewalk or path because someone was in their way:*

- Overall, 42 percent of students say there were no times when they had to walk off the sidewalk or path because someone was in their way; 25 percent of students say they had to walk off the sidewalk or path at least two times.
  - In Fargo district, 39 percent say there were no times when they had to walk off the sidewalk or path; 28 percent say they had to walk off the sidewalk or path at least twice.
  - In West Fargo district, 37 percent of students say there were no times when they had to walk off the sidewalk or path; 28 percent say they had to walk off the sidewalk or path at least twice because someone was in their way.
  - In Moorhead district, 45 percent of students say there were no times when they had to walk off the sidewalk or path; 21 percent say they had to walk off the sidewalk or path at least twice.
  - In Dilworth/Glyndon district, 54 percent of students say there were no times when they had to walk off the sidewalk or path; 16 percent say they had to walk off the sidewalk or path at least twice on their most recent walk or bicycle ride to school.

*Number of streets students had to cross to get to school:*

- Overall, 37 percent of students say they had at least four streets to cross to get to school.
  - Among districts, similar proportions of students in Fargo, West Fargo, and Moorhead districts say they had at least four streets to cross on their way to school (40 percent, 36 percent, and 39 percent, respectively). In Dilworth/Glyndon district, 23 percent of students say they had at least four streets to cross on their most recent walk or bicycle ride to school.

*Things that helped students cross the busiest streets:*

- Overall, the largest proportion of students say that on their most recent walk or bicycle ride to school, nothing helped them to cross the busiest street (31 percent). Some things that students say did help them cross the busiest street are: traffic signal (17 percent), crosswalk (16 percent), and stop sign (16 percent).
  - In Fargo district, 35 percent of students say that nothing helped them cross the busiest street. Some things that students say did help are: traffic signal (22 percent), crosswalk (19 percent), and stop sign (17 percent).
  - In West Fargo district, 29 percent of students say that nothing helped them cross the busiest street. Among the things students say did help are: crosswalk (19 percent), stop sign (18 percent), and traffic signal (16 percent).
  - In Moorhead district, 20 percent of students say that nothing helped them cross the busiest street. Among the things students say did help are: crossing guard (20 percent), stop sign (15 percent), crosswalk (11 percent), and traffic signal (11 percent).

- In Dilworth/Glyndon district, 40 percent of students say that nothing helped them cross the busiest street. Some things that students say did help are: crossing guard (15 percent), crosswalk (13 percent), and traffic signal (13 percent).

*Actions of drivers: how many drivers drove slowly and safely?*

- Overall, 50 percent of students say that some drivers drove slowly and safely.
  - Among districts, the proportion of students who say that some drivers drove slowly and safely is:
    - Fargo, 56 percent
    - West Fargo, 57 percent
    - Moorhead, 39 percent
    - Dilworth/Glyndon, 42 percent

*Actions of drivers: how many drivers waited for students to cross the street?*

- Overall, 43 percent of students say that some drivers waited for them to cross the street.
  - Among districts, the proportion of students who say that some drivers waited for them to cross the street is:
    - Fargo, 46 percent
    - West Fargo, 51 percent
    - Moorhead, 33 percent
    - Dilworth/Glyndon 41 percent

*Actions of drivers: how many drivers blocked the sidewalk or crosswalk?*

- Overall, 31 percent of students say that some drivers blocked the sidewalk or crosswalk.
  - Among districts, the proportion of students who say that some drivers blocked the sidewalk or crosswalk is:
    - Fargo, 36 percent
    - West Fargo, 32 percent
    - Moorhead, 27 percent
    - Dilworth/Glyndon, 22 percent

*Actions of drivers: how many drivers sped through an intersection?*

- Overall, 34 percent of students say that some drivers sped through an intersection.
  - Among districts, the proportion of students who say that some drivers sped through an intersection is:
    - Fargo, 34 percent
    - West Fargo, 39 percent
    - Moorhead, 28 percent
    - Dilworth/Glyndon 40 percent

*When getting to school, whether there were cars or buses in student's way making it difficult to enter the school grounds:*

- Overall, 18 percent of students say there were cars or buses in their way making it difficult to enter the school grounds.
  - Among districts, the proportion of students who say there were cars or buses in their way making it difficult to enter the school grounds is:
    - Fargo, 20 percent
    - West Fargo, 24 percent
    - Moorhead, 11 percent

- Dilworth/Glyndon, 14 percent

*What students liked best about their most recent walk or bicycle ride to school:*

- Overall, 51 percent of students say that being outside is what they liked best about their most recent walk or bicycle ride to school; 38 percent say they liked getting exercise and 31 percent say they liked being with friends or family.
  - Among districts, the proportion of students who say what they liked best about their most recent walk or bicycle ride to school is:
    - Fargo,
      - 54 percent say being outside
      - 43 percent say getting exercise
      - 32 percent say being with friends and family
      - 15 percent say helping the environment
    - West Fargo,
      - 40 percent say getting exercise
      - 32 percent say being outside
      - 32 percent say being with friends and family
      - 15 percent say helping the environment
    - In Moorhead,
      - 53 percent say being outside
      - 36 percent say getting exercise
      - 30 percent say being with friends or family
      - 21 percent say helping the environment
    - In Dilworth/Glyndon,
      - 58 percent say being outside
      - 31 percent say being with friends or family
      - 27 percent say getting exercise
      - 11 percent say helping the environment

## Comparisons Among Parent and Student Survey Results:

### *Number of times, in an average week, student walks or rides their bicycle to school:*

- Overall, 71 percent of parents and 67 percent of students say the number of times the student walks or rides their bicycle to school is zero or none.
  - Among districts, the proportions of parents and students who say the number of times is zero or none are:
    - Fargo, 62 percent and 55 percent, respectively
    - West Fargo, 80 percent and 77 percent, respectively
    - Moorhead, 76 percent and 73 percent, respectively
    - Dilworth/Glyndon, 66 percent and 62 percent, respectively
- In contrast, 12 percent of parents and 11 percent of students overall say the student walks or rides their bicycle to school every day.
  - Among districts, the proportions of parents and students who say the student walks or rides their bicycle to school every day are:
    - Fargo, 14 percent and 12 percent, respectively
    - West Fargo, 10 percent and 7 percent, respectively
    - Moorhead, 10 percent and 11 percent, respectively
    - Dilworth/Glyndon, 13 percent and 14 percent, respectively

### *Preferred method of transportation for student getting to and from school:*

- Overall, most parents prefer their child get to and from school by bus (42 percent).
  - Among the West Fargo, Moorhead, and Dilworth/Glyndon districts, most parents also prefer the bus (49 percent, 55 percent, and 44 percent, respectively).
  - In Fargo district, most parents prefer a car (38 percent).
- Overall, most students say a car is their preferred method of transportation to and from school (41 percent).
  - Students in all four districts echo the overall response, with most preferring a car. The proportions are:
    - Fargo, 43 percent
    - West Fargo, 45 percent
    - Moorhead, 34 percent
    - Dilworth/Glyndon 46 percent

### *Barriers to walking or riding a bicycle to and from school:*

- Barriers common to both parents and students are: safety concerns at intersections and crossings, weather concerns, and distance from school.
  - Among parents, traffic – safety concerns at intersections and crossings is a top barrier among all four districts. Weather – no protection from the weather is a top barrier among Fargo, West Fargo, and Moorhead districts. Distance – school is too far away is a top barrier in both West Fargo and Moorhead districts.
  - Among students, weather concerns (too cold in winter and icy or snow-covered sidewalks) are top barriers among all four districts. Crossing intersections with lots of traffic is a top barrier among Fargo, West Fargo, and Moorhead districts. Distance from school is a top barrier among Moorhead, West Fargo, and Dilworth/Glyndon districts.

# **INDIVIDUAL DISTRICT SURVEY RESULTS**



## Fargo Parent Survey Results

### Daily Patterns

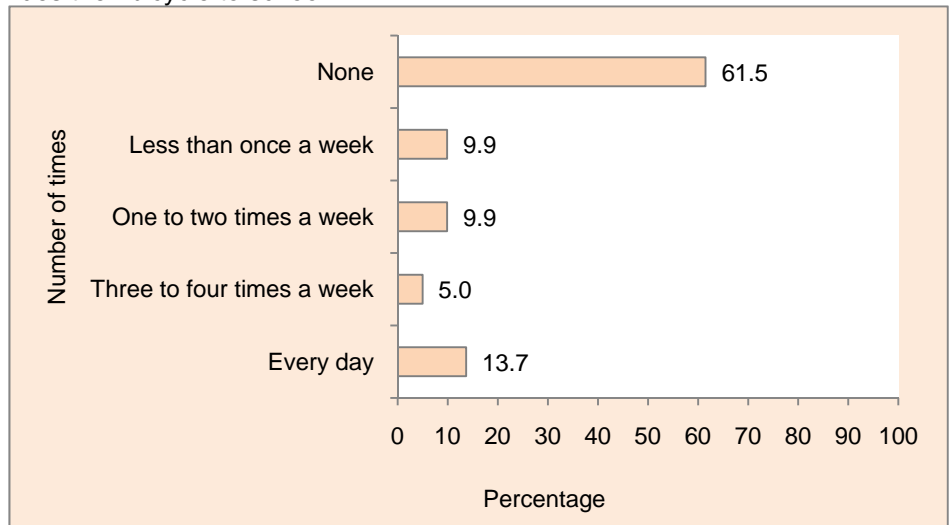
Parents were asked how many times, during an average week, their child walks or rides their bicycle to school (Figure 1, Appendix Table 1).

- The majority of parents say the number of times, in an average week, their child walks or rides their bicycle to school is zero or none (61.5 percent).
- Approximately one-fourth of parents indicate their child walks or rides a bicycle to school at least once a week (28.6 percent); 13.7 percent say their child walks or rides their bicycle to school daily.

Parents were asked how far their child lives from school (Figure 2, Appendix Table 2).

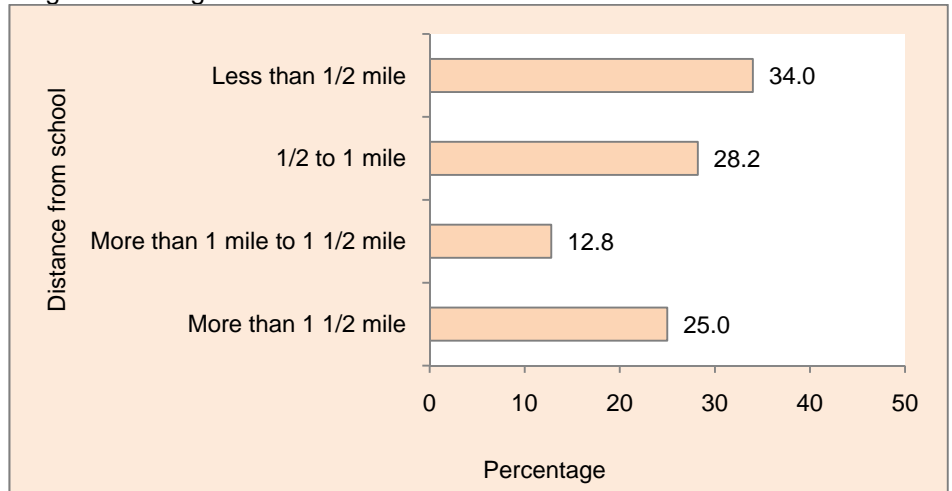
- The majority of parents indicate their child lives, at most, a mile from school (62.2 percent); one-third live less than half a mile from school (34.0 percent).
- One-fourth of parents say their child lives more than a mile and a half from school (25.0 percent).

Fargo Parent Figure 1. Number of times in an average week child walks or rides their bicycle to school



N=161

Fargo Parent Figure 2. Distance child lives from school



N=156

Parents were asked how, on most days, their child arrives at school (Figure 3, Appendix Table 3).

- Half of parents say their child usually arrives at school by family vehicle (52.9 percent); nearly one-fourth say their child arrives by school bus or shuttle (22.9 percent).
- Approximately one-fifth of parents say their child walks or rides bicycle to school (15.9 percent).

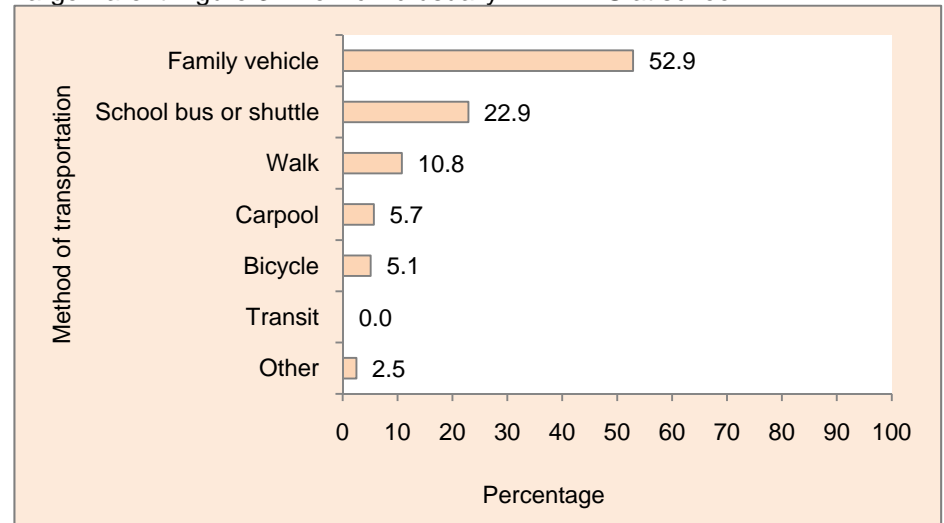
Parents were asked how long it normally takes their child to get to school by their most common method (Figure 4, Appendix Table 4).

- Three-fourths of parents say the length of travel time to school is, at most, 10 minutes (78.4 percent). Only 3.2 percent say travel time to school was more than 20 minutes.

Using a one to five scale, with one being “not at all congested” and five being “very congested,” parents were asked about the traffic congestion at their child’s school site when dropping off their child (Figure 5, Appendix Table 5).

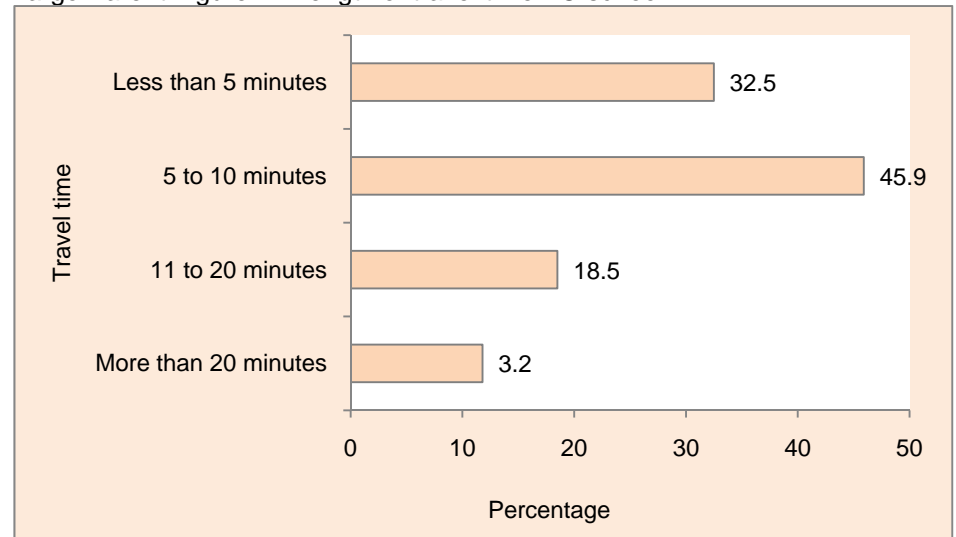
- Parents indicate that traffic at school is somewhat congested when dropping their child off (mean=3.50); one-fourth of parents say traffic is very congested (27.0 percent).
- In contrast, 8.5 percent say traffic is not at all congested.

Fargo Parent Figure 3. How child usually ARRIVES at school



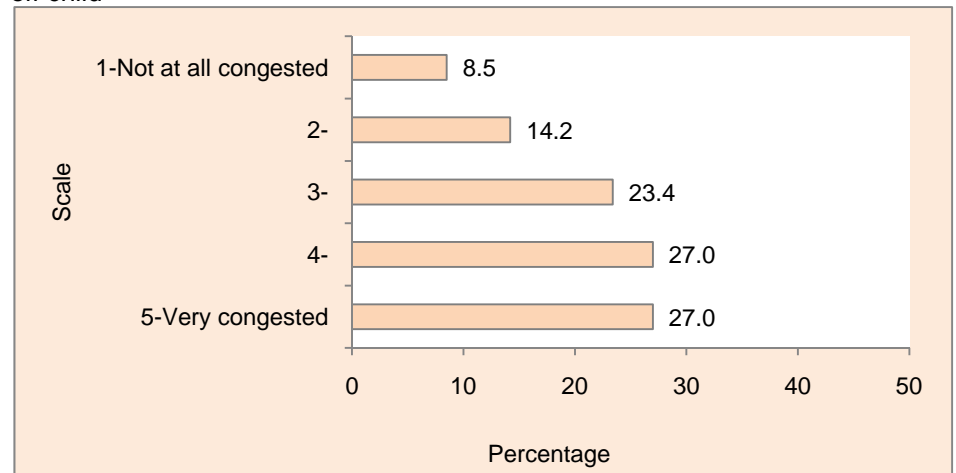
N=157

Fargo Parent Figure 4. Length of travel time TO school



N=157

Fargo Parent Figure 5. Level of traffic congestion at school site when dropping off child



N=141

Mean=3.50 and is based on a one to five scale, with one being “Not at all congested” and five being “Very congested.”

Parents were asked how, on most days, their child leaves for home after school (Figure 6, Appendix Table 6).

- Approximately one-third of parents indicate their child leaves for home after school by school bus or shuttle (36.4 percent); one-fourth say a family vehicle was the method of transportation (24.7 percent).
- One-fourth of parents say their child walks home after school (25.3 percent); 5.8 percent say their child rides a bicycle.

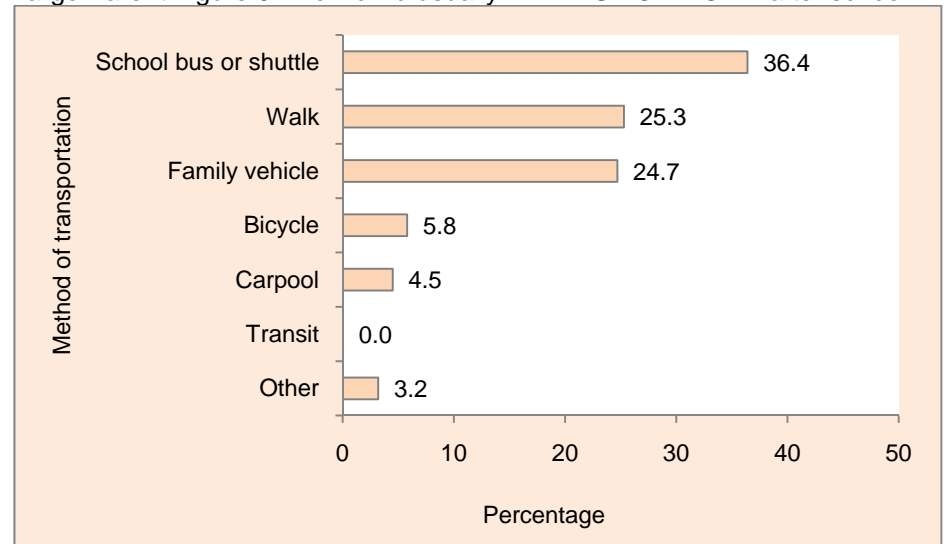
Parents were asked how long it normally takes their child to get home from school by their most common method (Figure 7, Appendix Table 7).

- Three in five parents say the length of travel time from school is, at most, 10 minutes (59.5 percent).
- One in 10 parents say the length of travel time from school is more than 20 minutes (11.1 percent).

Using a one to five scale, with one being “not at all congested” and five being “very congested,” parents were asked about the traffic congestion at their child’s school site when picking up their child (Figure 8, Appendix Table 8).

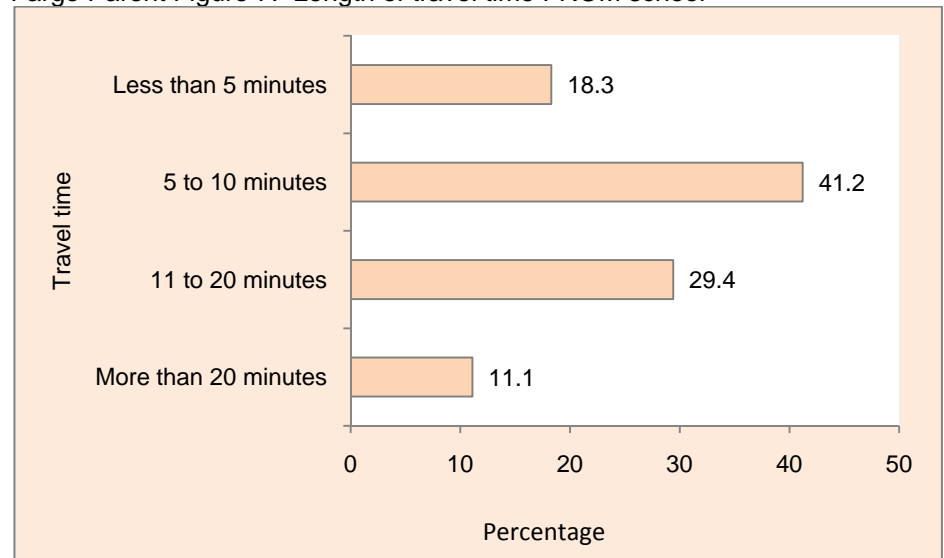
- Parents indicate that traffic at school is quite congested when picking their child up (mean=4.01); 45.3 percent say traffic was very congested.
- In contrast, only 1.5 percent say traffic is not at all congested.

Fargo Parent Figure 6. How child usually LEAVES FOR HOME after school



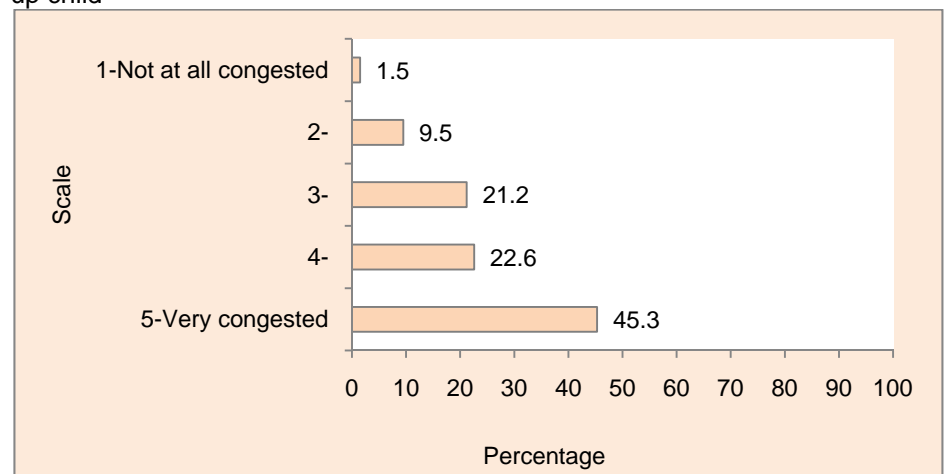
N=154

Fargo Parent Figure 7. Length of travel time FROM school



N=153

Fargo Parent Figure 8. Level of traffic congestion at school site when picking up child



N=137

Mean=4.01 and is based on a one to five scale, with one being “Not at all congested” and five being “Very congested.”

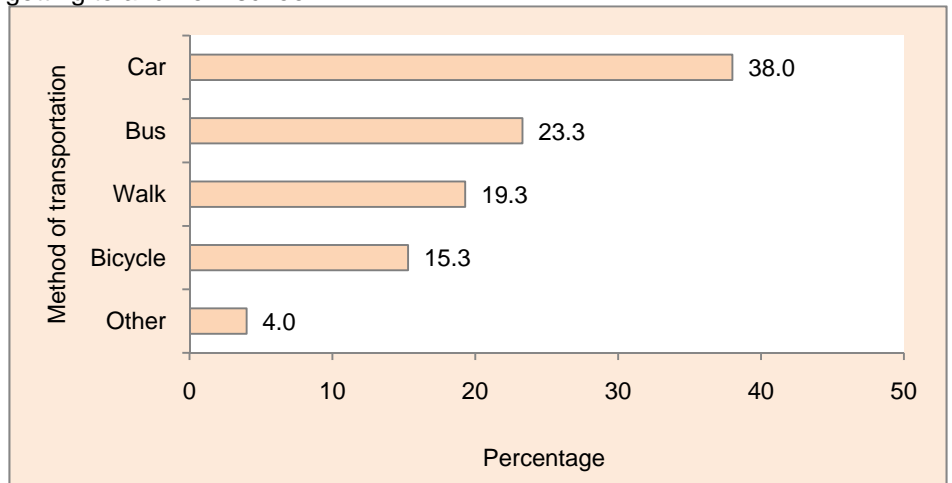
Parents were asked how they would most prefer their child get to and from school (Figure 9, Appendix Table 9).

- The largest proportion of parents prefer their child get to and from school by car (38.0 percent); 23.3 percent prefer a bus as the method of transportation.
- One-fifth of parents prefer their child walk to and from school (19.3 percent) and 15.3 percent prefer their child ride their bicycle.

Using a one to five scale, with one being “not at all safe” and five being “very safe,” parents were asked about their child’s overall safety when walking or riding their bicycle to and from school (Figure 10, Appendix Table 10).

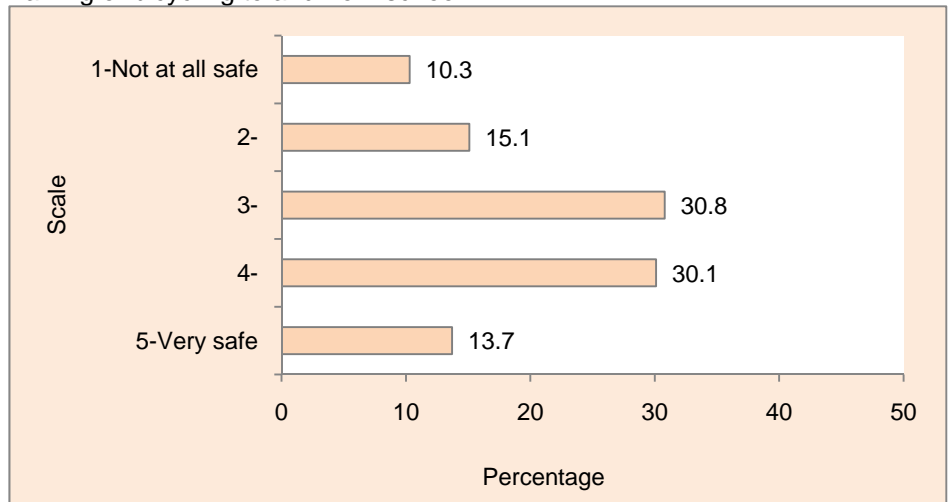
- Parents say their child is moderately safe when walking or riding their bicycle to and from school (mean=3.22); 10.3 percent say their child is not at all safe, while 13.7 percent say their child is very safe.

Fargo Parent Figure 9. Parent’s preferred method of transportation for child getting to and from school



N=150

Fargo Parent Figure 10. Parent’s perception of child’s overall safety when walking or bicycling to and from school



N=146

Mean=3.22 and is based on a one to five scale, with one being “Not at all safe ” and five being “Very safe.”

## Barriers to Walking or Riding a Bicycle to and from School

Parents were given a list of reasons pertaining to why their child may not be walking or riding their bicycle to and from school. Using a one to five scale, with one being “not at all” and five being “a great deal,” parents were asked to rate the level of impact each of the reasons had on whether their child walked or rode their bicycle to and from school (Table 1 and 1a, Appendix Tables 11a-11c).

- When asked about reasons why their children do not walk or ride their bicycle to and from school, the top reason parents give is traffic – safety concerns at intersections and crossings (mean=3.78); 44.1 percent say it impacts the decision a great deal as to whether their child walks or rides their bicycle (data not shown).
- No protection from the weather is also a top reason (mean=3.40); 26.2 percent say it impacts the decision a great deal (data not shown).
- Speed of cars through the neighborhood and convenience are additional reasons why children may not be walking or bicycling to and from school (mean=3.22 and mean=3.19, respectively).
- Parents were given the opportunity to provide reasons, other than those already listed, as to why their child may not be walking or riding their bicycle to and from school. See Table 1a for a list of other reasons.

Fargo Parent Table 1. Reasons that may impact whether the child walks or rides their bicycle to and from school, based on mean response

Reasons	Mean*
Traffic – safety concerns at intersections and crossings	3.78
Weather – no protection from the weather	3.40
Speed – cars drive too fast through the neighborhood	3.22
Convenience	3.19
Weather – sidewalks are covered with snow/ice	3.14
Traffic – too much at school	3.09
Child would be walking/riding bicycle alone to school	3.06
Traffic – Too much in neighborhood	2.88
Speed – cars drive too fast by school	2.81
Child’s after – school activities	2.55
Distance – school is too far away	2.46
Child does not like to walk or ride their bicycle to school	2.20
Crime	2.04
Sidewalks/bikeways – missing or are not adequate	1.91
Theft – no place to safely leave bicycle and helmet at school	1.73
Bullying or teasing from other kids	1.71
Scary dogs	1.55
Child does not have a bicycle (or one that works)	1.21

\*Means are based on a one to five scale of impact, with one being “Not at all” and five being “A great deal.”

Fargo Parent Table 1a. Other reasons why child may not be walking or riding their bicycle to and from school

Other reasons*	Number of responses
Dangerous crosswalks/cross busy streets/school traffic/construction	9
Backpack too heavy/too much to carry	7
Time constraints/each day is different	7
Timing of activities (early morning or late after school)/too dark outside	7
Weather – too cold	6
Physically disabled/too young/would have to walk alone	5
Scary people (crime, child molestation, kidnapping)	5
Live too far from school	5
Carpool offered/have always driven children to school/safer to drive or bus	4
Peer pressure	1

\*Parents were given the opportunity to write in other reasons why their child may not be walking or riding their bicycle to school. Some comments may duplicate those reasons that were provided in the list (Table 1).

## Evaluation of Sidewalks and Streets

Parents were asked how safe and easy it is to be a pedestrian in their neighborhood by identifying potential problems on the route to and from school. Parents were asked to evaluate SIDEWALKS when identifying the potential problems (Table 2, Appendix Tables 12a and 12b).

- Regarding sidewalks, two in five parents say sidewalks that are covered with ice and compacted snow during winter months are problematic in their neighborhood (42.2 percent).
- Slightly less than one in five indicate that broken or cracked sidewalks are a problem (16.8 percent) and 13.0 percent say cars or trucks that are blocking the sidewalk are also problematic.
- One in 10 parents say that sidewalks that are not continuous and sidewalks that are too close to fast-moving traffic are a problem (9.9 percent and 9.3 percent, respectively).

Using a one to five scale, with one being "poor" and five being "excellent," parents were asked to give an overall rating of the sidewalks in their neighborhood (Figure 11, Appendix Table 13).

- Parents give a fairly high overall rating of sidewalks in their neighborhood (mean=3.81); 26.0 percent rate the sidewalks as excellent while only 2.6 percent rate the sidewalks as poor.

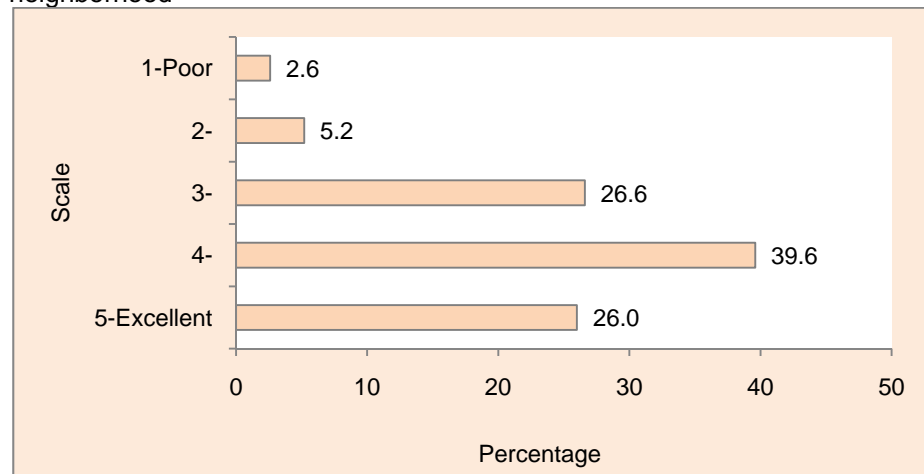
Fargo Parent Table 2. SIDEWALKS: problems on the route to and from school

Problems	Percentage of respondents*
Sidewalks are covered with ice/compacted snow during winter months	42.2
Sidewalks are broken or cracked, making them unsafe or difficult to walk on	16.8
Cars or trucks are blocking the sidewalk	13.0
There are sidewalks, but they are not continuous	9.9
Sidewalks are too close to fast-moving traffic	9.3
There are no sidewalks	5.6
Sidewalks do not have ramps (curb cuts) for wheelchairs, strollers, and wagons	4.3
Sidewalks are blocked with poles, signs, shrubbery, dumpsters, etc.	4.3
There is not enough room for two people to walk side-by-side	3.7
Other	8.1

N=161

\*Percentages do not equal 100.0 due to multiple responses.

Fargo Parent Figure 11. Overall rating of the SIDEWALKS in parent's neighborhood



N=154

Mean=3.81 and is based on a one to five scale, with one being "Poor" and five being "Excellent."



Parents were asked how safe and easy it is to be a pedestrian in their neighborhood by identifying potential problems on the route to and from school. Parents were asked to evaluate STREET CROSSINGS when identifying the potential problems (Table 3, Appendix Tables 14a and 14b).

- Regarding street crossings, the top concern among parents is too many distracted drivers on the route to and from school; one in two parents say it is a problem (52.2 percent) (Table 3).
- Street crossings with marked pedestrian crosswalks are desired by 15.5 percent of parents; 13.7 percent indicate that pedestrian crossing or audible signals are needed.

Using a one to five scale, with one being “poor” and five being “excellent,” parents were asked to give an overall rating of the street crossings in their neighborhood (Figure 12, Appendix Table 15).

- Parents give a slightly above average rating to street crossings on the route to and from school (mean=3.31); 9.7 percent rate street crossings as excellent compared with 3.9 percent who rate them as poor.

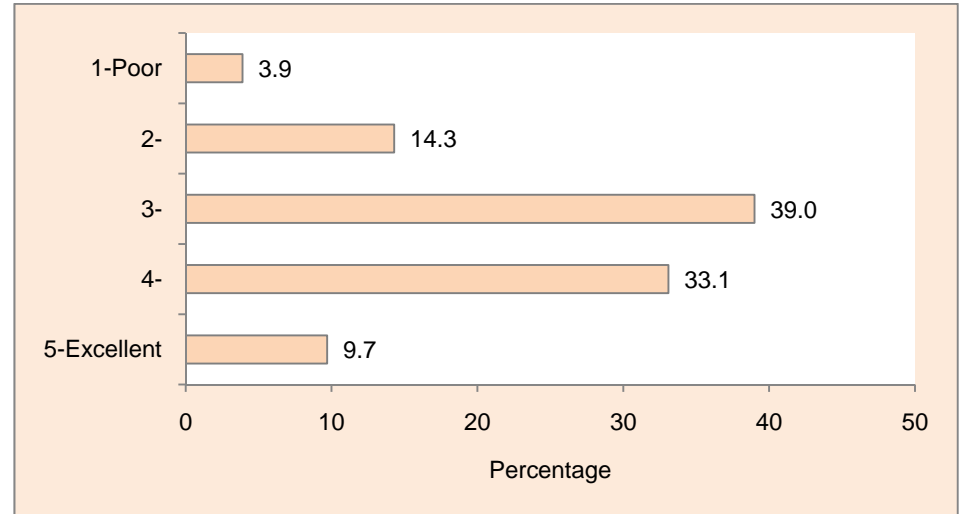
Fargo Parent Table 3. STREET CROSSINGS: problems on the route to and from school

Problems	Percentage of respondents*
Too many distracted drivers	52.2
Need marked pedestrian crosswalks	15.5
Need pedestrian crossing signals/audible signals	13.7
Need traffic signals	12.4
View of traffic is blocked by parked cars on the street	12.4
Pedestrian crossing signals are not long enough for pedestrians to reach the other side of the street	12.4
Roads are too wide to cross safely	11.2
View of traffic is blocked by trees, plants, utility poles, snow, signs, etc.	7.5
Traffic signals make pedestrians wait too long before crossing	7.5
Other	9.3

N=161

\*Percentages do not equal 100.0 due to multiple responses.

Fargo Parent Figure 12. Overall rating of the STREET CROSSINGS on route to and from school



N=154

Mean=3.31 and is based on a one to five scale, with one being “Poor” and five being “Excellent.”

## Views on Activity

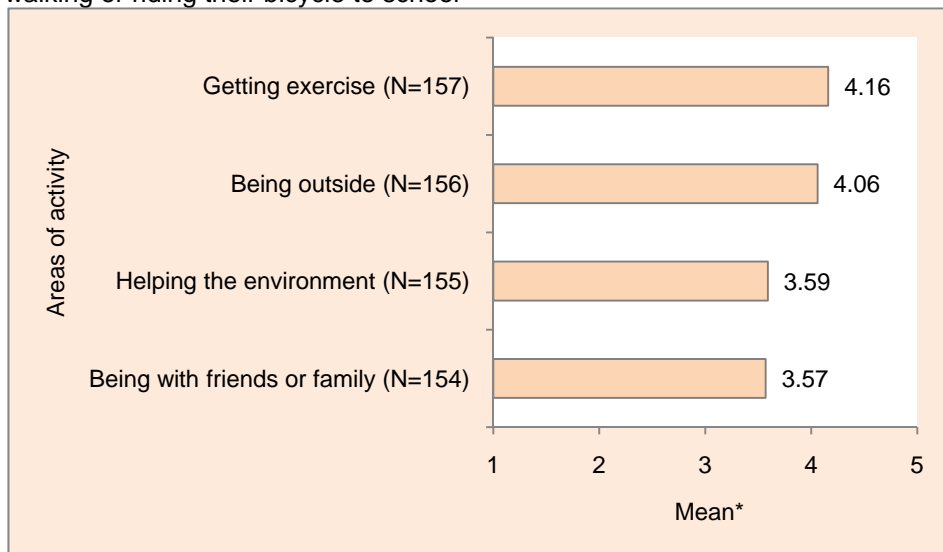
Parents were asked to indicate how important various areas of activity are regarding their child walking or bicycling to school (Figure 13, Appendix Tables 16a-16d).

- Parents indicate that getting exercise is the most important activity with respect to their child walking or bicycling to school (mean=4.16); 54.1 percent say it is very important.
- Parents indicate that being outside is also important (mean=4.06); 48.1 percent say it is very important.

Parents were asked how informed their child is with respect to safety rules related to walking and bicycling (Figure 14, Appendix Tables 17a and 17b).

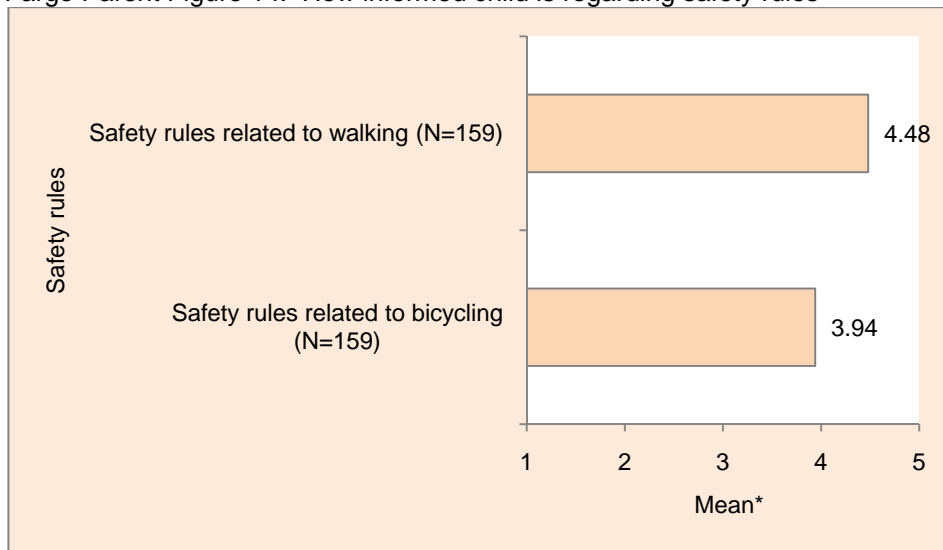
- Regarding safety rules, parents say their child is more informed about rules related to walking than bicycling (mean=4.48 and mean=3.94, respectively).
- Two in three parents say their child is very well informed about safety rules related to walking while slightly more than one in three say their child is very well informed about safety rules related to bicycling (64.8 percent and 38.4 percent, respectively).

Fargo Parent Figure 13. Importance of various activities regarding child walking or riding their bicycle to school



\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important."

Fargo Parent Figure 14. How informed child is regarding safety rules



\*Means are based on a one to five scale, with one being "Not at all informed" and five being "Very well informed."



Parents were asked if their child has taken a bicycle safety training course that was administered through the school, police department, church, or other community group (Figure 15, Appendix Table 18).

- The majority of parents say their child has not taken a bicycle safety training course (68.9 percent). One in four parents say their child has taken a bicycle safety training course several years ago (25.7 percent).

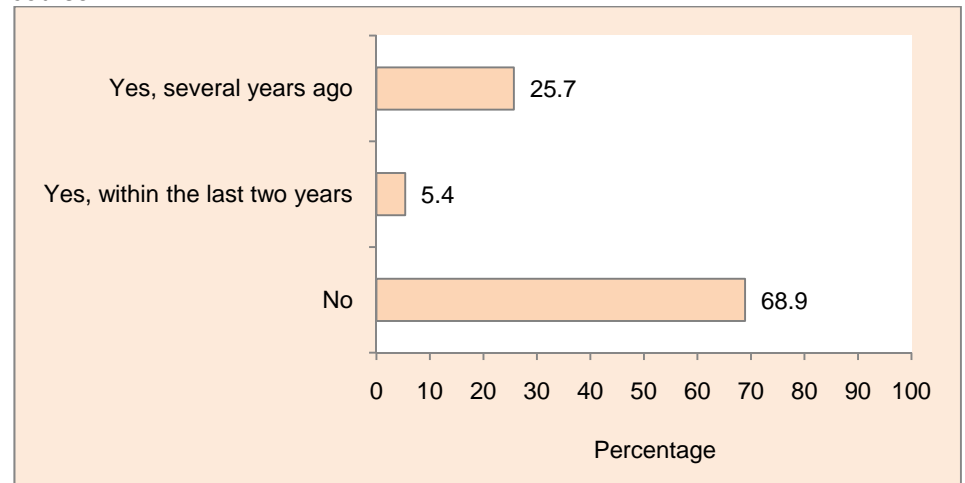
Parents were asked how many times a week they and their child participate in some form of physical activity together, such as play in the yard, go to the park, take a walk, go swimming, go for a bicycle ride, etc. (Figure 16, Appendix Table 19).

- One in three parents say they and their child participate in physical activity together one to two times a week (32.3 percent); one in four parents say they participate less than once a week or not at all (24.9 percent).

Parents were asked how important it is that adults serve as role models for physical activity (Figure 17, Appendix Table 20).

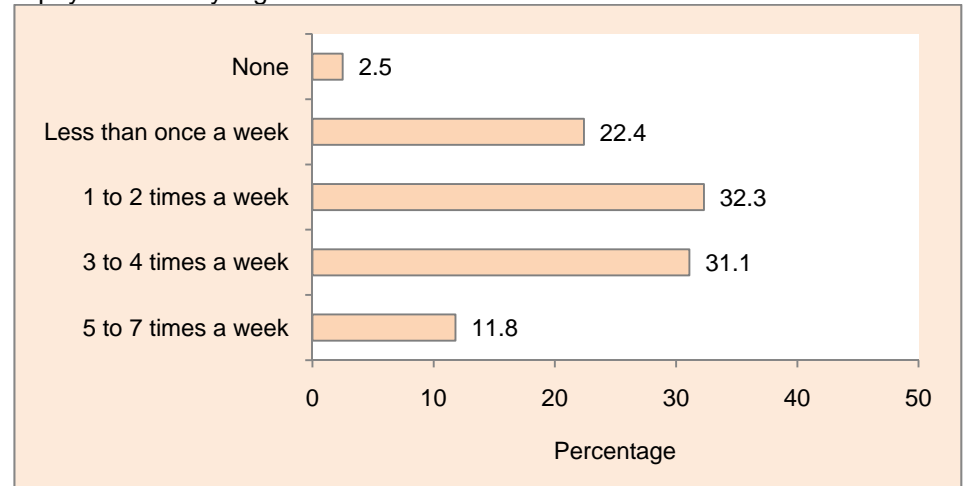
- Parents place a high level of importance on adults serving as role models for physical activity (mean=4.57); 67.9 percent of parents think it is very important.

Fargo Parent Figure 15. Whether child has taken a bicycle safety training course



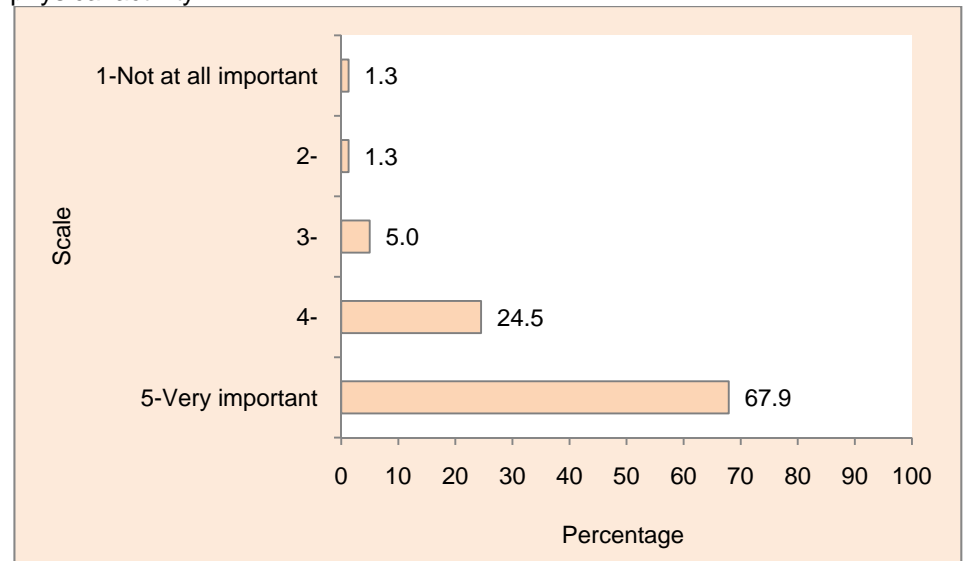
N=148

Fargo Parent Figure 16. Number of times a week parent and child participate in physical activity together



N=161

Fargo Parent Figure 17. Importance of adults serving as role models for physical activity



N=159

Mean=4.57 and is based on a one to five scale, with one being "Not at all important" and five being "Very important."

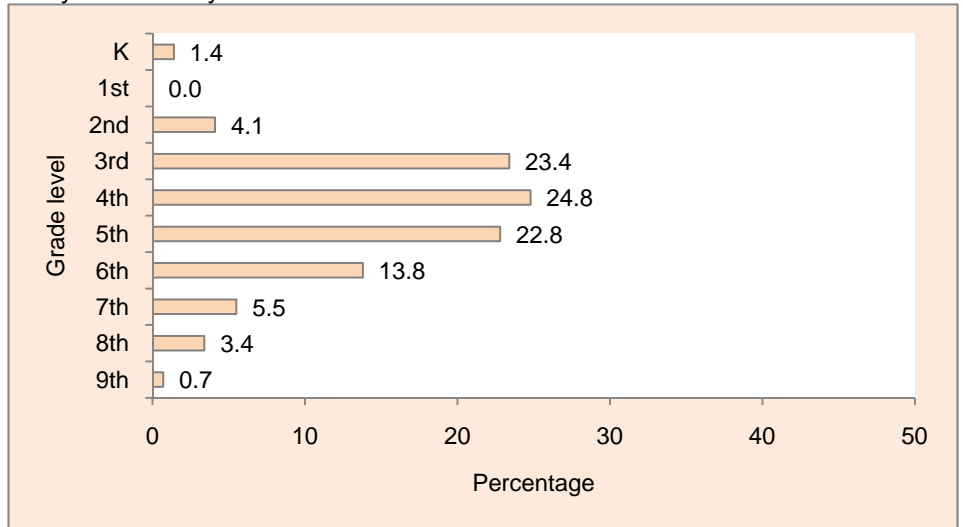
Parents were asked the grade level at which a child can safely walk or ride their bicycle to and from school without an adult (Figure 18, Appendix Table 21).

- One in four parents say children in 4<sup>th</sup> grade can safely walk or bicycle to and from school without an adult (24.8 percent), followed closely by parents who say children in 3<sup>rd</sup> grade and children in 5<sup>th</sup> grade can safely walk or ride their bicycle without an adult (23.4 percent and 22.8 percent, respectively).

Parents were asked the likelihood their child would utilize a “walking school bus” and whether they (parent) would volunteer their time if it was integrated into the neighborhood (Figure 19, Appendix Tables 22 and 23).

- Parents indicate their child is moderately likely to utilize a “walking school bus” if it is integrated into their community (mean=2.93); 23.6 percent say it is very likely their child would utilize it compared with 28.4 percent who say their child is not at all likely to utilize it.
- Parents say they are somewhat likely to volunteer time toward a “walking school bus” (mean=2.54); 40.0 percent of parents say they are not at all likely to volunteer compared with 19.3 percent who are very likely to volunteer.

Fargo Parent Figure 18. Parent’s perception of grade level at which child can safely walk or bicycle to and from school without an adult

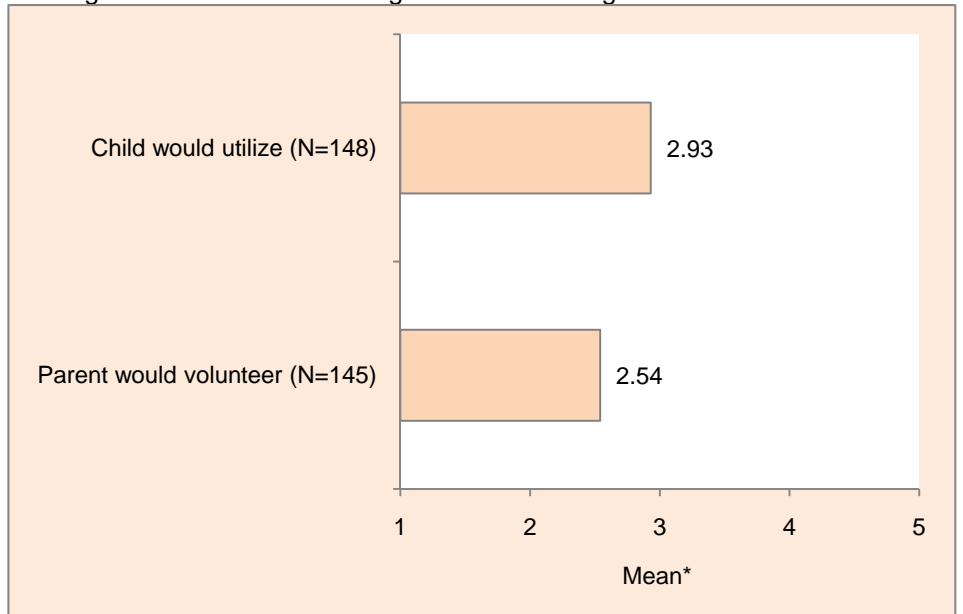


N=145

### Walking School Bus

A “walking school bus” is a group of children walking to school with one or more adults. It can be as informal as two families taking turns walking their children to school, or as structured as a planned route with meeting points, a timetable, and a schedule of trained volunteers.

Fargo Parent Figure 19. Likelihood of utilizing and volunteering time for a Walking School Bus if it was integrated into the neighborhood

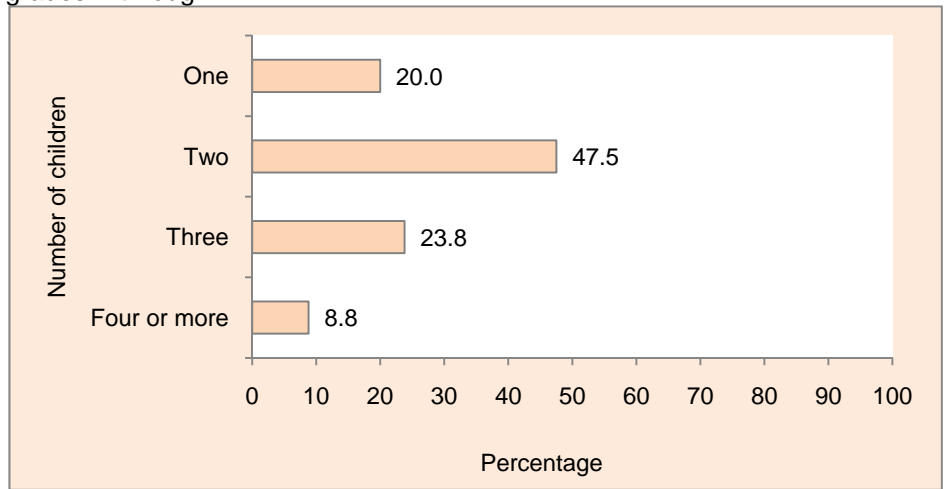


\*Means are based on a one to five scale, with one being “Not at all likely” and five being “Very likely.”

## Demographics of Child

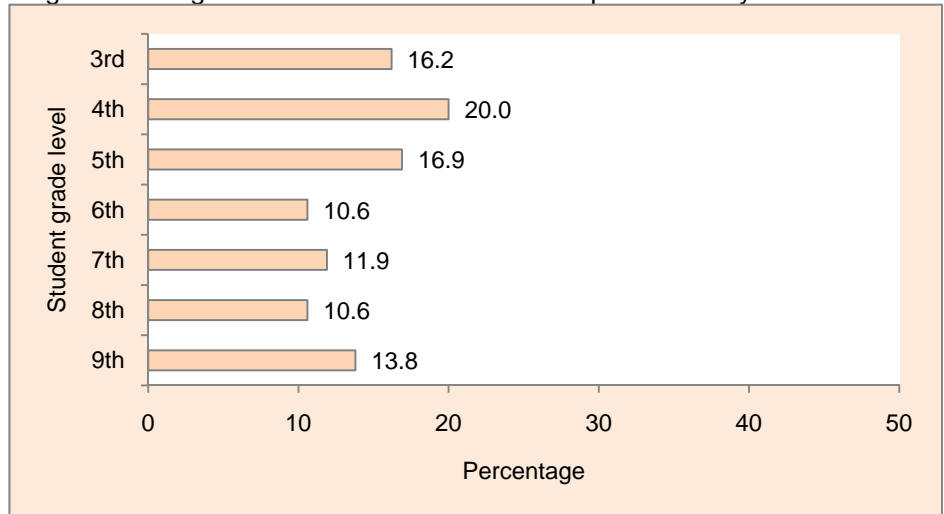
- Nearly half of the parents say they have two children attending school in grades K through 12 (47.5 percent); one-fourth have three children attending school within those grades (23.8 percent) (Figure 20, Appendix Table 24).
- The proportion of students who took the parent survey home is reflective of the proportion of students who were given the student survey. See Figure 21 and Appendix Table 25 for the proportion of students in grades 3 through 9 who took the parent survey home for their parent to complete.

Fargo Parent Figure 20. Number of children per family attending school in grades K through 12



N=160

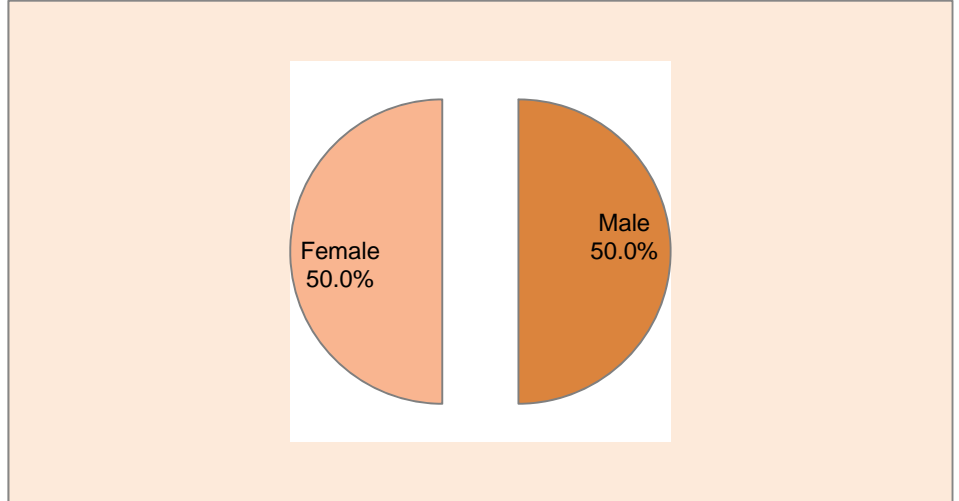
Fargo Parent Figure 21. Grade of child who took parent survey home



N=160

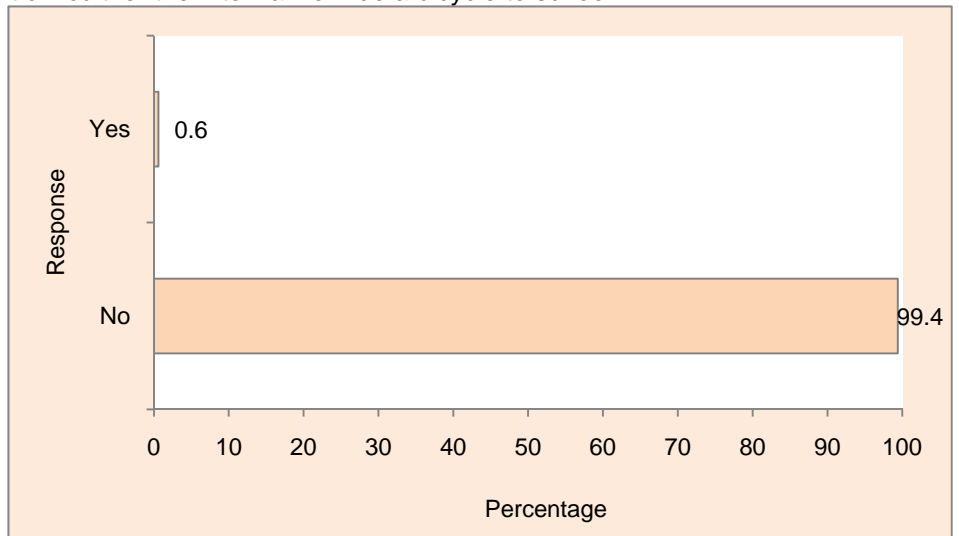
- Of students who took the parent survey home, the gender of students is evenly split between males and females (50.0 percent each) (Figure 22, Appendix Table 26).
- The vast majority of parents indicate they do not have a child with physical disabilities that make it difficult for them to walk or ride their bicycle to school (99.4 percent) (Figure 23, Appendix Table 27).

Fargo Parent Figure 22. Gender of child who took parent survey home



N=156

Fargo Parent Figure 23. Whether child has any physical disabilities that make it difficult for them to walk or ride a bicycle to school



N=157

## Demographics of Parent

- The majority of parents say their child is involved in school activities, such as band, drama, athletics, etc. (70.2 percent); 47.8 percent say their child is involved in early morning or after school programs.
- Two in five parents are involved in a Parent-Teacher Association (39.1 percent) (Table 4, Appendix Tables 28a and 28b).
- Half of parents are from 35 to 44 years of age (52.6 percent); 28.8 percent are from 45 to 54 (Figure 24, Appendix Table 29).

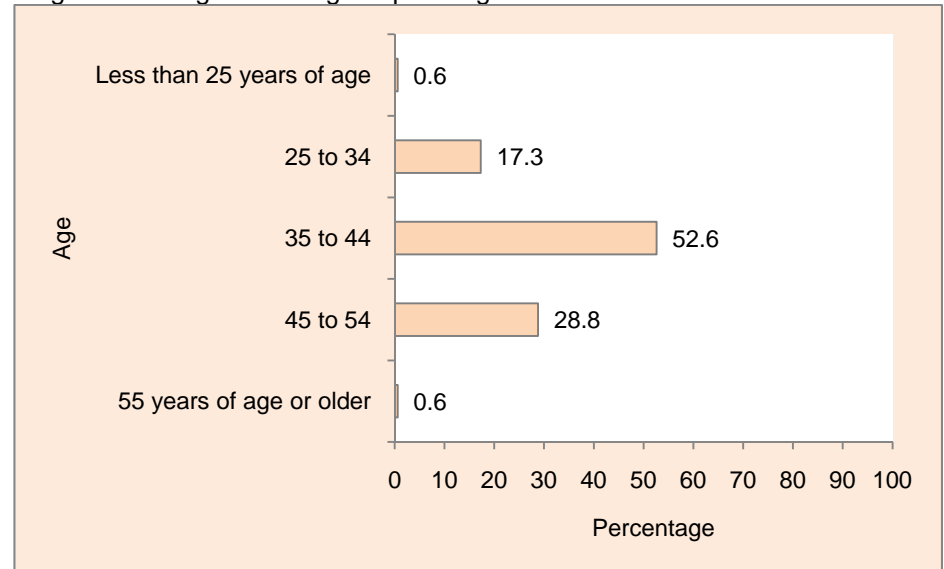
Fargo Parent Table 4. Activities/organizations, available within child's school or community, in which parent or child is involved

Activities/organizations	Percentage of respondents*
School activities (band, drama, athletics, etc.)	70.2
Early morning or after school programs	47.8
Parent-Teacher Association (PTA)	39.1
Gifted program	22.4
Summer school/Transitions program	16.8
Free or reduced lunch program	16.1
Neighborhood Association	7.5
Special Education program	6.8
English Language Learner program (ELL)	0.6
Other	3.7

N=161

\*Percentages do not equal 100.0 due to multiple responses.

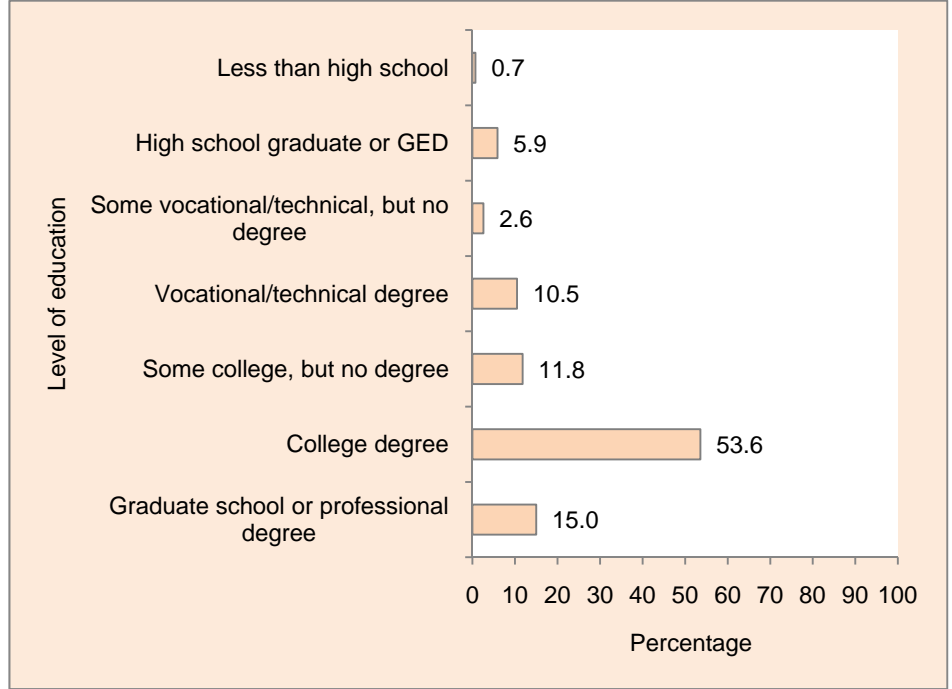
Fargo Parent Figure 24. Age of parent/guardian



N=156

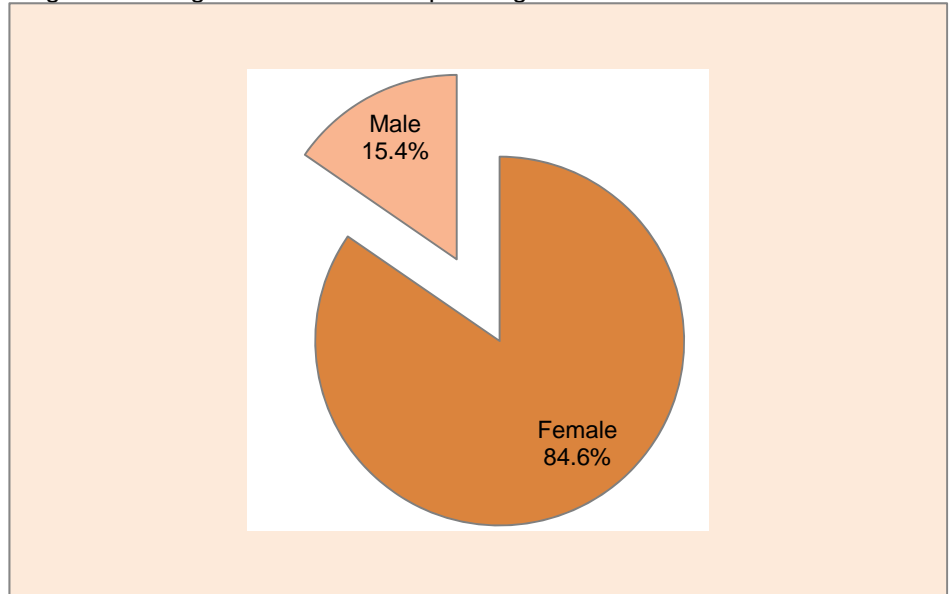
- Two-thirds of parents who responded to the survey have, at least, a college degree (68.6 percent); 15.0 percent have a graduate or professional degree (Figure 25, Appendix Table 30).
- The vast majority of parents who responded to the survey are female (84.6 percent) (Figure 26, Appendix Table 31).

Fargo Parent Figure 25. Educational level of parent/guardian



N=153

Fargo Parent Figure 26. Gender of parent/guardian



N=156

## Fargo Student Survey Results

### Daily Patterns

Students were asked how they usually get TO and home FROM school (Figures 1 and 2, Appendix Table 32).

TO school:

- Two-thirds of students say they usually go to school by car (69.2 percent); 30.1 percent say they usually get there by bus.
- One in five students say they usually walk to school (18.8 percent); 12.6 percent say they ride their bicycle to school.

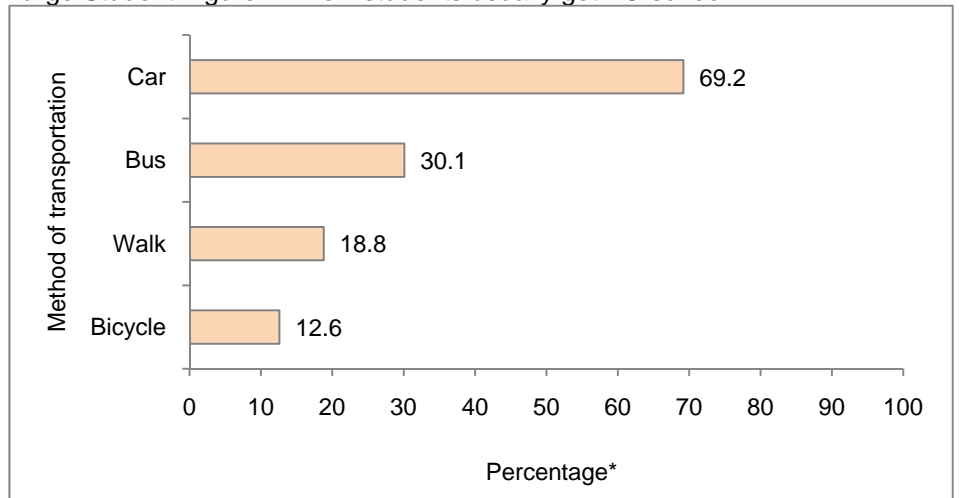
Home FROM school:

- One in two students say they usually leave the school by car (52.7 percent); 42.7 percent say they leave by bus.
- One-third of students say they usually walk or bike from school (31.8 percent); 12.3 percent say they ride their bicycle home from school.

Students were asked, if given a choice, how they would most like to get to and from school (Figure 3, Appendix Table 33).

- Two in five students indicate they would most like to get to and from school by car (43.3 percent); 19.6 percent of students prefer a bus.
- Equal proportions of students, approximately one in five each, say they would most like to get back and forth to school by walking or bicycling (15.7 percent each) (Figure 3).

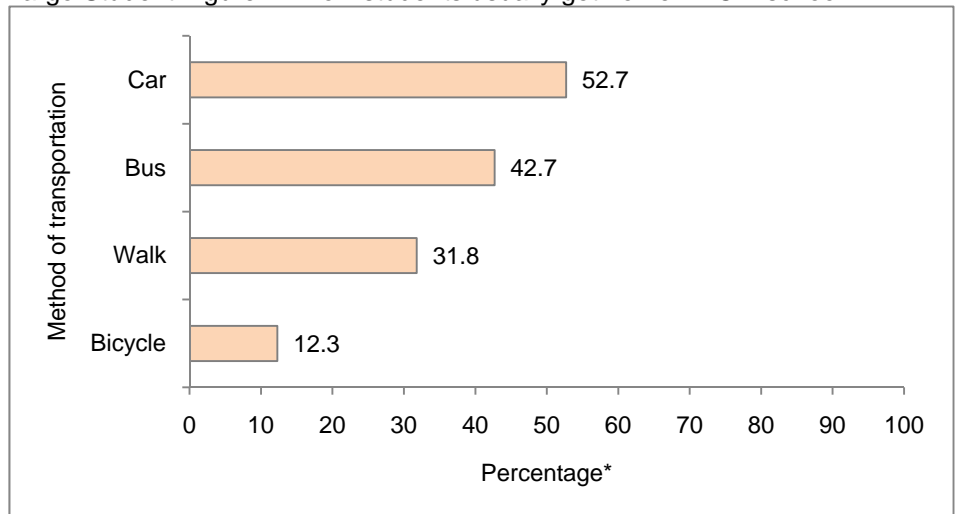
Fargo Student Figure 1. How students usually get TO school



N=478

\*Percentages do not equal 100.0 due to multiple responses.

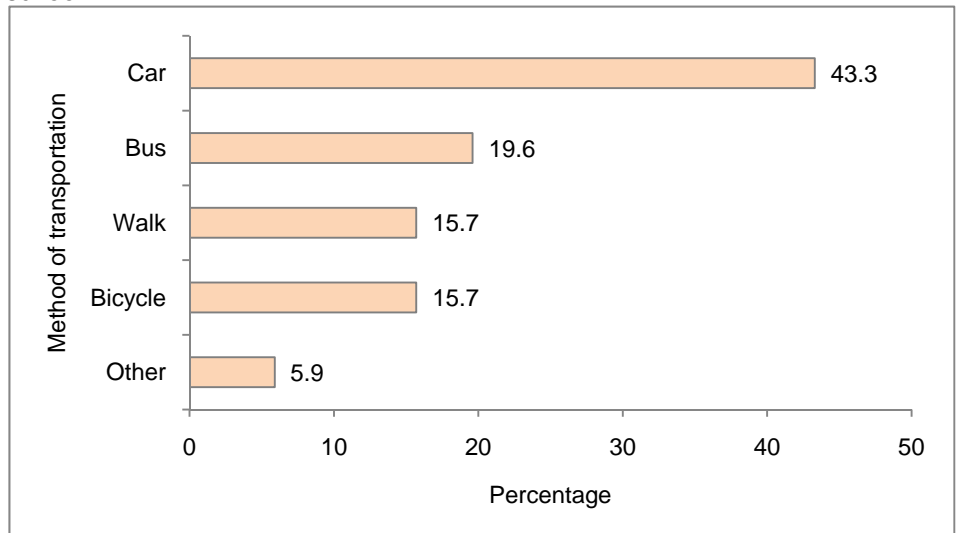
Fargo Student Figure 2. How students usually get home FROM school



N=478

\*Percentages do not equal 100.0 due to multiple responses.

Fargo Student Figure 3. How students would most like to get to and from school



N=460

Students were asked, in an average week, how often they walk or ride their bicycle to school (Figure 4, Appendix Table 34).

- A slight majority of students say the number of times they walk or ride their bicycle to school is zero or none (54.7 percent); 8.3 percent say they walk or ride their bicycle to school less than once a week.
- One in five students say they walk or ride their bicycle to school at least three times a week (19.2 percent).

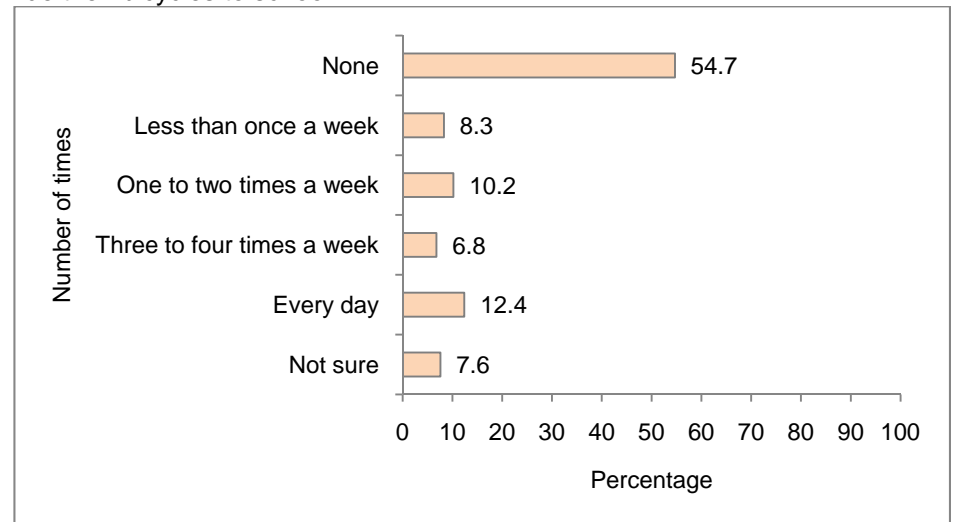
Students were asked if they had ever had a bicycle safety training course, such as “Rules of the Road,” “McGruff – Riding Right,” a police department training course, or others (Figure 5, Appendix Table 35).

- The vast majority of students say they have not taken a bicycle safety training course or they are not sure if they have (79.1 percent).

See Figure 6 and Appendix Table 36 for grade levels of students who participated in the survey.

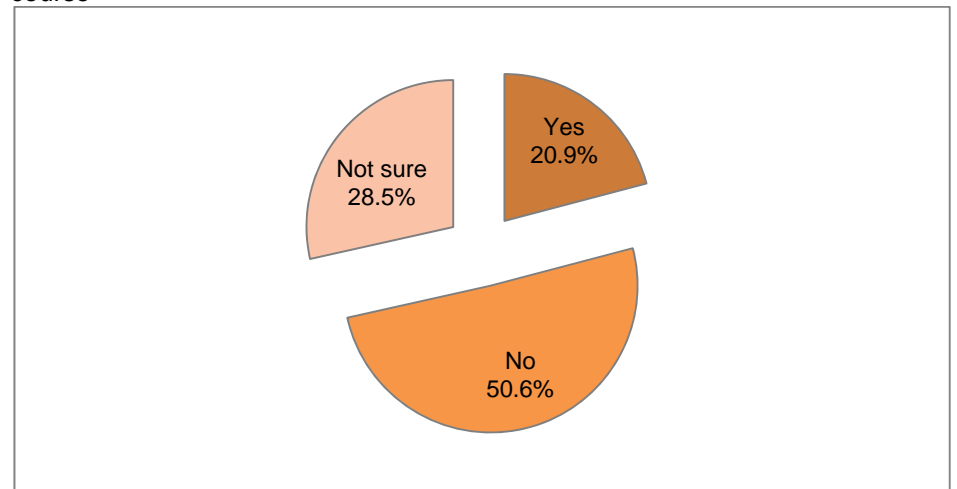
- The proportion of students who completed the survey is reflective of the intended sampling.

Fargo Student Figure 4. Number of times in an average week students walk or ride their bicycles to school



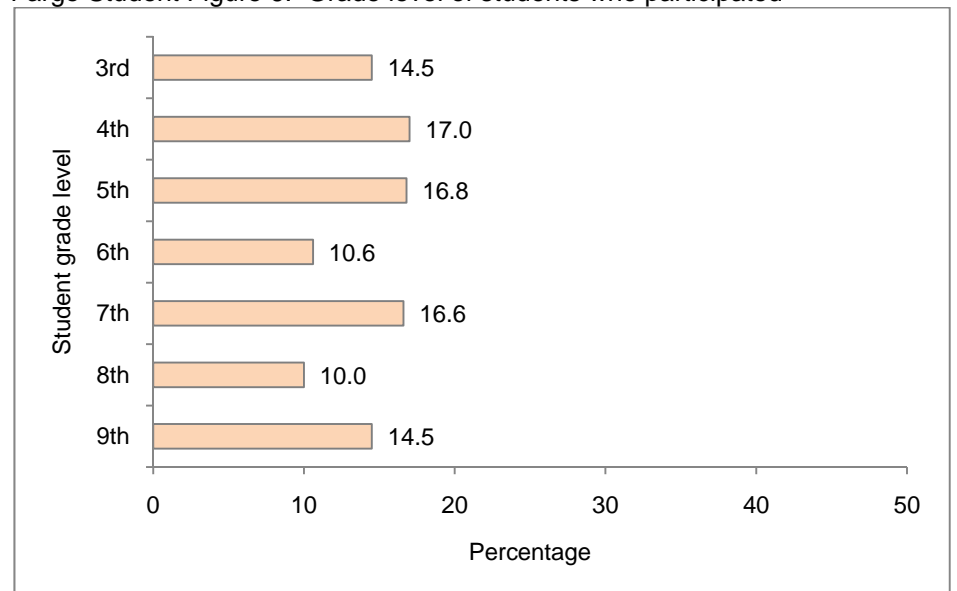
N=459

Fargo Student Figure 5. Whether students have taken a bicycle safety training course



N=470

Fargo Student Figure 6. Grade level of students who participated



N=470



## Barriers to Walking or Riding a Bicycle to and from School

Students were given a list and asked to identify the things that may make it difficult for them to walk or ride their bicycle to and from school (Table 5, Appendix Tables 37a-37d).

- Weather – too cold in winter and icy or snow-covered sidewalks are the top two barriers that students say prevent them from walking or riding their bicycle to and from school (45.2 percent and 38.9 percent, respectively).
- One-fourth of students say having too much stuff to carry is also a barrier (28.7 percent), along with having to cross intersections with lots of traffic (25.5 percent).
- Distance from school and scary people are also barriers (22.8 percent and 22.2 percent, respectively).
- Students were given the opportunity to write in other reasons why they may not be walking or riding their bicycle to and from school. See Table 1a for a list of those comments.

Fargo Student Table 1. Barriers to walking or riding a bicycle to and from school

Barriers	Percentage of respondents*
Weather – too cold in winter	45.2
Weather – icy or snow-covered sidewalks	38.9
Too much stuff to carry (books, equipment, instrument)	28.7
Crossing intersections with lots of traffic	25.5
Distance – too far from school	22.8
Scary people	22.2
Cars that drive too fast in my neighborhood	21.8
Parent or other adult drops me off on their way to work or picks me up on their way home	18.8
Cars that drive too fast by my school	17.8
I do not want to walk or ride a bicycle to school	16.9
After school activities	14.4
Having to walk or ride bicycle by myself	13.8
Bullying/teasing from other kids	12.6
Scary dogs	11.7
My parents will not let me	11.7
Broken or missing sidewalks	11.3
Too dark outside	9.8
Not having a safe place to leave my bicycle and helmet	7.5
I do not have a bicycle (or one that works)	4.4
Getting sweaty	3.8
Other people don't think it's "cool"	1.9
Prefer to not answer	7.5
Other	4.0

N=478

\*Percentages do not equal 100.0 due to multiple responses.

Fargo Student Table 1a. Other barriers to walking or riding a bicycle to and from school

Other barriers*	Number of responses
Time constraints: Have to get up earlier/it's boring	6
Traffic concerns: Inexperienced drivers/too much traffic	4
Family commitments: Can't go without an adult/mom picks me up	3
Road work/construction	3
Already walking	2
Distance – too far away	2
Weather	1
Misc.	3

\*Students were given the opportunity to write in other reasons why they may not be walking or riding their bicycle to and from school. Some comments may duplicate those reasons that were provided in the list (Table 1).

Students were given a list and asked to identify those things that would help them walk or ride their bicycle to and from school more often (Table 2, Appendix Tables 38a-38c).

- Fewer things to carry and slower traffic speeds are the top two responses that students give when asked what would help them to walk or ride their bicycle to school more often (25.3 percent and 24.3 percent, respectively).
- One in five students say more considerate drivers would help them walk or ride their bicycle to and from school more often (20.7 percent).
- Approximately one in five students say that nothing will help them – they live too far from school (16.5 percent).
- Students were given the opportunity to write in responses to other things that would assist them in walking or riding their bicycle to and from school. See Table 2a for those responses.

Fargo Student Table 2. Things that would assist students in walking or riding their bicycle to and from school more often

Responses	Percentage of respondents*
Fewer things to carry	25.3
Slower traffic speeds	24.3
More considerate drivers	20.7
Sidewalks that are clean and not broken	17.2
Nothing, I live too far from the school	16.5
More help, such as a crossing guard or traffic signal, crossing the street	15.5
Nothing, I do not want to walk or ride my bicycle to school	12.8
No scary dogs	10.9
More parents and adults walking on my route	8.6
A drop-off place closer to school so I can walk part of the way	8.6
Nothing, I prefer to get a ride for CONVENIENCE	8.4
Nothing, I prefer to get a ride for SAFETY	7.5
Sidewalk or path	3.6
Prefer to not answer	9.2
Other	4.2

N=478

\*Percentages do not equal 100.0 due to multiple responses.

Fargo Student Table 2a. Other things that would assist students in walking or riding their bicycle to and from school more often

Other responses*	Number of responses
No scary people	4
Distance – live too far	3
Crosswalks	2
More sidewalks	2
Friends	2
Safe place to keep bike	1
Misc.	6

\*Students were given the opportunity to write in responses to other things that would assist them in walking or riding their bicycle to and from school. Some comments may duplicate those responses that were provided in the list (Table 2).

### **Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

Students were asked whether they had a sidewalk or path for the whole trip (Figure 7, Appendix Table 39):

- On their most recent walk or bicycle ride to school, the vast majority of students say they had a sidewalk or path for the whole trip (85.4 percent).

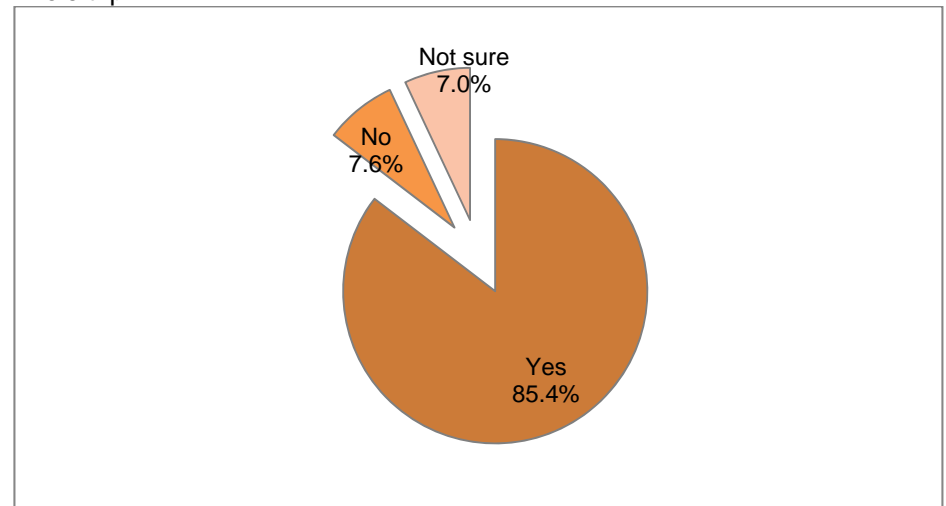
Students were asked about the number of times they had to walk off the sidewalk or path because someone was in their way (Figure 8, Appendix Table 40).

- On their most recent walk or bicycle ride to school, 44.9 percent of students say they had to walk off the sidewalk or path at least once because someone was in their way; 12.8 percent had to walk off the sidewalk or path at least three times.

Students were asked about the number of streets they had to cross to get to school (Figure 9, Appendix Table 41).

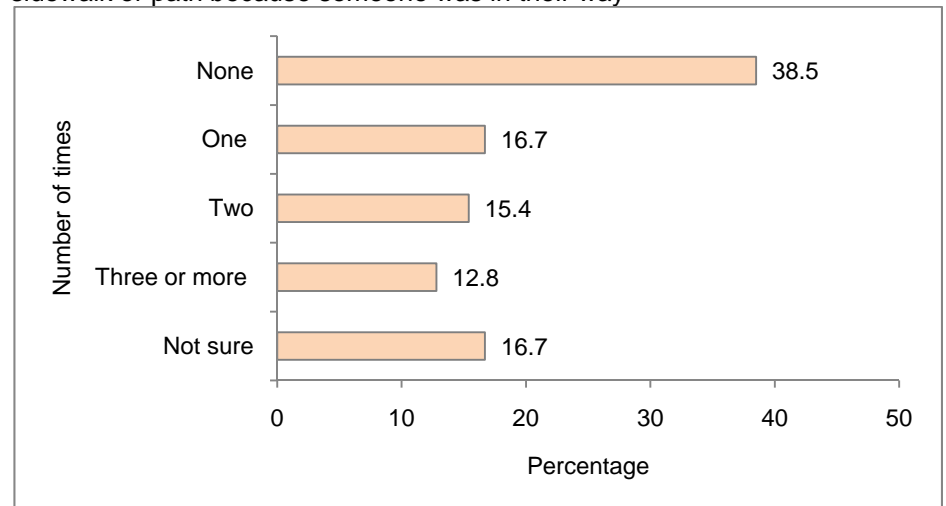
- On their most recent walk or bicycle ride to school, 24.0 percent of students had to cross five or more streets to get to school; 35.0 percent of students had to cross three to four streets.

Fargo Student Figure 7. Whether students had a sidewalk or path for the whole trip



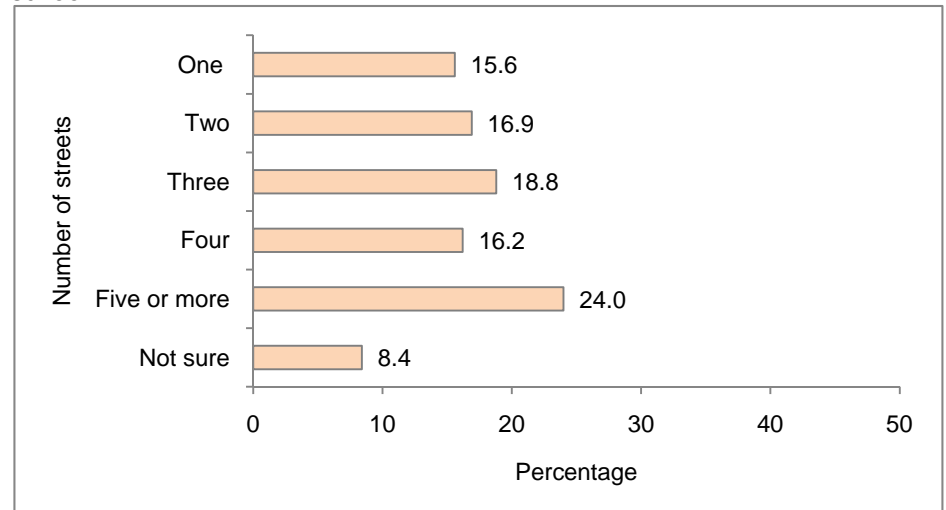
N=158

Fargo Student Figure 8. Number of times students had to walk off the sidewalk or path because someone was in their way



N=156

Fargo Student Figure 9. Number of streets students had to cross to get to school



N=154

### Of Students Who Have Walked or Ridden Their Bicycle to School:

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

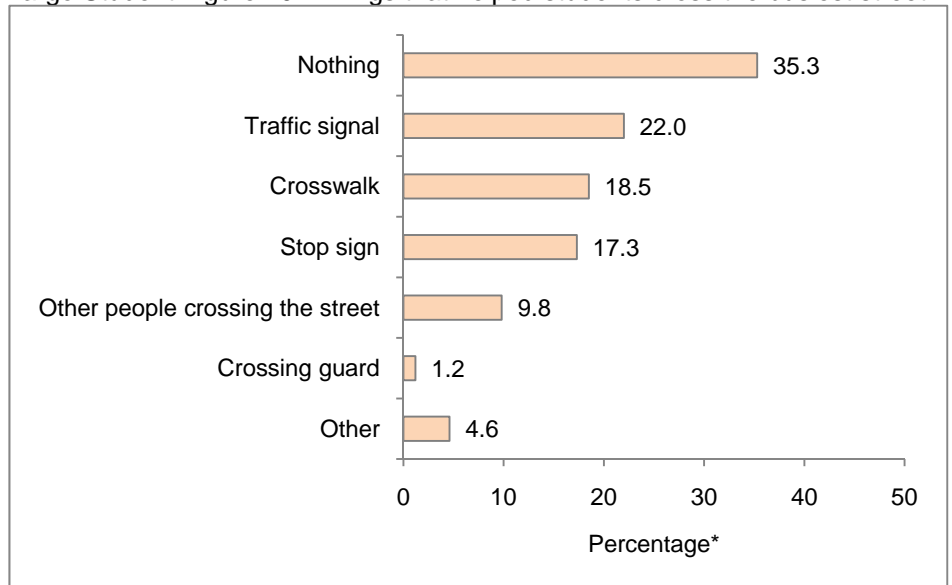
Students were asked to identify things that helped them cross the busiest street (Figure 10, Appendix Table 42).

- On their most recent walk or bicycle ride to school, 35.3 percent of students say nothing helped them cross the busiest street; 22.0 percent of students say a traffic signal helped them, followed by a crosswalk, and a stop sign (18.5 percent and 17.3 percent, respectively).

Students were asked how many drivers drove slowly and safely, waited for them to cross the street, blocked the sidewalk or crosswalk, and sped through an intersection (Figure 11, Appendix Tables 43a-43d).

- On their most recent walk or bicycle ride to school, 35.7 percent of students indicate that some drivers blocked the sidewalk or crosswalk; 19.1 percent say that many drivers had done that.
- One in three students say some drivers sped through an intersection (33.8 percent) and one in four students say many drivers had done that (24.4 percent).

Fargo Student Figure 10. Things that helped students cross the busiest street



N=173

\*Percentages do not equal 100.0 due to multiple responses.

Fargo Student Figure 11. Actions of drivers: How many drivers...



**Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

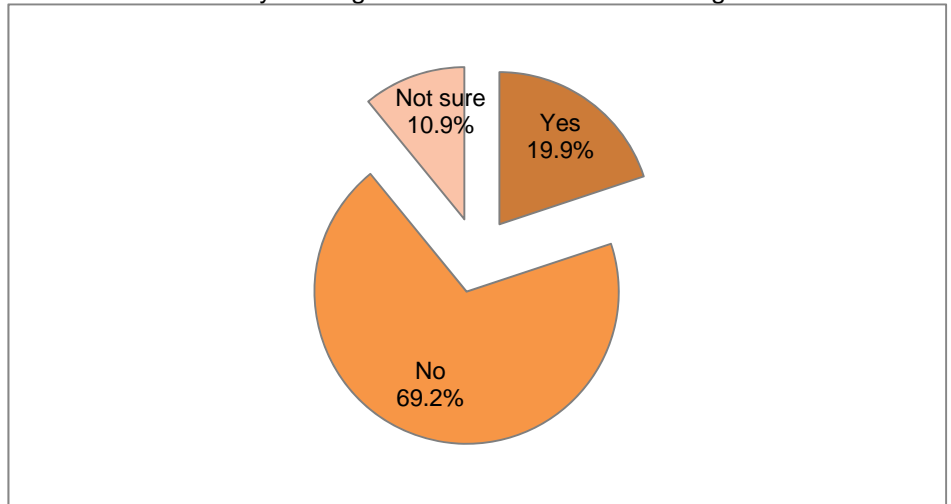
Students were asked, when getting to school, whether there were cars or buses in their way making it difficult to enter the school grounds (Figure 12, Appendix Table 44).

- On their most recent walk or bicycle ride to school, 19.9 percent of students say there were cars or buses in their way making it difficult to enter the school grounds.

Students were asked what they liked best about their most recent walk or bicycle ride to school (Figure 13, Appendix Table 45).

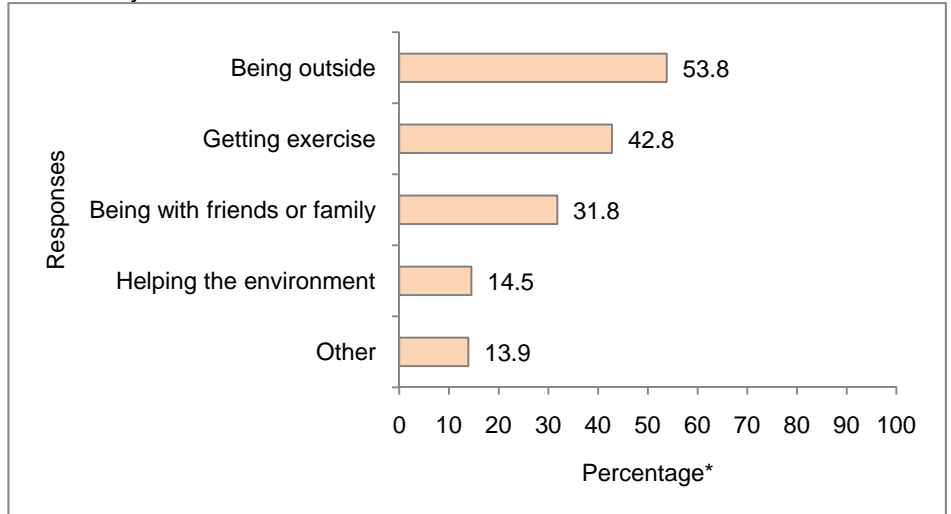
- Half of students say being outside is what they liked best about their most recent walk or bicycle ride to school (53.8 percent); 42.8 percent say they liked getting exercise (Figure 13).

Fargo Student Figure 12. When getting to school, whether there were cars or buses in student’s way making it difficult to enter the school grounds



N=156

Fargo Student Figure 13. What students liked best about their most recent walk or bicycle ride to school



N=173

\*Percentages do not equal 100.0 due to multiple responses.

## West Fargo Parent Survey Results

### Daily Patterns

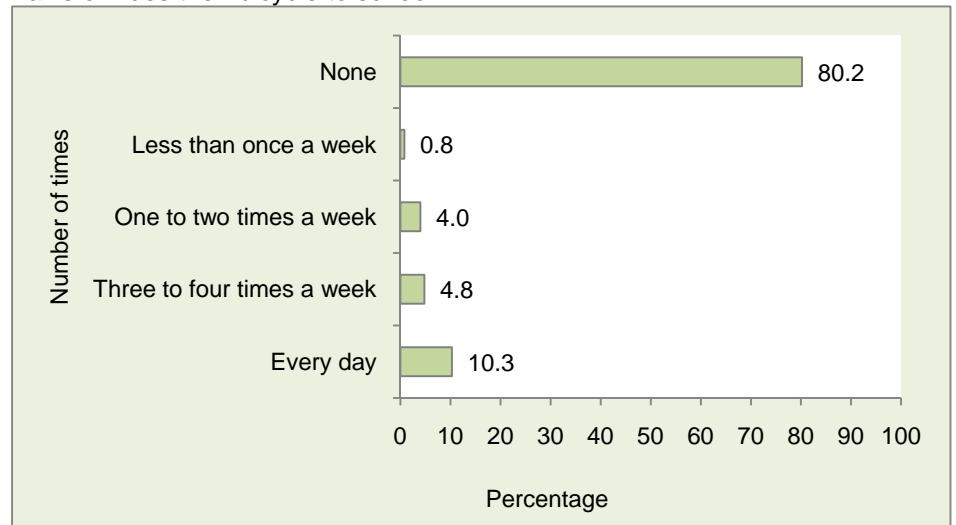
Parents were asked how many times, during an average week, their child walks or rides their bicycle to school (Figure 1, Appendix Table 1).

- The vast majority of parents say the number of times, in an average week, their child walks or rides their bicycle to school is zero or none (80.2 percent).
- One in five parents say their child walks or rides their bicycle to school at least once a week (19.1 percent); 10.3 percent say their child walks or rides their bicycle to school daily.

Parents were asked how far their child lives from school (Figure 2, Appendix Table 2).

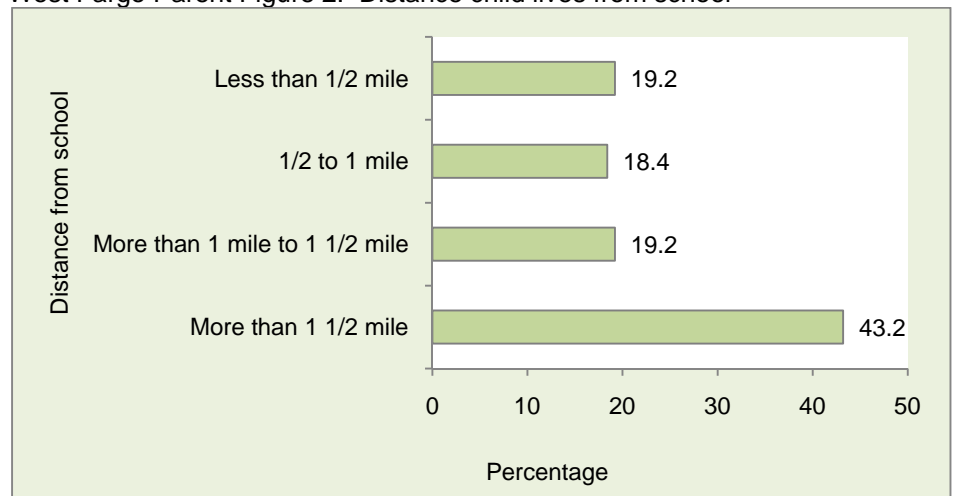
- One in three parents indicate their child lives, at most, a mile from school (37.6 percent); one in five live less than half a mile from school (19.2 percent).
- Two in five parents say their child lives more than a mile and a half from school (43.2 percent).

West Fargo Parent Figure 1. Number of times, in an average week, child walks or rides their bicycle to school



N=126

West Fargo Parent Figure 2. Distance child lives from school



N=125

Parents were asked how, on most days, their child arrives at school (Figure 3, Appendix Table 3).

- A slight majority of parents say their child usually arrives at school by school bus or shuttle (52.4 percent); 28.6 percent say their child arrives by family vehicle.
- Approximately one-fifth of parents say their child walks or rides their bicycle to school (16.6 percent).

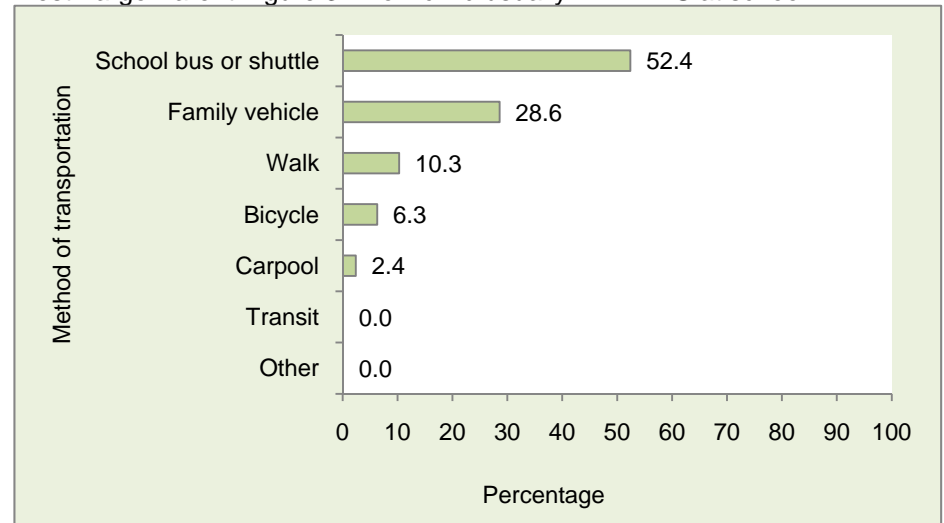
Parents were asked how long it normally takes their child to get to school by their most common method (Figure 4, Appendix Table 4).

- Half of parents say the length of travel time to school is, at most, 10 minutes (50.4 percent); 21.3 percent of parents say travel time to school is more than 20 minutes.

Using a one to five scale, with one being “not at all congested” and five being “very congested,” parents were asked about the traffic congestion at their child’s school site when dropping off their child (Figure 5, Appendix Table 5).

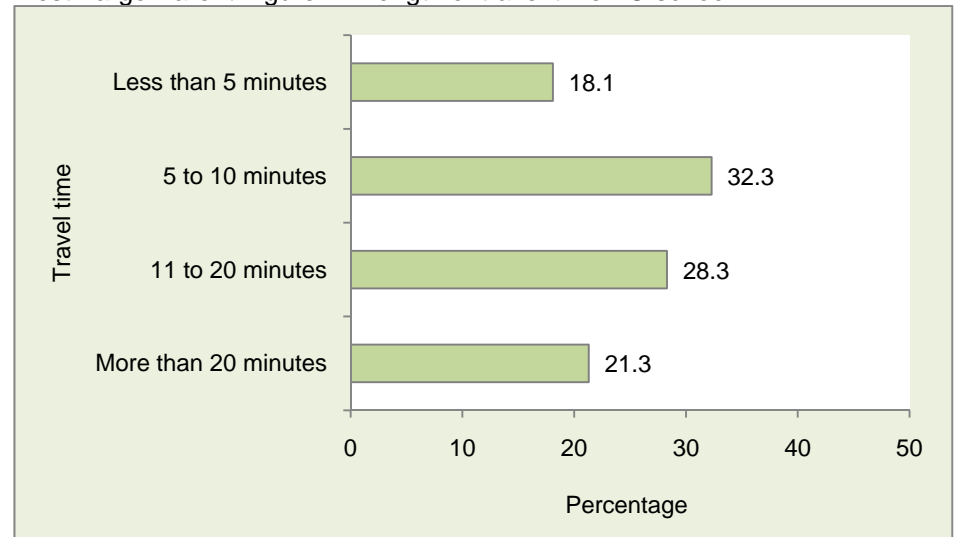
- Parents indicate that traffic at school was somewhat congested when dropping their child off (mean=3.83); 41.7 percent of parents say traffic was very congested compared with 5.8 percent who say traffic was not at all congested.

West Fargo Parent Figure 3. How child usually ARRIVES at school



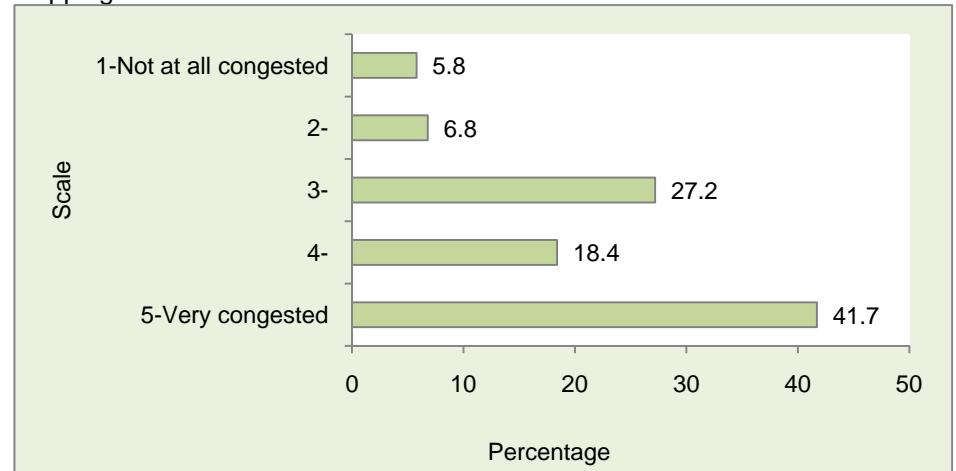
N=126

West Fargo Parent Figure 4. Length of travel time TO school



N=127

West Fargo Parent Figure 5. Level of traffic congestion at school site when dropping off child



N=103

Mean=3.83 and is based on a one to five scale, with one being “Not at all congested” and five being “Very congested.”



Parents were asked how, on most days, their child leaves for home after school (Figure 6, Appendix Table 6).

- Half of parents indicate their child leaves for home after school by school bus or shuttle (55.9 percent); 21.3 percent say a family vehicle was the method of transportation.
- One in 10 parents say their child walks home after school (11.8 percent); 6.3 percent say their child rides their bicycle home after school.

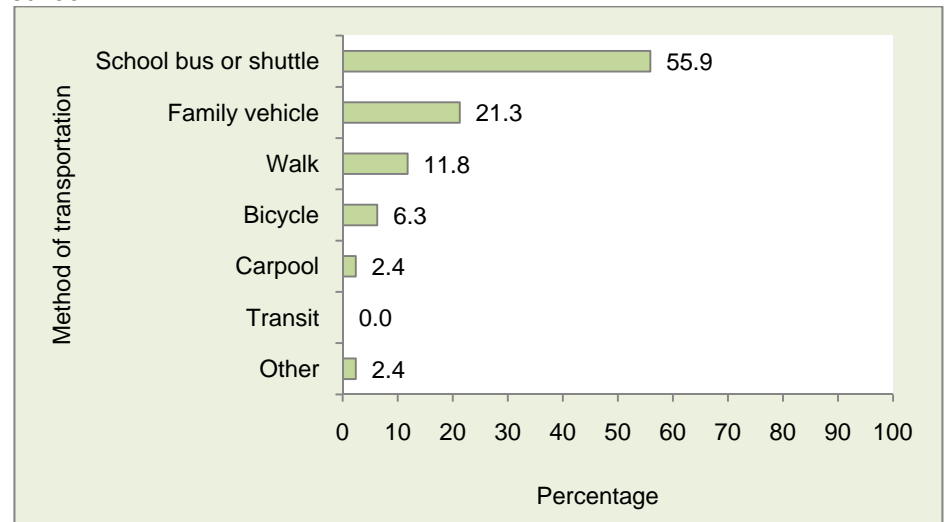
Parents were asked how long it normally takes their child to get home from school by their most common method (Figure 7, Appendix Table 7).

- Two in five parents say the length of travel time from school is, at most, 10 minutes (42.7 percent).
- One in five parents indicate the length of travel time from school is more than 20 minutes (22.6 percent).

Using a one to five scale, with one being “not at all congested” and five being “very congested,” parents were asked about the traffic congestion at their child’s school site when picking up their child (Figure 8, Appendix Table 8).

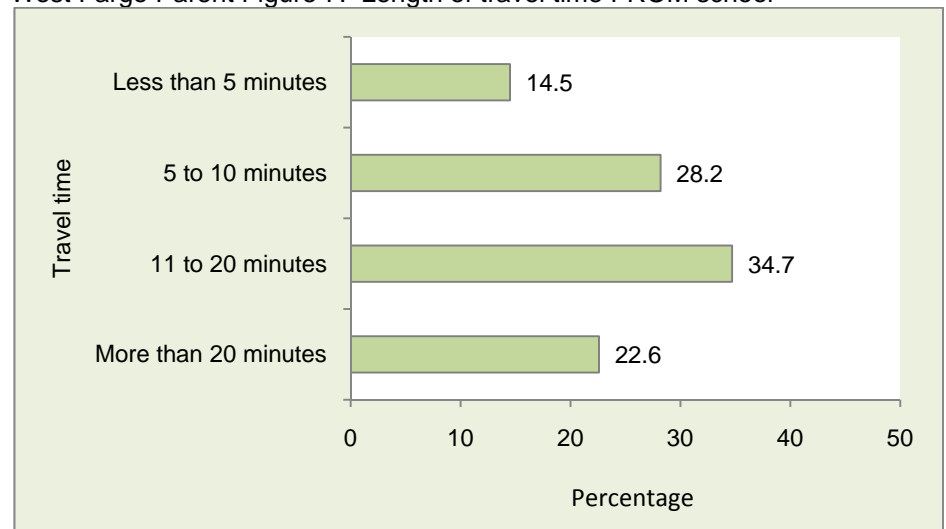
- Parents indicate that traffic at school is quite congested when picking their child up (mean=4.06); 48.6 percent say traffic was very congested compared with 5.5 percent who say traffic was not at all congested.

West Fargo Parent Figure 6. How child usually LEAVES FOR HOME after school



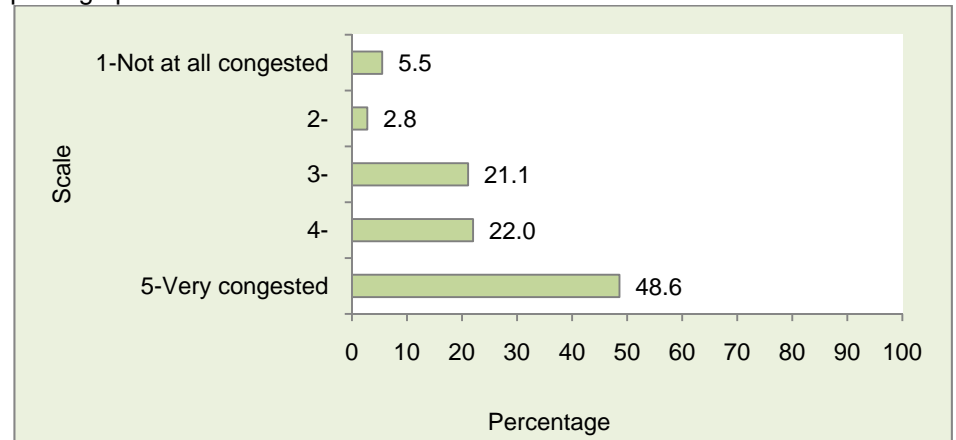
N=127

West Fargo Parent Figure 7. Length of travel time FROM school



N=124

West Fargo Parent Figure 8. Level of traffic congestion at school site when picking up child



N=109

Mean=4.06 and is based on a one to five scale, with one being “Not at all congested” and five being “Very congested.”



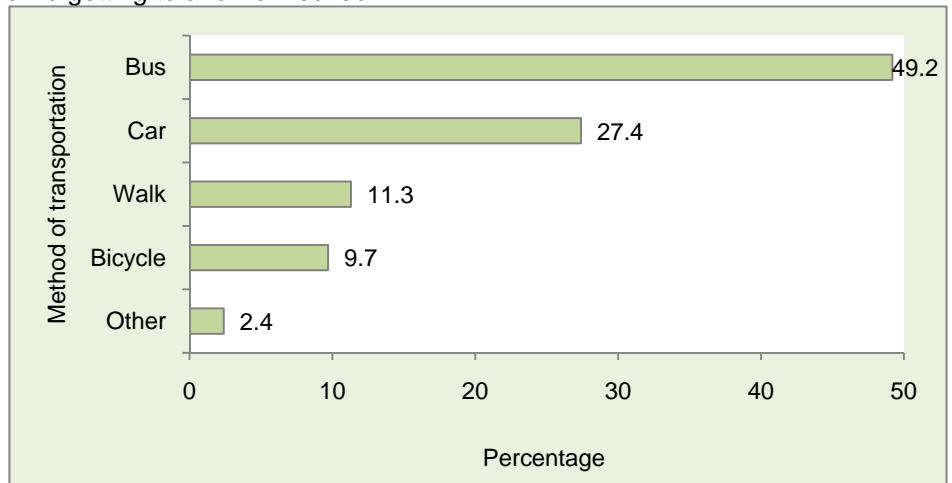
Parents were asked how they would most prefer their child get back and forth to school (Figure 9, Appendix Table 9).

- Half of parents prefer their child get back and forth to school by bus (49.2 percent); 27.4 percent prefer a car as the method of transportation.
- Approximately one in 10 parents prefer their child walk (11.3 percent) and ride their bicycle (9.7 percent) back and forth to school.

Using a one to five scale, with one being “not at all safe” and five being “very safe,” parents were asked about their child’s overall safety when walking or riding their bicycle to and from school (Figure 10, Appendix Table 10).

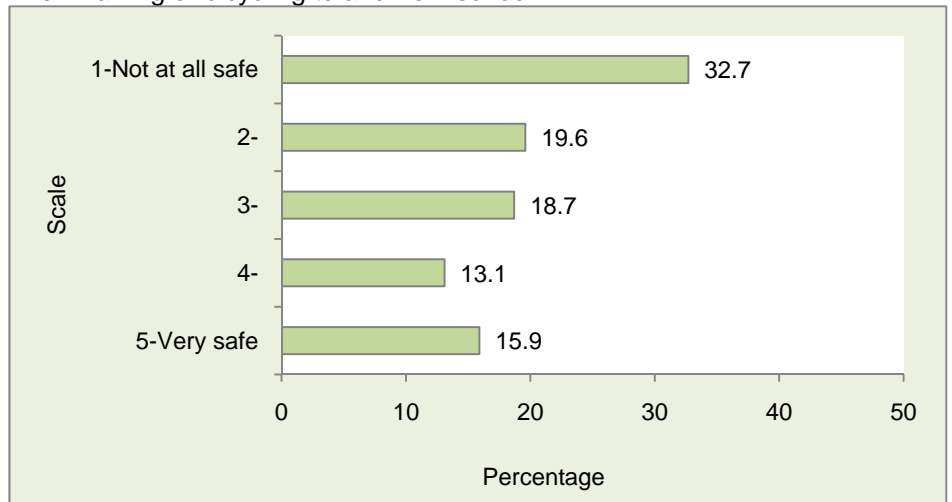
- Parents indicate their child is moderately safe when walking or riding their bicycle back and forth to school (mean=2.60); 32.7 percent of parents say their child is not at all safe, compared with 15.9 percent who say their child is very safe.

West Fargo Parent Figure 9. Parent’s preferred method of transportation for child getting to and from school



N=124

West Fargo Parent Figure 10. Parent’s perception of child’s overall safety when walking or bicycling to and from school



N=107

Mean=2.60 and is based on a one to five scale, with one being “Not at all safe” and five being “Very safe.”

## Barriers to Walking or Riding a Bicycle to and from School

Parents were given a list of reasons pertaining to why their child may not be walking or riding their bicycle to and from school. Using a one to five scale, with one being “not at all” and five being “a great deal”, parents were asked to rate the level of impact each of the reasons had on whether their child walked or rode their bicycle to and from school (Table 1, Appendix Tables 11a-11c).

- When asked about reasons why their children do not walk or ride their bicycle to and from school, the top reason parents give is traffic – safety concerns at intersections and crossings (mean=3.79); 52.5 percent say it impacts the decision to walk or ride bicycle a great deal (data not shown).
- Another top reason is distance – school is too far away (mean=3.54); 47.2 percent say it impacts the decision a great deal (data not shown).
- No protection from the weather is also a top reason (mean=3.45); 34.8 percent say it impacts their decision a great deal (data not shown).
- Parents were given the opportunity to provide reasons, other than those already listed, as to why their child may not be walking or riding their bicycle to and from school. See Table 1a for a list of other reasons.

West Fargo Parent Table 1. Reasons that may impact whether child walks or rides their bicycle to and from school, based on mean response

Reasons	Mean*
Traffic – safety concerns at intersections and crossings	3.79
Distance – school is too far away	3.54
Weather – no protection from the weather	3.45
Speed – cars drive too fast through the neighborhood	3.08
Traffic – Too much in neighborhood	3.05
Traffic – too much at school	3.02
Child would be walking/riding bicycle alone to school	3.01
Weather – sidewalks are covered with snow/ice	2.95
Speed – cars drive too fast by school	2.82
Convenience	2.75
Sidewalks/bikeways – missing or are not adequate	2.44
Child’s after school activities	2.17
Crime	1.96
Child does not like to walk or ride their bicycle to school	1.83
Theft – no place to safely leave bicycle and helmet at school	1.82
Bullying or teasing from other kids	1.76
Scary dogs	1.58
Child does not have a bicycle (or one that works)	1.17

\*Means are based on a one to five scale of impact, with one being “Not at all” and five being “A great deal.”

West Fargo Parent Table 1a. Other reasons that impact whether the child walks or rides their bicycle to and from school

Other reasons*	Number of responses
Distance – live too far from school	16
Crossing busy intersections/streets	12
Too young/safety issues (scary people/strangers)/would be alone	7
Convenience – prefer to drop them off	5
Weather – too cold	4
Walks to and from bus stop	2
No sidewalks/crosswalks	2
Too much stuff to carry	1

\*Parents were given the opportunity to write in other reasons why their child may not be walking or riding their bicycle to and from school. Some comments may duplicate those reasons that were provided in the list (Table 1).

## Evaluation of Sidewalks and Streets

Parents were asked how safe and easy it is to be a pedestrian in their neighborhood by identifying potential problems on the route to and from school.

Parents were asked to evaluate SIDEWALKS when identifying the potential problems (Table 2, Appendix Tables 12a and 12b).

- Regarding sidewalks, 34.9 percent of parents say sidewalks that are covered with ice and compacted snow during winter months are problematic.
- Approximately one in four parents say there are sidewalks, but they are not continuous (23.3 percent).

Using a one to five scale, with one being "poor" and five being "excellent," parents were asked to give an overall rating of the sidewalks in their neighborhood (Figure 11, Appendix Table 13).

- Parents give an above average rating of sidewalks in their neighborhood (mean=3.64); 28.0 percent rate the sidewalks as excellent while 8.5 percent give the sidewalks a poor rating.

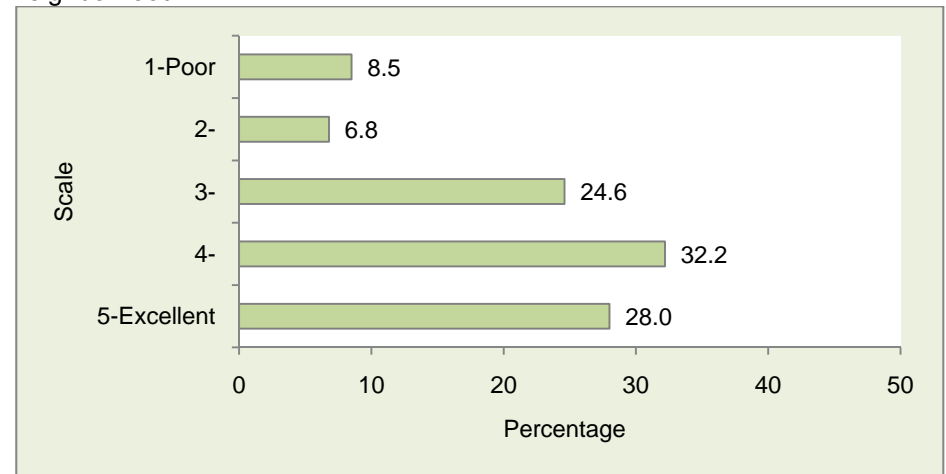
West Fargo Parent Table 2. SIDEWALKS: problems on the route to and from school

Problems	Percentage of respondents*
Sidewalks are covered with ice/compacted snow during winter months	34.9
There are sidewalks, but they are not continuous	23.3
There are no sidewalks	21.7
Cars or trucks are blocking the sidewalk	14.7
Sidewalks are too close to fast-moving traffic	11.6
Sidewalks are broken or cracked, making them unsafe or difficult to walk on	10.1
There is not enough room for two people to walk side-by-side	7.8
Sidewalks do not have ramps (curb cuts) for wheelchairs, strollers, and wagons	1.6
Sidewalks are blocked with poles, signs, shrubbery, dumpsters, etc.	0.8
Other	8.5

N=129

\*Percentages do not equal 100.0 due to multiple responses.

West Fargo Parent Figure 11. Overall rating of the SIDEWALKS in parent's neighborhood



N=118

Mean=3.64 and is based on a one to five scale, with one being "Poor" and five being "Excellent."

Parents were asked how safe and easy it is to be a pedestrian in their neighborhood by identifying potential problems on the route to and from school. Parents were asked to evaluate STREET CROSSINGS when identifying the potential problems (Table 3, Appendix Tables 14a and 14b).

- Regarding street crossings, the top concern among parents is too many distracted drivers on the route to and from school; 41.1 percent of parents say it is a problem (Table 3).

Using a one to five scale, with one being “poor” and five being “excellent,” parents were asked to give an overall rating of the street crossings in their neighborhood (Figure 12, Appendix Table 15).

- Parents give a slightly above average rating to street crossings on the route to and from school (mean=3.23); 9.3 percent rate street crossings as excellent compared with 7.6 percent who rate them as poor.

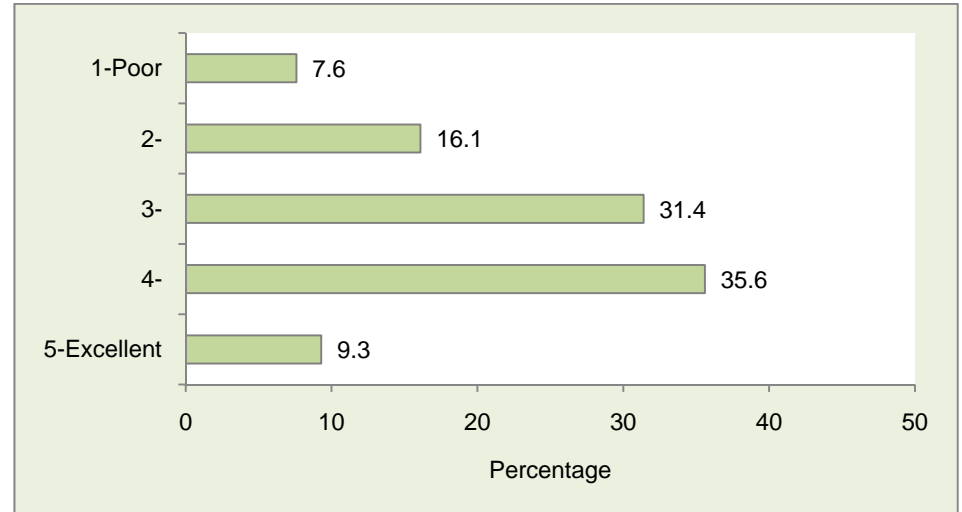
West Fargo Parent Table 3. STREET CROSSINGS: problems on the route to and from school

Problems	Percentage of respondents*
Too many distracted drivers	41.1
Pedestrian crossing signals are not long enough for pedestrians to reach the other side of the street	15.5
Roads are too wide to cross safely	15.5
Need marked pedestrian crosswalks	14.7
Need traffic signals	13.2
Need pedestrian crossing signals/audible signals	10.9
View of traffic is blocked by parked cars on the street	5.4
Traffic signals make pedestrians wait too long before crossing	4.7
View of traffic is blocked by trees, plants, utility poles, snow, signs, etc.	3.9
Other	14.0

N=129

\*Percentages do not equal 100.0 due to multiple responses.

West Fargo Parent Figure 12. Overall rating of the STREET CROSSINGS on route to and from school



N=118

Mean=3.23 and is based on a one to five scale, with one being “Poor” and five being “Excellent.”

## Views on Activity

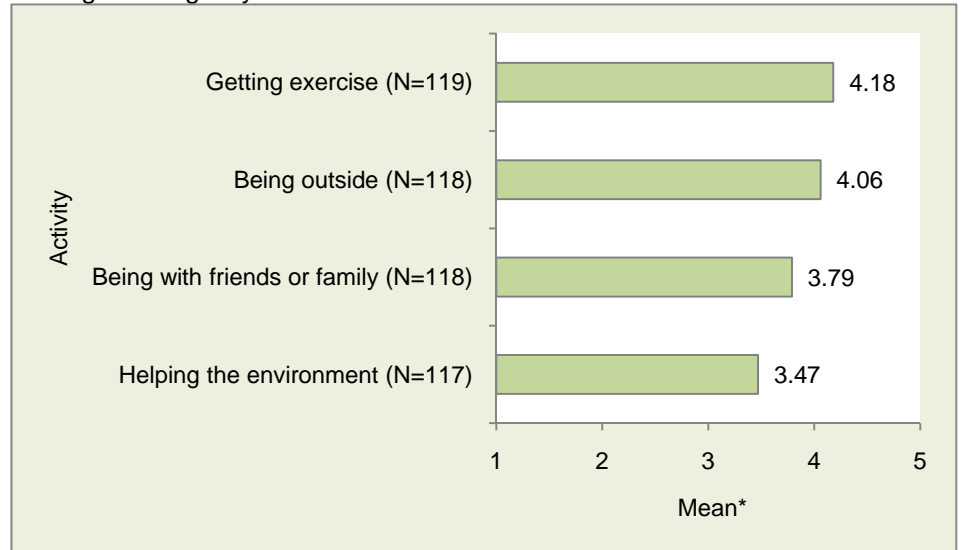
Parents were asked to indicate how important various activities are regarding their child walking or bicycling to school (Figure 13, Appendix Tables 16a-16d).

- Parents indicate that getting exercise is the most important activity regarding their child walking or bicycling to school (mean=4.18); 61.3 percent say it is very important.
- Parents indicate that being outside is also important (mean=4.06); 54.2 percent say it is very important.

Parents were asked how informed their child is with respect to safety rules related to walking and bicycling (Figure 14, Appendix Tables 17a and 17b).

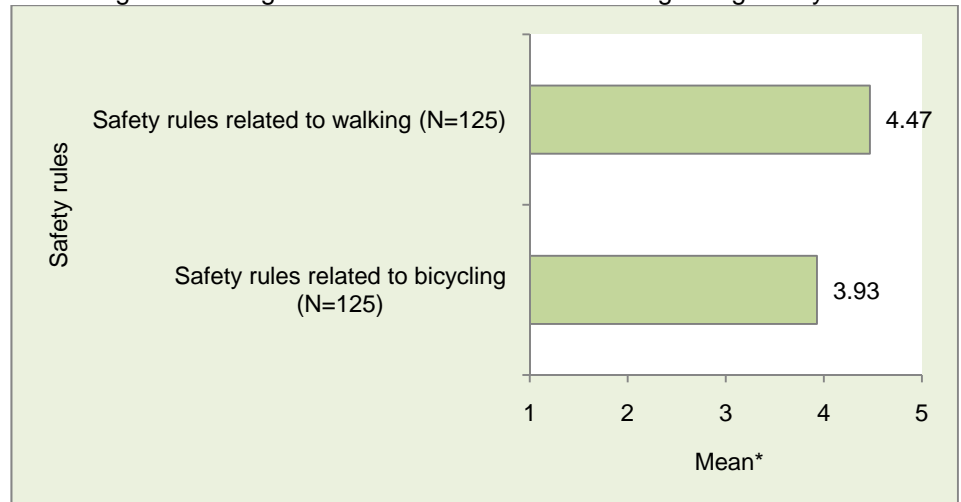
- Parents indicate their child is more informed about safety rules related to walking than bicycling (mean=4.47 and mean=3.93, respectively).
- Two in three parents say their child is very well informed about safety rules related to walking while slightly more than one in three say their child is well informed about safety rules related to bicycling (64.0 percent and 38.4 percent, respectively).

West Fargo Parent Figure 13. Importance of various activities regarding child walking or riding bicycle to school



\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important".

West Fargo Parent Figure 14. How informed child is regarding safety rules



\*Means are based on a one to five scale, with one being "Not at all informed" and five being "Very well informed."

Parents were asked if their child has taken a bicycle safety training course that was administered through the school, police department, church, or other community group (Figure 15, Appendix Table 18).

- Three in four parents say their child has not had a bicycle safety training course (75.6 percent); 13.4 percent of parents say their child has taken a safety training course, but it was several years ago.

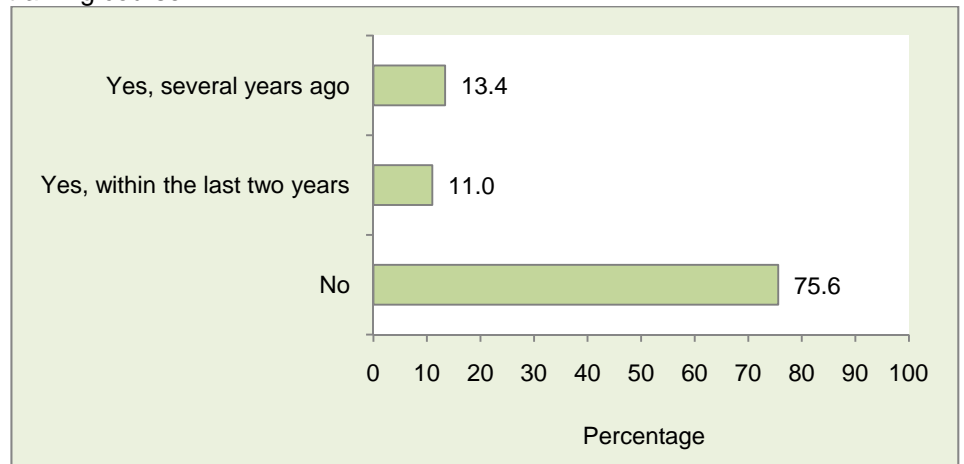
Parents were asked how many times a week they and their child participate in some form of physical activity together, such as play in the yard, go to the park, take a walk, go swimming, go for a bicycle ride, etc. (Figure 16, Appendix Table 19).

- One in three parents say they and their child participate in physical activity together three to four times a week (32.5 percent); 23.8 percent of parents say less than once a week or none.

Parents were asked how important it is that adults serve as role models for physical activity (Figure 17, Appendix Table 20).

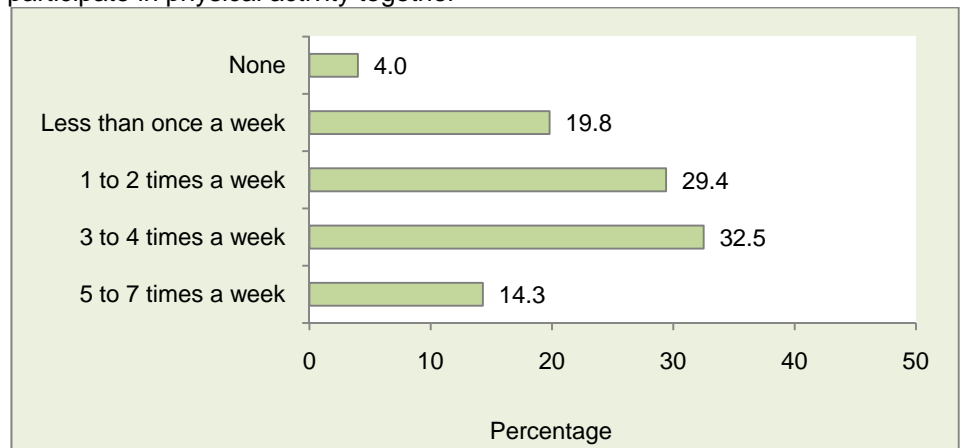
- Parents think it is important that adults serve as role models for physical activity (mean=4.63); 72.4 percent of parents think it is very important.

West Fargo Parent Figure 15. Whether child has taken a bicycle safety training course



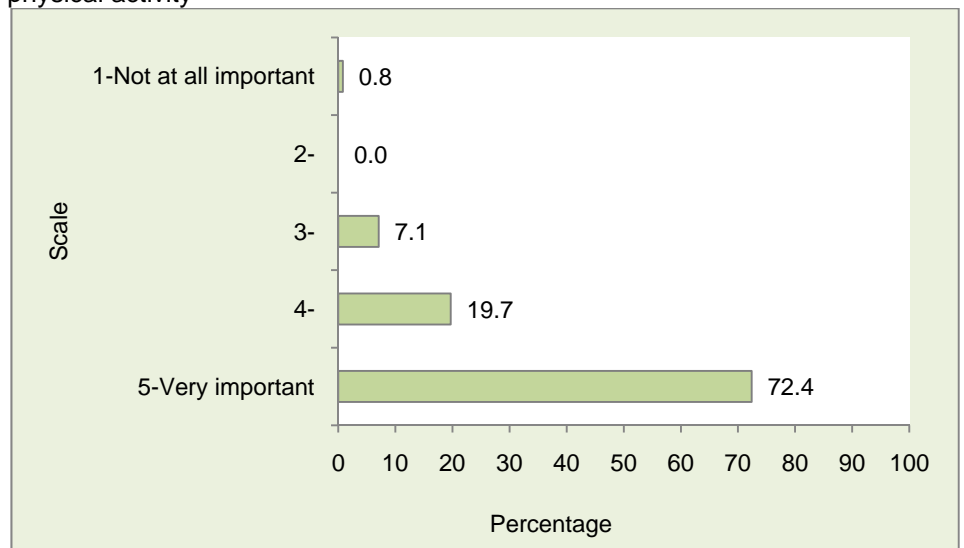
N=127

West Fargo Parent Figure 16. Number of times a week parent and child participate in physical activity together



N=126

West Fargo Parent Figure 17. Importance of adults serving as role models for physical activity



N=127

Mean=4.63 and is based on a one to five scale, with one being "Not at all important" and five being "Very important."

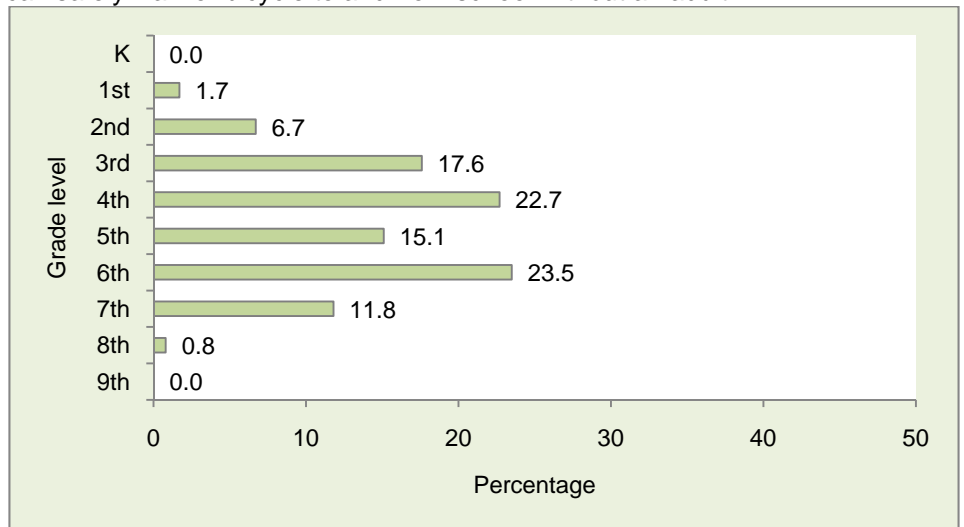
Parents were asked the grade level at which a child can safely walk or ride their bicycle to and from school without an adult (Figure 18, Appendix Table 21).

- Approximately one in four parents say children in 6<sup>th</sup> and 4<sup>th</sup> grades can safely walk or bicycle to and from school without an adult (23.5 percent and 22.7 percent, respectively).

Parents were asked the likelihood their child would utilize a “walking school bus” and whether they (parent) would volunteer their time if it was integrated into the neighborhood (Figure 19, Appendix Tables 22 and 23).

- Parents say their child is somewhat likely to utilize a “walking school bus” (mean=2.71); 18.6 percent say it is very likely their child would utilize it compared with 36.4 percent who say their child is not at all likely.
- Parents say they are unlikely to volunteer time toward a “walking school bus” (mean=1.96); 57.8 percent of parents say they are not at all likely to volunteer compared with only 9.5 percent who are very likely to volunteer.

West Fargo Parent Figure 18. Parent’s perception of grade level at which child can safely walk or bicycle to and from school *without* an adult

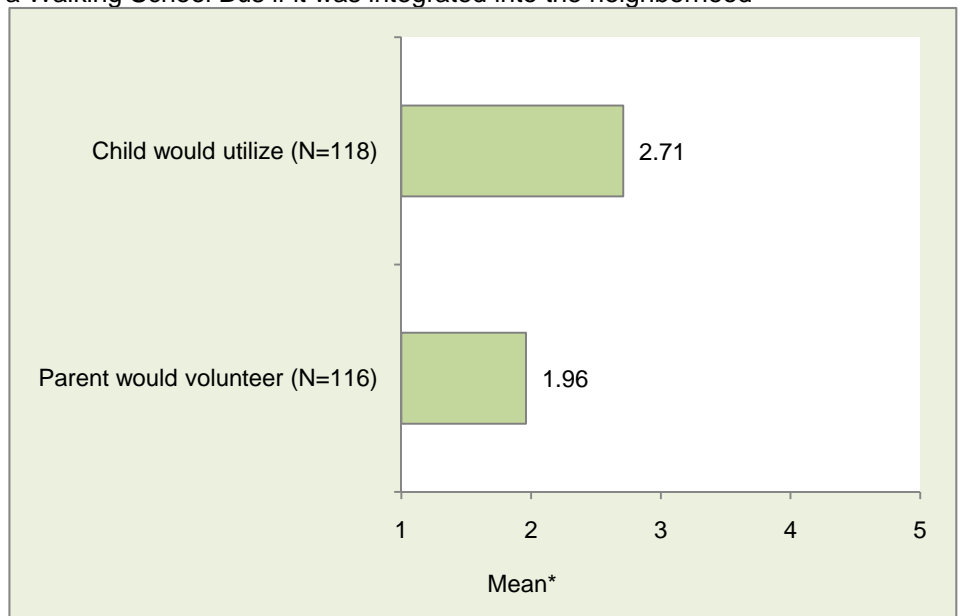


N=119

### Walking School Bus

A “walking school bus” is a group of children walking to school with one or more adults. It can be as informal as two families taking turns walking their children to school, or as structured as a planned route with meeting points, a timetable, and a schedule of trained volunteers.

West Fargo Parent Figure 19. Likelihood of utilizing and volunteering time for a Walking School Bus if it was integrated into the neighborhood



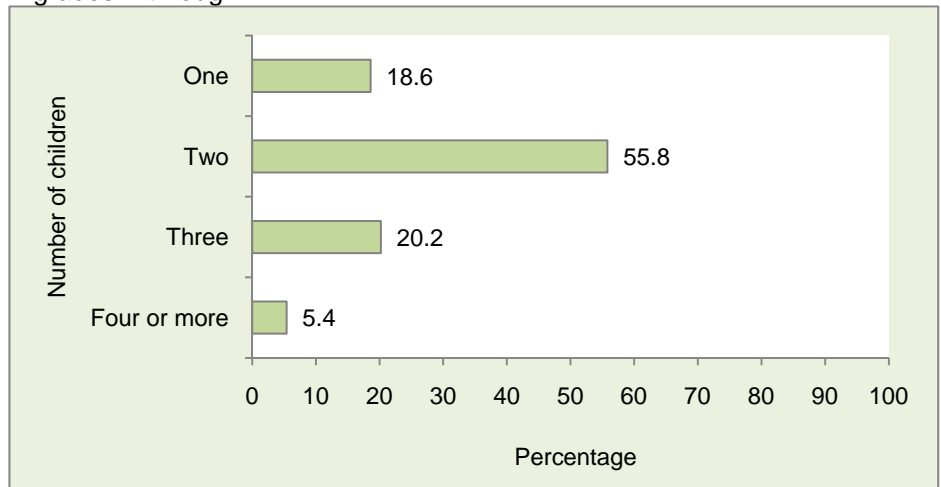
\*Means are based on a one to five scale, with one being “Not at all likely” and five being “Very likely.”



### Demographics of Child

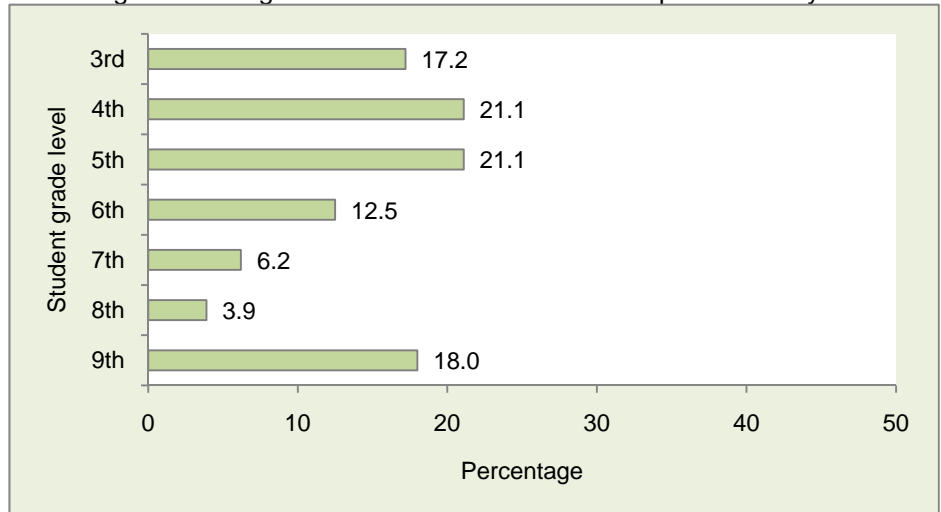
- Half of parents say they have two children attending school in grades K through 12 (55.8 percent); one-fifth have three children attending school within those grades (20.2 percent) (Figure 20, Appendix Table 24).
- The proportion of students who took the parent survey home is reflective of the proportion of students who were given the student survey, with the exception of grades 7, 8, and 9. In these instances, smaller proportions of parents than students completed the survey. See Figure 21 and Appendix Table 25 for the proportions of students in each grade who took the parent surveys home for parents to complete.

West Fargo Parent Figure 20. Number of children per family attending school in grades K through 12



N=129

West Fargo Parent Figure 21. Grade of child who took parent survey home

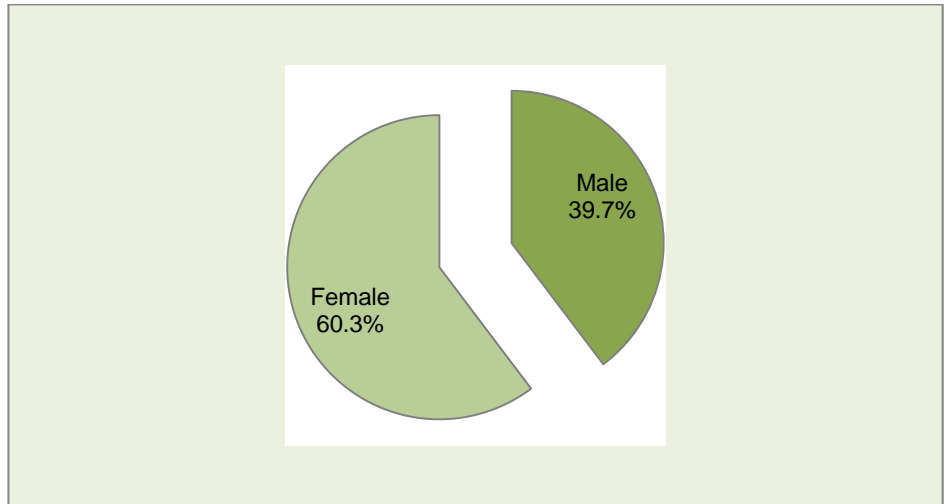


N=128



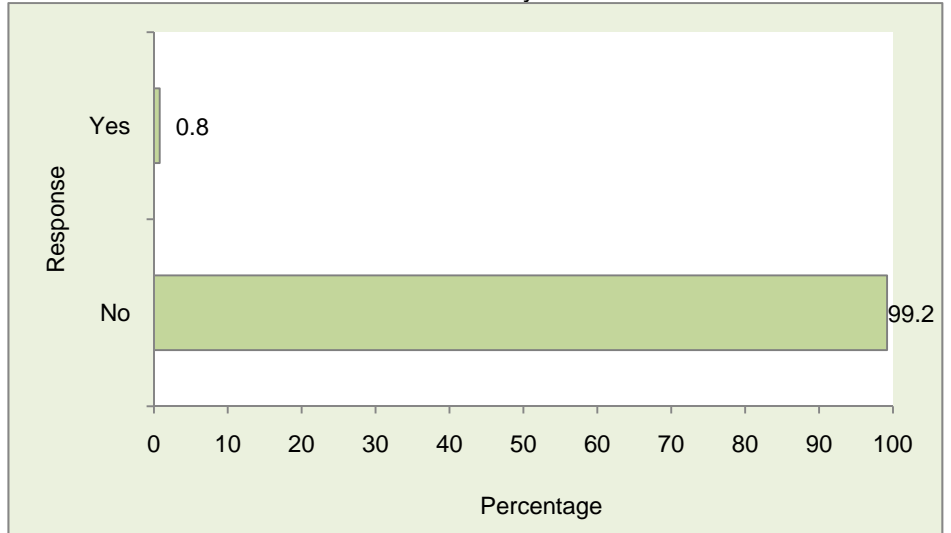
- Of the students who took the parent survey home, 60.3 percent are female (Figure 22, Appendix Table 26).
- The vast majority of parents indicate they do not have a child with physical disabilities that make it difficult for them to walk or ride a bicycle to school (99.2 percent) (Figure 23, Appendix Table 27).

West Fargo Parent Figure 22. Gender of child who took the parent survey home



N=126

West Fargo Parent Figure 23. Whether child has any physical disabilities that make it difficult for them to walk or ride a bicycle to school



N=128

## Demographics of Parent

- Three in five parents say their child is involved in school activities, such as band, drama, athletics, etc. (58.9 percent); one in three parents say their child is involved in early morning or after school programs (32.6 percent) (Table 4, Appendix Tables 28a and 28b).
- Three in 10 parents indicate they are involved in a Parent-Teacher Association (30.2 percent).
- The majority of respondents are from 35 to 44 years of age (59.4 percent); 17.2 percent are from 45 to 54 (Figure 24, Appendix Table 29).

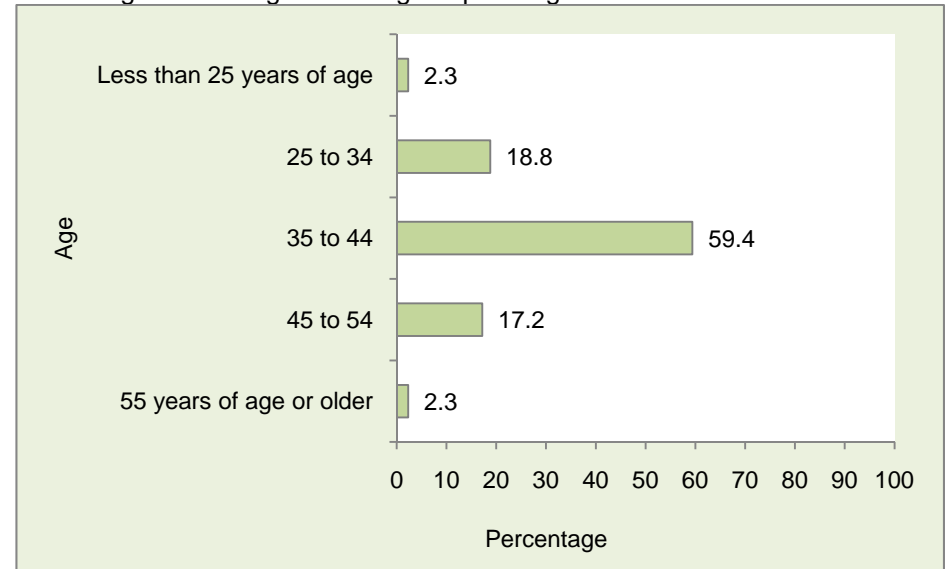
West Fargo Parent Table 4. Activities/organizations, available within child's school or community, in which parent or child is involved

Activities/organizations	Percentage of respondents*
School activities (band, drama, athletics, etc.)	58.9
Early morning or after school programs	32.6
Parent-Teacher Association (PTA)	30.2
Gifted program	19.4
Special Education program	12.4
Free or reduced lunch program	11.6
Summer school/Transitions program	9.3
Neighborhood Association	2.3
English Language Learner program (ELL)	1.6
Other	11.6

N=129

\*Percentages do not equal 100.0 due to multiple responses.

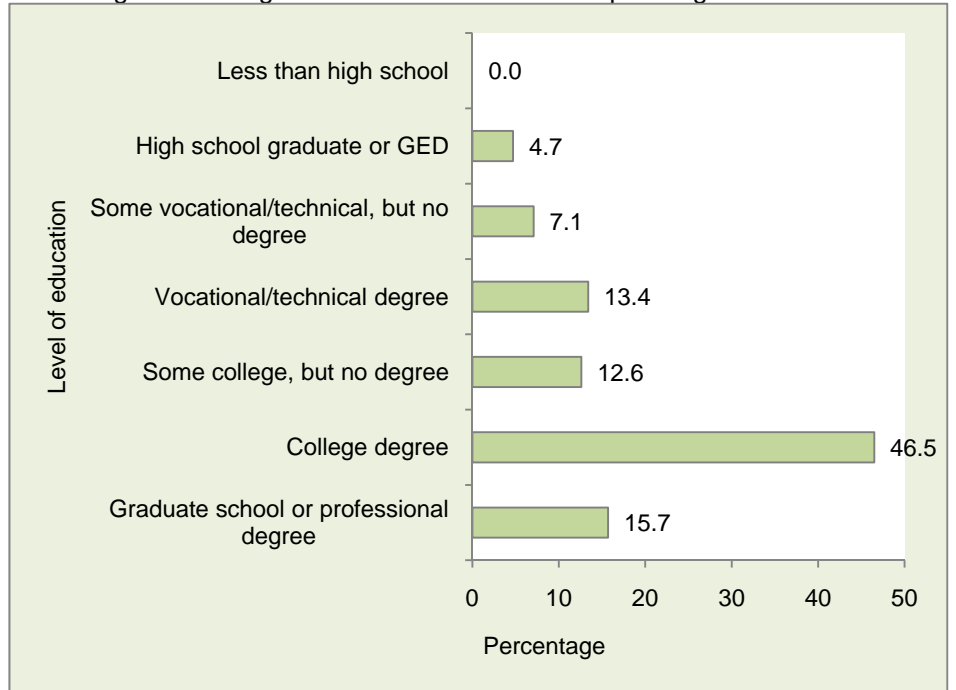
West Fargo Parent Figure 24. Age of parent/guardian



N=128

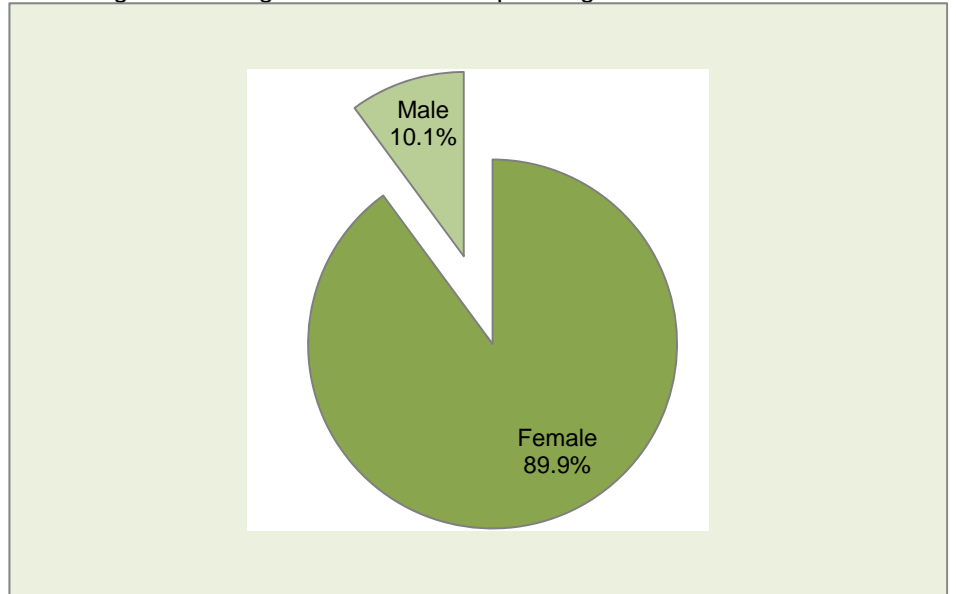
- Three in five parents who responded to the survey have, at least, a college degree (62.2 percent); 15.7 percent have a graduate or professional degree (Figure 25, Appendix Table 30).
- The vast majority of parents who responded to the survey are female (89.9 percent) (Figure 26, Appendix Table 31).

West Fargo Parent Figure 25. Educational level of parent/guardian



N=127

West Fargo Parent Figure 26. Gender of parent/guardian



N=129

# West Fargo Student Survey Results

## Daily Patterns

Students were asked how they usually get TO and home FROM school (Figures 1 and 2, Appendix Table 32).

### TO school:

- Three in five students say they usually go to school by bus (61.9 percent); 32.8 percent say they usually get there by car.
- One in ten students say they usually walk or bicycle to school (10.7 percent).

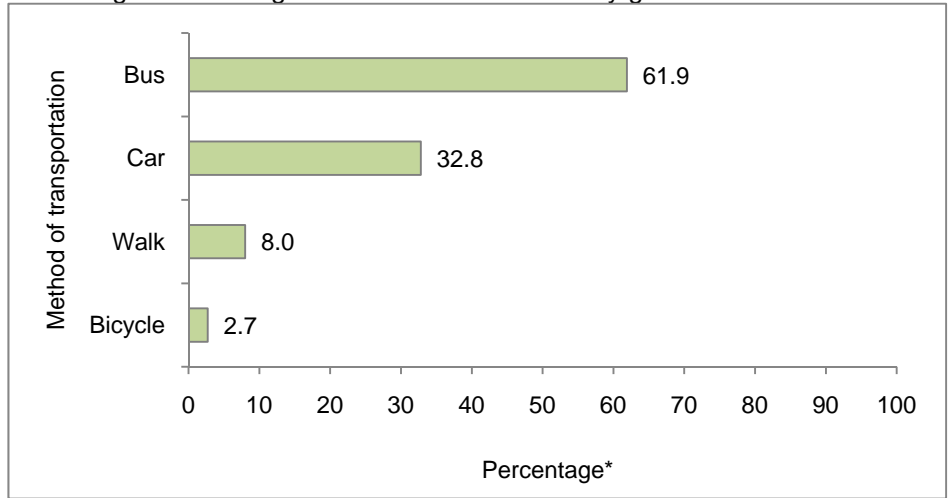
### Home FROM school:

- Two-thirds of the students say they usually leave the school by bus (66.3 percent); 27.0 percent say they leave by car.
- One in 10 students say they usually walk from school (10.6 percent).

Students were asked, if given a choice, how they would most like to get to and home from school (Figure 3, Appendix Table 33).

- Nearly half of students say they would most like to get to and from school by car (45.3 percent); 24.1 percent of students prefer a bus.
- Approximately one-fifth of students say they would most like to get back and forth to school by bicycling (16.8 percent); 10.1 percent say they would most like to walk.

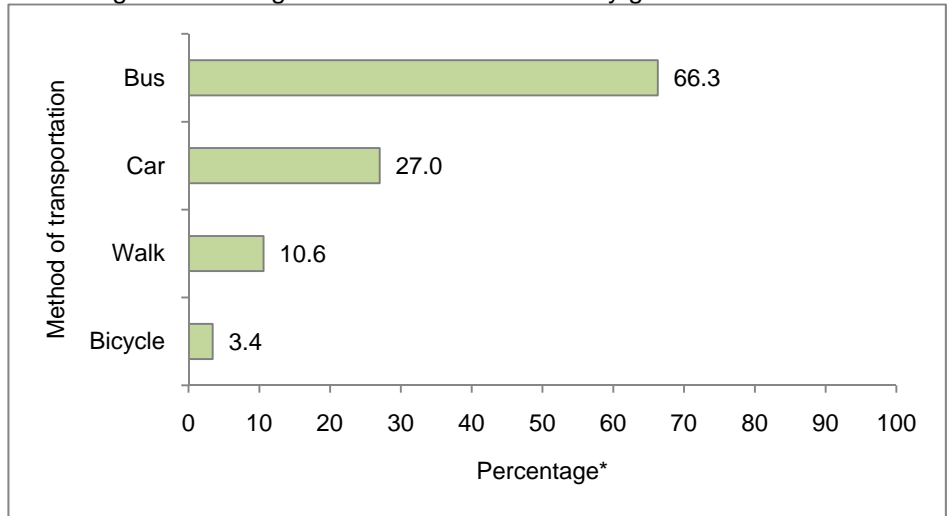
West Fargo Student Figure 1. How students usually get TO school



N=415

\*Percentages do not equal 100.0 due to multiple responses.

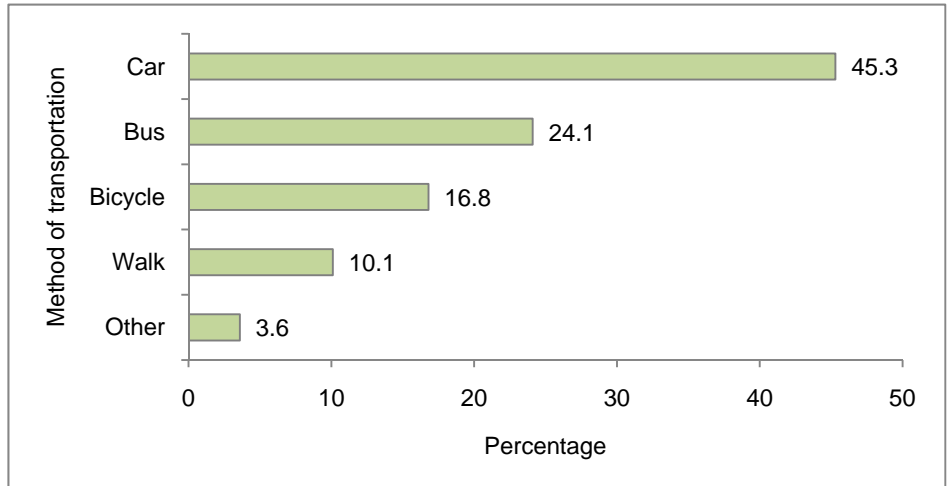
West Fargo Student Figure 2. How students usually get home FROM school



N=415

\*Percentages do not equal 100.0 due to multiple responses.

West Fargo Student Figure 3. How students would MOST like to get to and from school



N=386

Students were asked, in an average week, how often they walk or ride their bicycle to school (Figure 4, Appendix Table 34).

- The majority of students say the number of times, in an average week, they walk or ride their bicycle to school is zero or none (76.6 percent).
- One in 10 students walk or ride their bicycle at least three times a week (11.4 percent); 7.1 percent walk or ride their bicycle to school every day.

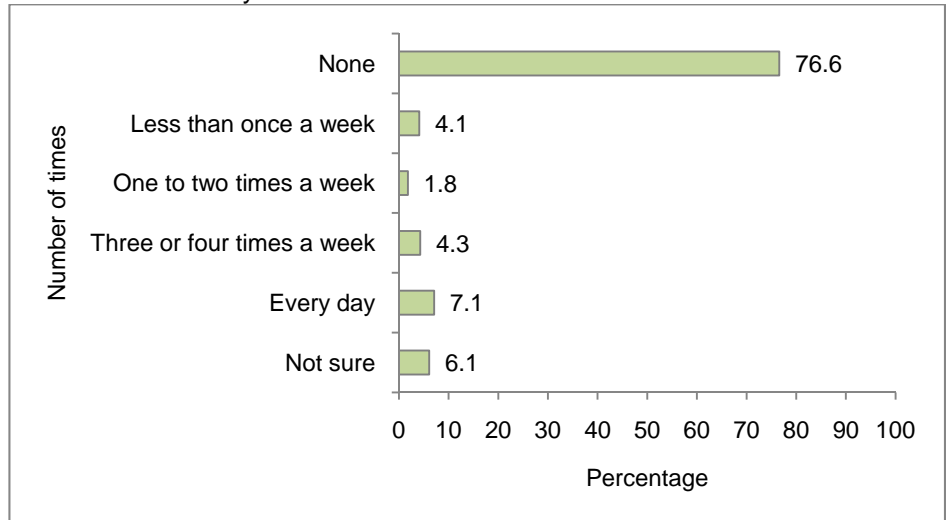
Students were asked if they have taken a bicycle safety training course, such as "Rules of the Road," "McGruff – Riding Right," a police department training course, or others (Figure 5, Appendix Table 35).

- The vast majority of students say they have not taken a bicycle safety training course or they are not sure if they have (75.3 percent).

See Figure 6 and Appendix Table 36 for grade levels of students who participated in the survey.

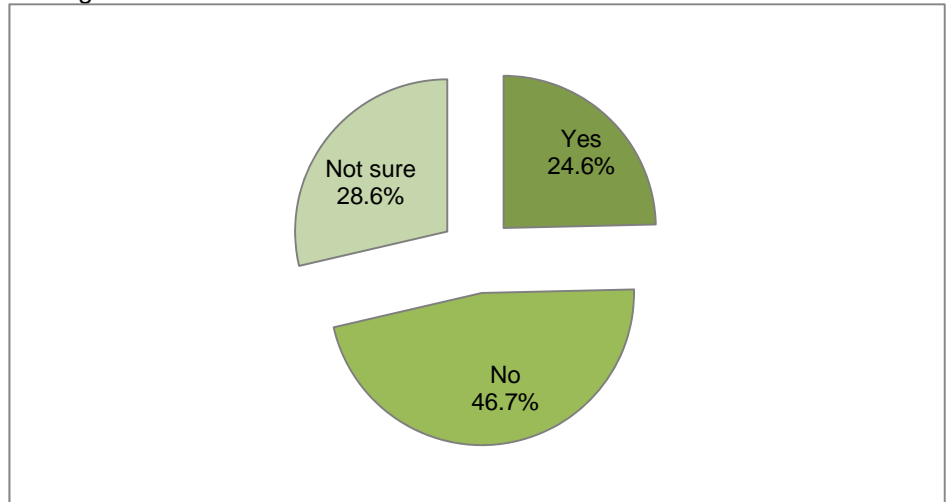
- The proportion of student who completed the survey is reflective of the intended sampling.

West Fargo Student Figure 4. Number of times in an average week students walk or ride their bicycles to school



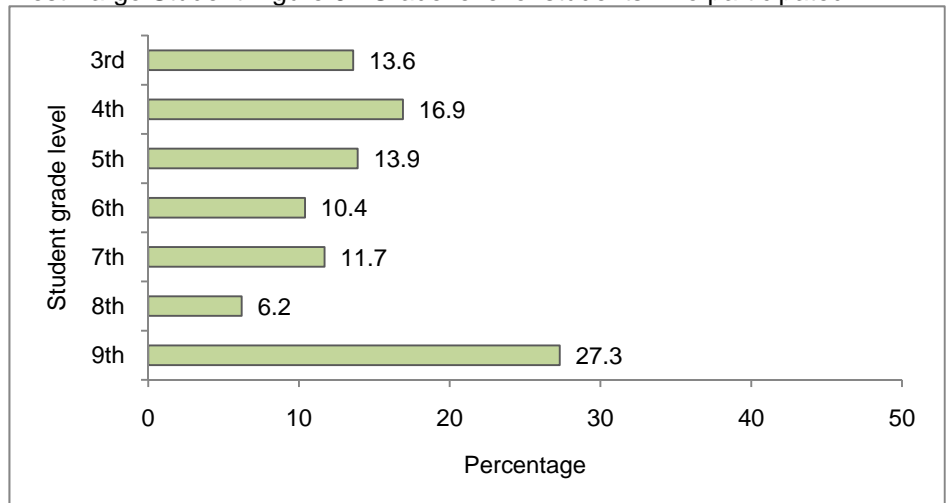
N=394

West Fargo Student Figure 5. Whether students have taken a bicycle safety training course



N=398

West Fargo Student Figure 6. Grade level of students who participated



N=403

## **Barriers to Walking or Riding a Bicycle to and from School**

Students were given a list and asked to identify the things that may make it difficult for them to walk or ride their bicycle to and from school (Table 1, Appendix Tables 37a-37d).

- Weather – too cold in winter and distance – too far from school are the top two barriers that students say prevent them from walking or riding their bicycle to and from school (44.1 percent and 38.6 percent, respectively).
- One in three students say weather – icy or snow-covered sidewalks is also a barrier (33.7 percent), along with having to cross intersections with lots of traffic (30.8 percent).
- Approximately one in four students say too much stuff to carry and scary people are barriers (26.5 percent and 22.9 percent, respectively).
- Students were given the opportunity to write in other reasons why they may not be walking or riding their bicycle to and from school. See Table 1a for a list of those comments.

West Fargo Student Table 1. Barriers to walking or riding a bicycle to and from school

Barriers	Percentage of respondents*
Weather – too cold in winter	44.1
Distance – too far from school	38.6
Weather – icy or snow-covered sidewalks	33.7
Crossing intersections with lots of traffic	30.8
Too much stuff to carry (books, equipment, instrument)	26.5
Scary people	22.9
I do not want to walk or ride a bicycle to school	21.4
Cars that drive too fast in my neighborhood	18.8
Cars that drive too fast by my school	16.4
Broken or missing sidewalks	16.4
Having to walk or ride bicycle by myself	14.9
My parents will not let me	14.9
Bullying/teasing from other kids	12.8
Scary dogs	12.5
After school activities	10.8
Too dark outside	10.4
Parent or other adult drops me off on their way to work or picks me up on their way home	9.6
Not having a safe place to leave my bicycle and helmet	8.7
Getting sweaty	3.9
I do not have a bicycle (or one that works)	2.7
Other people don't think it's "cool"	2.4
Prefer to not answer	10.6
Other	8.4

N=415

\*Percentages do not equal 100.0 due to multiple responses.

West Fargo Student Table 1a. Other barriers to walking or riding a bicycle to and from school

Other barriers*	Number of responses
Distance and time it takes to walk/bike	8
Take the bus/like riding the bus	5
Sidewalks: missing, broken, uneven, slippery when wet	5
Strangers/scary people	3
Not convenient/don't like to bicycle	3
Misc.	9

\*Students were given the opportunity to write in other reasons why they may not be walking or riding their bicycle to and from school. Some comments may duplicate those reasons that were provided in the list (Table 1).

Students were given a list and asked to identify those things that would help them walk or ride their bicycle to school more often (Table 2, Appendix Tables 38a-38c).

- Nothing, I live too far from school is the top response that students give when asked what would help them walk or ride their bicycle to and from school more often (28.2 percent).
- One in five students say slower traffic speeds and fewer things to carry would help them to walk or ride their bicycle to and from school more often (21.0 percent and 20.2 percent, respectively).
- Slightly less than one-fifth of students say sidewalks that are clean and not broken, more help crossing the street, and more considerate drivers would help them walk or ride their bicycle to school more often (18.1 percent, 17.3 percent, and 17.1 percent, respectively).
- Students were given the opportunity to write in responses to other things that would assist them in walking or riding their bicycle to and from school. See Table 2a for those responses.

West Fargo Student Table 2. Things that would assist students in walking or riding their bicycle to school

Responses	Percentage of respondents*
Nothing, I live too far from the school	28.2
Slower traffic speeds	21.0
Fewer things to carry	20.2
Sidewalks that are clean and not broken	18.1
More help, such as a crossing guard or traffic signal, crossing the street	17.3
More considerate drivers	17.1
Nothing, I do not want to walk or ride my bicycle to school	15.4
No scary dogs	9.2
More parents and adults walking on my route	8.4
Nothing, I prefer to get a ride for SAFETY	8.2
Nothing, I prefer to get a ride for CONVENIENCE	7.5
Sidewalk or path	7.2
A drop-off place closer to school so I can walk part of the way	6.0
Prefer to not answer	10.6
Other	4.6

N=415

\*Percentages do not equal 100.0 due to multiple responses.

West Fargo Student Table 2a. Other things that would assist students in walking or riding their bicycle to and from school more often

Other responses*	Number of responses
No scary people/bullies	4
Walk with adults/friends/groups of people	4
Sidewalks: level, ice removed, located at my bus stop	3
Nicer weather	2
Lower speed limits	2
Safer intersections	2
Rides the bus	2
Misc.	4

\*Students were given the opportunity to write in responses to other things that would assist them in walking or riding their bicycle to and from school. Some comments may duplicate those responses that were provided in the list (Table 2).

### **Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

Students were asked whether they had a sidewalk or path for the whole trip (Figure 7, Appendix Table 39).

- On their most recent walk or bicycle ride to school, the vast majority of students say they had a sidewalk or path for the whole trip (72.9 percent).

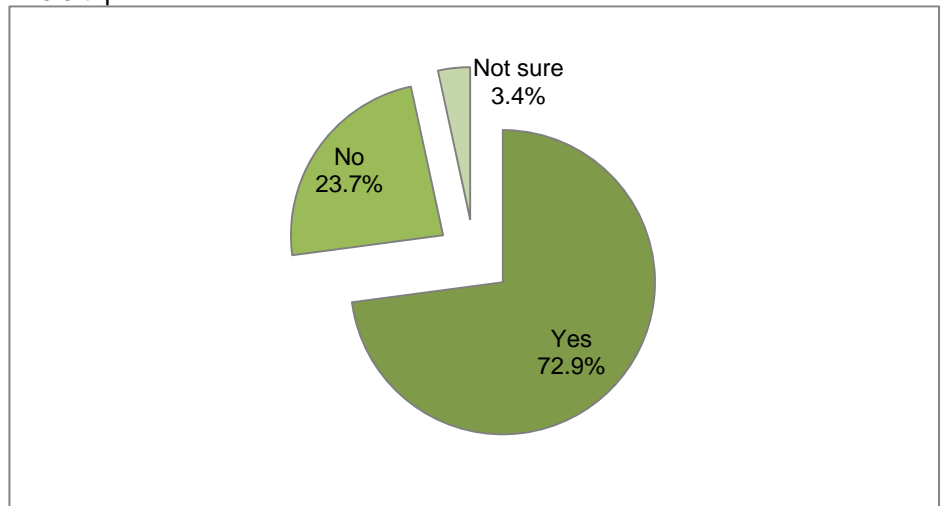
Students were asked about the number of times they had to walk off the sidewalk or path because someone was in their way (Figure 8, Appendix Table 40).

- On their most recent walk or bicycle ride to school, 28.1 percent of students say they had to walk off the sidewalk or path at least twice because someone was in their way; 21.1 percent had to walk off the sidewalk or path at least three times.

Students were asked about the number of streets they had to cross to get to school (Figure 9, Appendix Table 41).

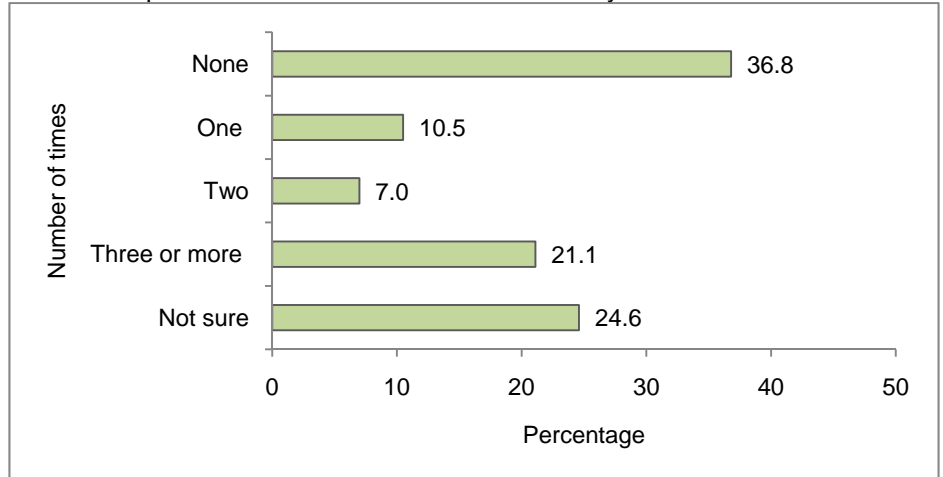
- On their most recent walk or bicycle ride to school, 18.6 percent of students had to cross five or more streets to get to school; 35.5 percent of students had to cross three to four streets.

West Fargo Student Figure 7. Whether students had a sidewalk or path for the whole trip



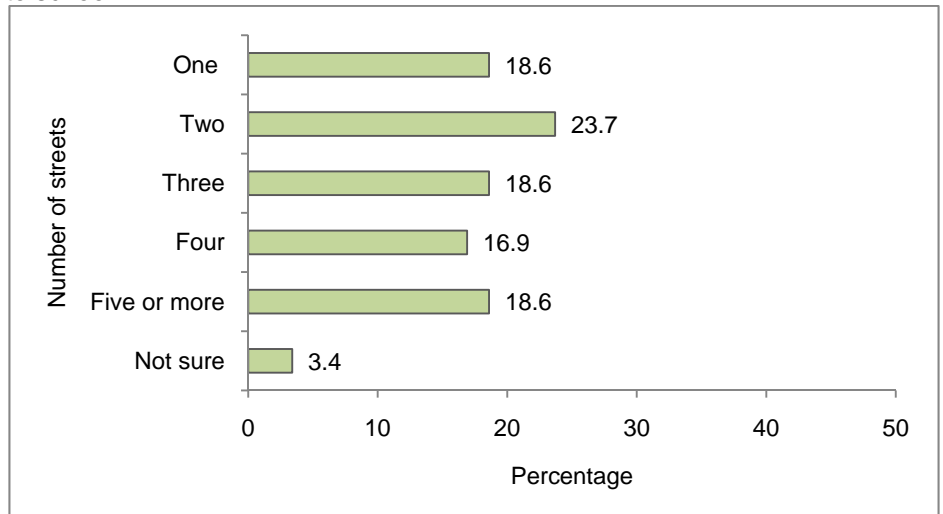
N=59

West Fargo Student Figure 8. Number of times students had to walk off the sidewalk or path because someone was in their way



N=57

West Fargo Student Figure 9. Number of streets students had to cross to get to school



N=59



### Of Students Who Have Walked or Ridden Their Bicycle to School:

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

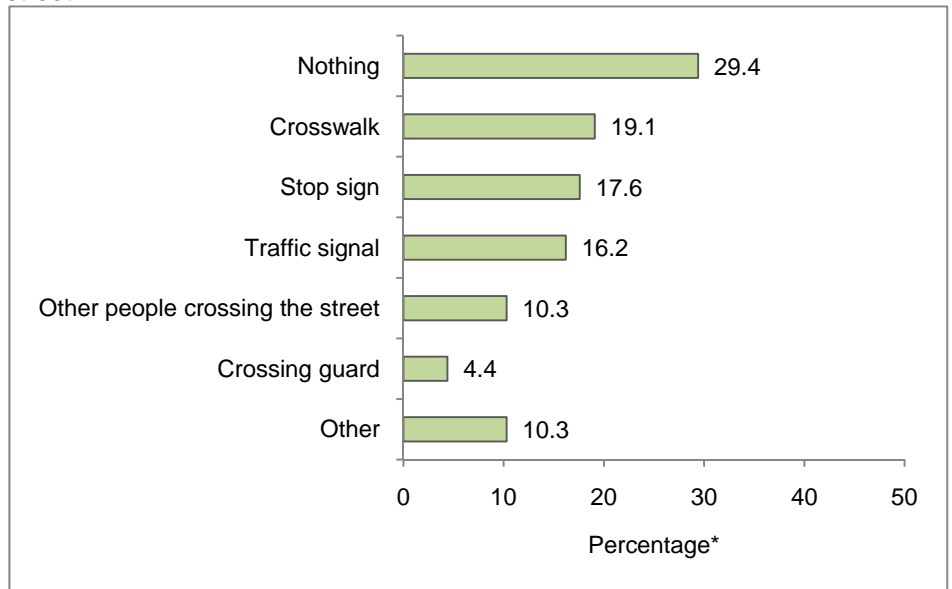
Students were asked to identify things that helped them cross the busiest street (Figure 10, Appendix Table 42).

- On their most recent walk or bicycle ride to school, 29.4 percent of students say nothing helped them cross the busiest street; 19.1 percent say a crosswalk helped them and 17.6 percent say a stop sign helped them.

Students were asked how many drivers drove slowly and safely, waited for them to cross the street, blocked the sidewalk or crosswalk, and sped through an intersection (Figure 11, Appendix Tables 43a-43d).

- On their most recent walk or bicycle ride to school, 31.6 percent of students say that some drivers blocked the sidewalk or crosswalk; 28.1 percent say many drivers did that.
- Two in five students say that some drivers sped through an intersection (38.6 percent); 29.8 percent say many drivers did that.

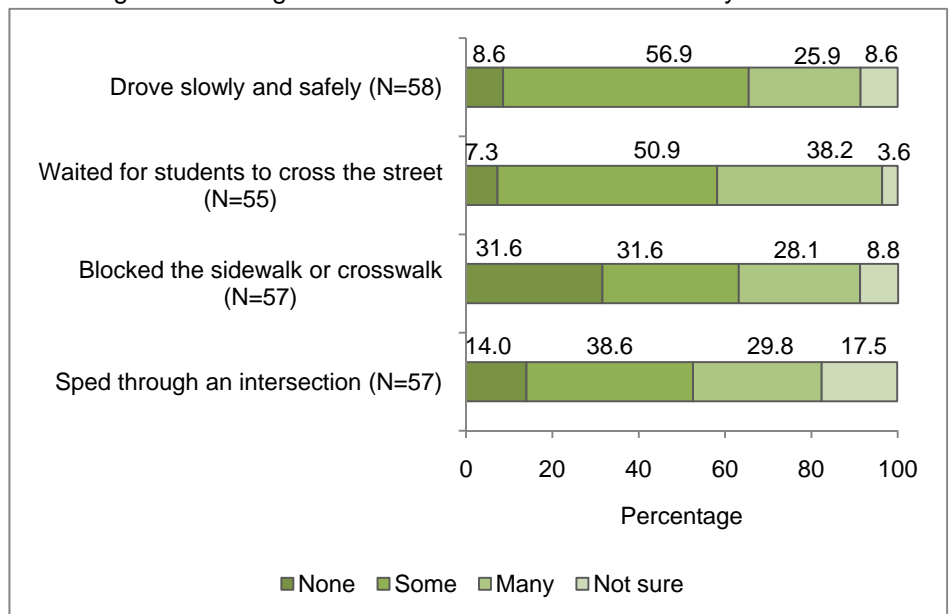
West Fargo Student Figure 10. Things that helped students cross the busiest street



N=68

\*Percentages do not equal 100.0 due to multiple responses.

West Fargo Student Figure 11. Actions of drivers: How many drivers...



**Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

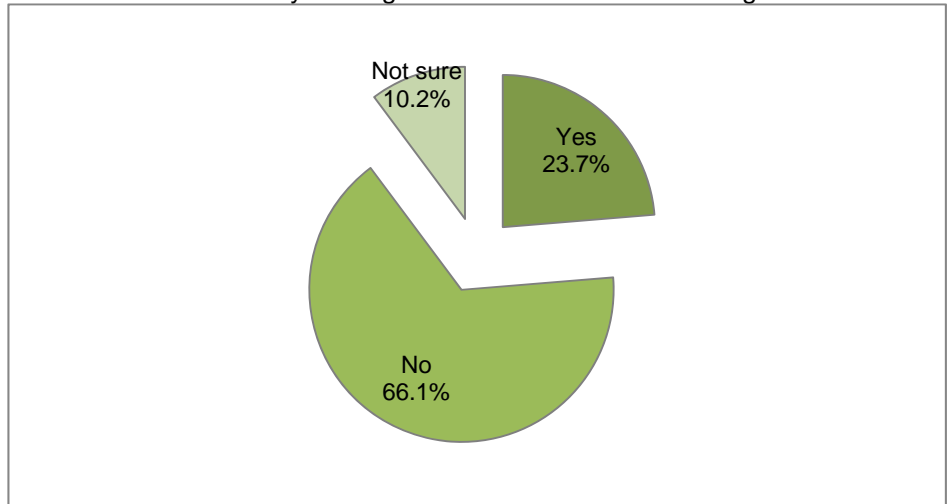
Students were asked, when getting to school, whether there were cars or buses in their way making it difficult to enter the school grounds (Figure 12, Appendix Table 44).

- On their most recent walk or bicycle ride to school, one in four students say there were cars or buses in their way making it difficult to enter the school grounds (23.7 percent).

Students were asked what they liked best about their most recent walk or bicycle ride to school (Figure 13, Appendix Table 45).

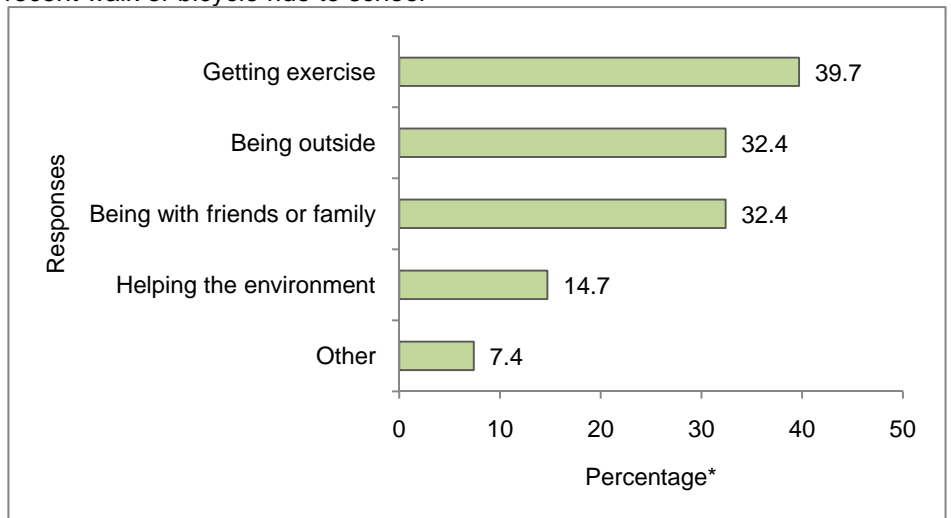
- Two in five students say getting exercise is what they liked best about their most recent walk or bicycle ride to school (39.7 percent); one in three students say they liked being outside and being with friends or family (32.4 percent each).

West Fargo Student Figure 12. When getting to school, whether there are cars or buses in student’s way making it difficult to enter the school grounds



N=59

West Fargo Student Figure 13. What students liked best about their most recent walk or bicycle ride to school



N=68

\*Percentages do not equal 100.0 due to multiple responses.

## Moorhead Parent Survey Results

### Daily Patterns

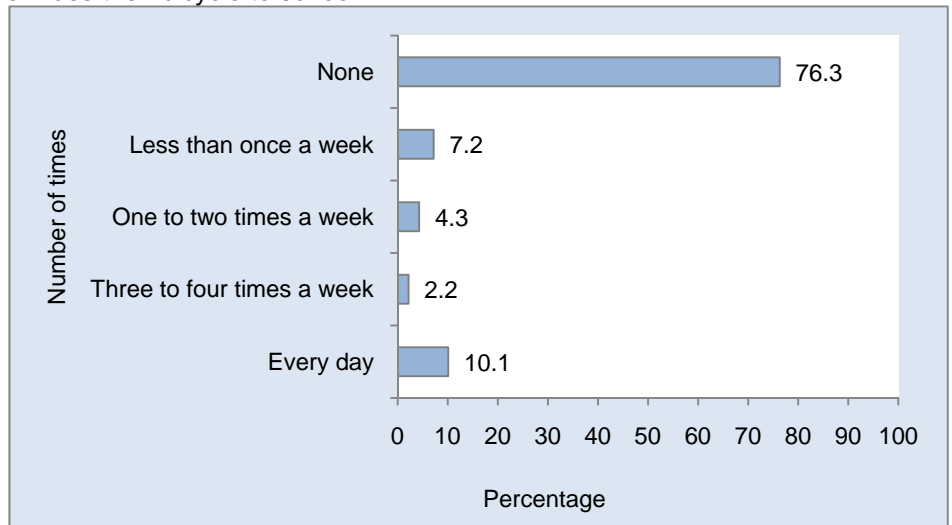
Parents were asked how many times, during an average week, their child walks or rides their bicycle to school (Figure 1, Appendix Table 1).

- The majority of parents say the number of times, in an average week, their child walks or rides their bicycle to school is zero or none (76.3 percent).
- Approximately one in five parents indicate their child walks or rides their bicycle to school at least once a week (16.6 percent); one in 10 say their child walks or rides their bicycle to school daily (10.1 percent).

Parents were asked how far their child lives from school (Figure 2, Appendix Table 2).

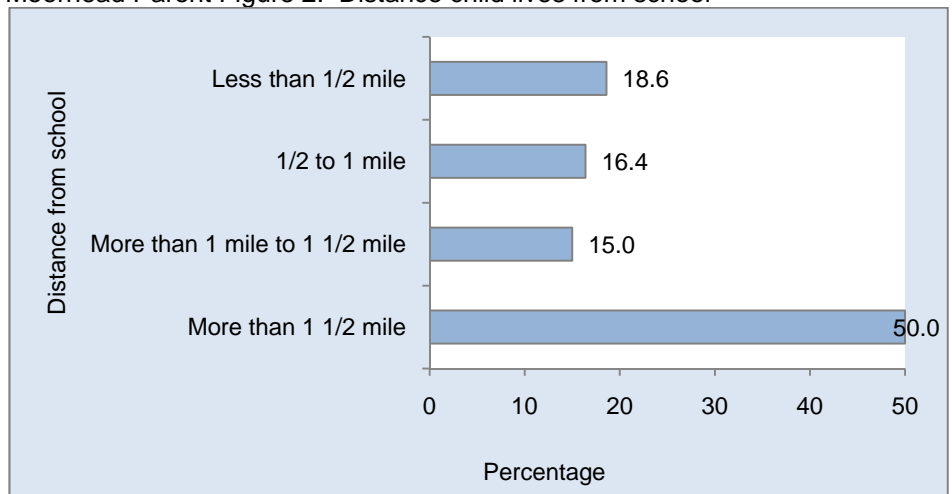
- One in three parents indicate their child lives, at most, a mile from school (35.0 percent); one-fifth live less than half a mile from school (18.6 percent).
- Half of parents say their child lives more than a mile and a half from school (50.0 percent).

Moorhead Parent Figure 1. Number of times, in an average week, child walks or rides their bicycle to school



N=139

Moorhead Parent Figure 2. Distance child lives from school



N=140

Parents were asked how, on most days, their child arrives at school (Figure 3, Appendix Table 3).

- Half of parents say their child usually arrives at school by school bus or shuttle (50.4 percent); 38.8 percent of parents say their child arrives by family vehicle.
- One in 10 parents say their child walks or rides their bicycle to school (9.4 percent).

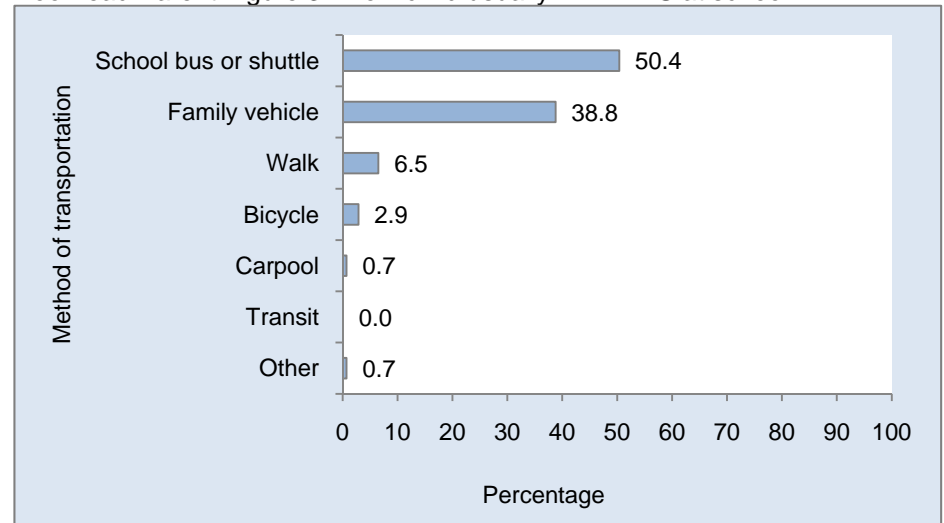
Parents were asked how long it normally takes their child to get to school by their most common method (Figure 4, Appendix Table 4).

- Three in five parents say the length of travel time to school is, at most, 10 minutes (56.9 percent); 8.0 percent of parents say travel time to school is more than 20 minutes.

Using a one to five scale, with one being “not at all congested” and five being “very congested,” parents were asked about the traffic congestion at their child’s school site when dropping off their child (Figure 5, Appendix Table 5).

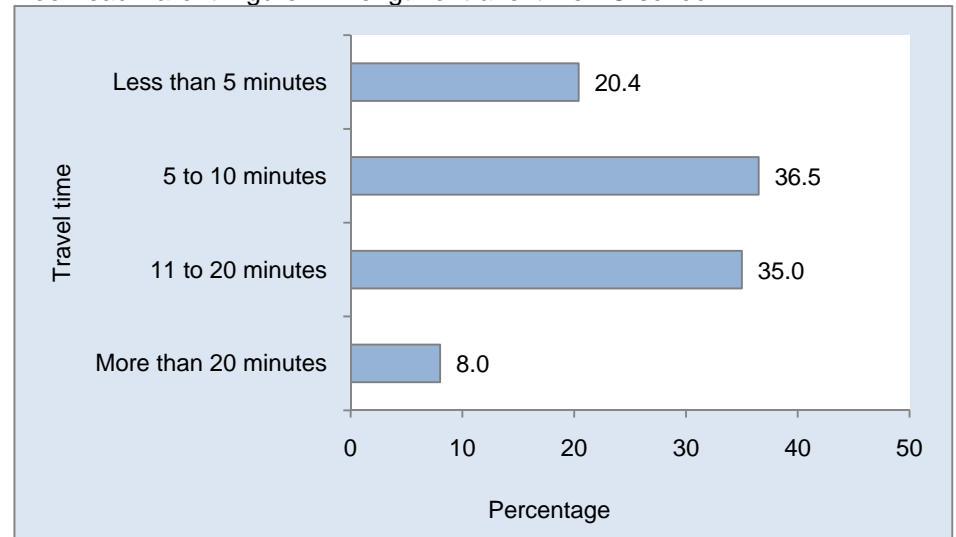
- Parents indicate that traffic at school is somewhat congested when dropping their child off (mean=3.85); 38.2 percent say traffic is very congested. In contrast, only 4.1 percent say traffic is not at all congested.

Moorhead Parent Figure 3. How child usually ARRIVES at school



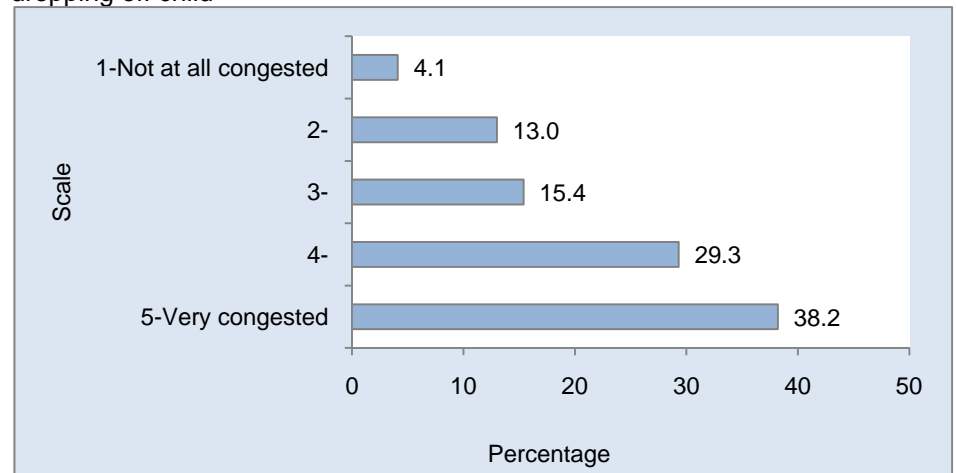
N=139

Moorhead Parent Figure 4. Length of travel time TO school



N=137

Moorhead Parent Figure 5. Level of traffic congestion at school site when dropping off child



N=123

Mean=3.85 and is based on a one to five scale, with one being “Not at all congested” and five being “Very congested.”

Parents were asked how, on most days, their child leaves for home after school (Figure 6, Appendix Table 6).

- Half of parents indicate their child leaves for home after school by school bus or shuttle (51.9 percent); nearly one-fourth say a family vehicle is the method of transportation (23.0 percent).
- Approximately one-fifth of parents say their child walks (17.0 percent) and 3.0 percent say their child leaves for home by bicycle.

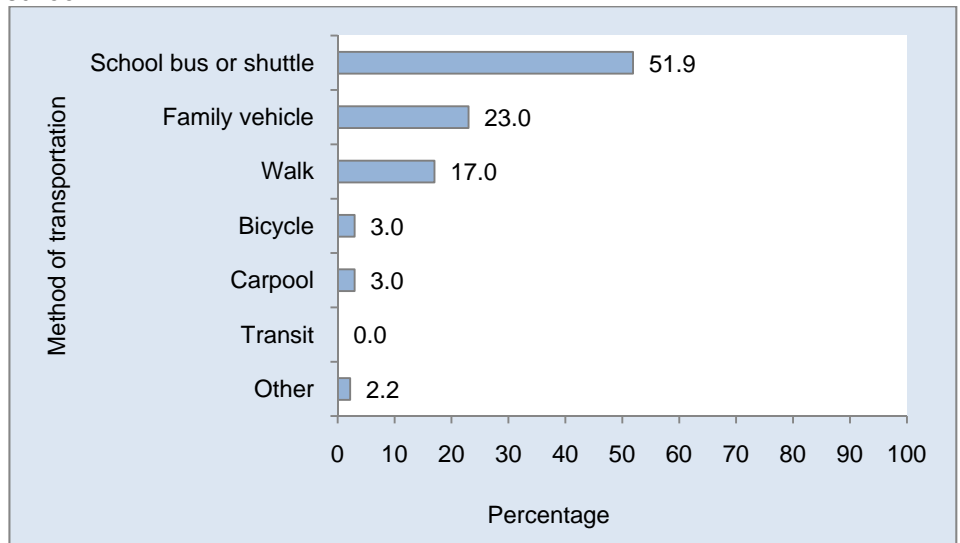
Parents were asked how long it normally takes their child to get home from school by their most common method (Figure 7, Appendix Table 7).

- Half of parents say the length of travel time from school is, at most, 10 minutes (49.3 percent).
- One in 10 parents indicate the length of travel time from school is more than 20 minutes (10.6 percent).

Using a one to five scale, with one being “not at all congested” and five being “very congested,” parents were asked about the traffic congestion at their child’s school site when picking up their child (Figure 8, Appendix Table 8).

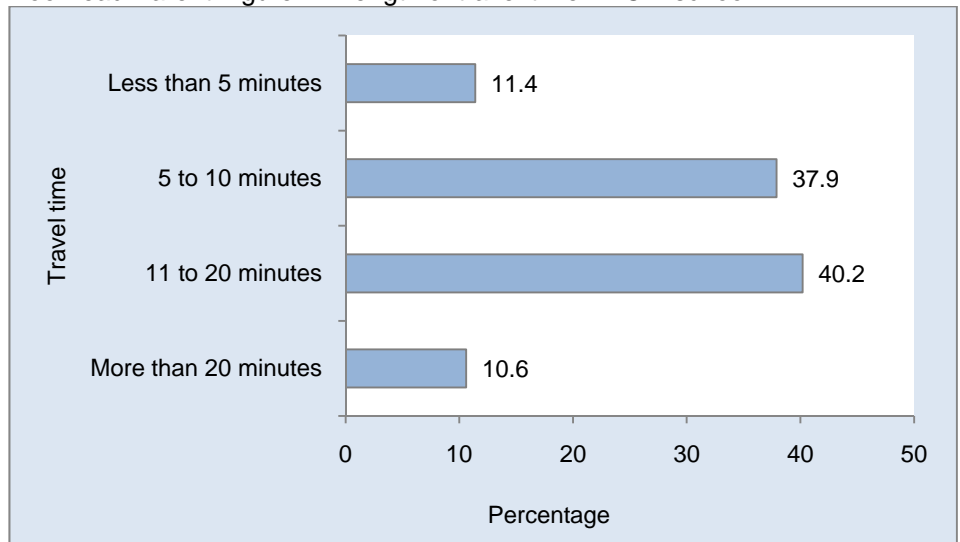
- Parents indicate that traffic at school is quite congested when picking their child up from school (mean=4.10); 52.5 percent say traffic is very congested. In contrast, only 5.8 percent say traffic is not at all congested.

Moorhead Parent Figure 6. How child usually LEAVES FOR HOME after school



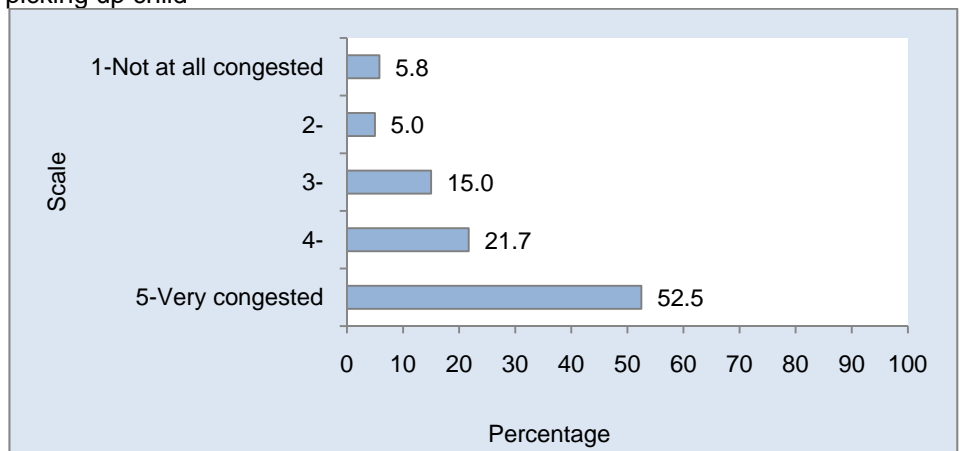
N=135

Moorhead Parent Figure 7. Length of travel time FROM school



N=132

Moorhead Parent Figure 8. Level of traffic congestion at school site when picking up child



N=120

Mean=4.10 and is based on a one to five scale, with one being “Not at all congested” and five being “Very congested.”

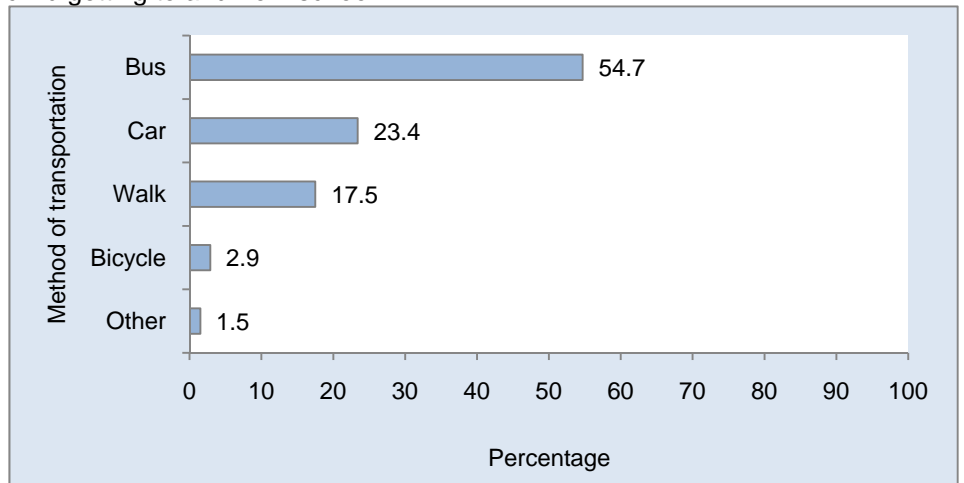
Parents were asked how they would most prefer their child get back and forth to school (Figure 9, Appendix Table 9).

- The majority of parents prefer their children get back and forth to school by bus (54.7 percent); 23.4 percent prefer a car as the method of transportation.
- Approximately one-fifth of parents prefer their child walk back and forth to school (17.5 percent) and only 2.9 percent prefer their child ride their bicycle.

Using a one to five scale, with one being “not at all safe” and five being “very safe,” parents were asked about their child’s overall safety when walking or riding their bicycle to and from school (Figure 10, Appendix Table 10).

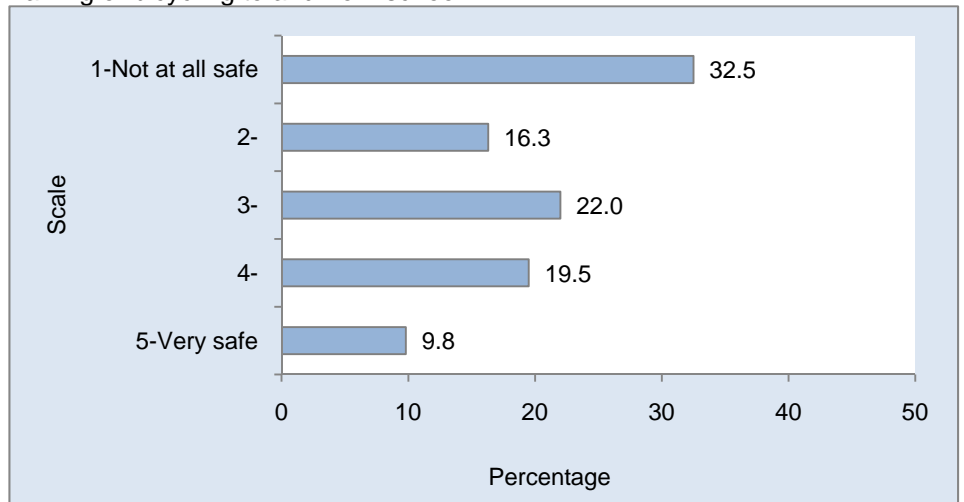
- Parents indicate their child is moderately safe when walking or riding their bicycle back and forth to school (mean=2.58); 32.5 percent of parents say their child is not at all safe. In contrast, 9.8 percent say their child is very safe.

Moorhead Parent Figure 9. Parent’s preferred method of transportation for child getting to and from school



N=137

Moorhead Parent Figure 10. Parent’s perception of child’s overall safety when walking or bicycling to and from school



N=123

Mean=2.58 and is based on a one to five scale, with one being “Not at all safe” and five being “Very safe.”

## Barriers to Walking or Riding a Bicycle to and from School

Parents were given a list of reasons pertaining to why their child may not be walking or riding their bicycle to and from school. Using a one to five scale, with one being “not at all” and five being “a great deal,” parents were asked to rate the level of impact each of the reasons had on whether their child walked or rode their bicycle to and from school (Table 1, Appendix Tables 11a-11c).

- When asked about reasons why their children do not walk or ride their bicycle to and from school, the top reason parents give is traffic – safety concerns at intersections and crossings (mean=3.86); 50.0 percent say it impacts their decision a great deal (data not shown).
- Distance – school is too far away is also a top reason (mean=3.52); 48.9 percent say it impacts the decision a great deal (data not shown).
- Weather concerns (no protection from weather and sidewalks are covered with snow/ice) and speed of cars through the neighborhood are additional reasons that impact whether children walk or ride their bicycles to school (mean=3.35, mean=3.16, and mean=3.17, respectively).
- Parents were given the opportunity to provide reasons, other than those already listed, as to why their child may not be walking or riding their bicycle to and from school. See Table 1a for a list of other reasons.

Moorhead Parent Table 1. Reasons that may impact whether child walks or rides their bicycle to and from school, based on mean response

Reasons	Mean*
Traffic – safety concerns at intersections and crossings	3.86
Distance – school is too far away	3.52
Weather – no protection from the weather	3.35
Speed – cars drive too fast through the neighborhood	3.17
Weather – sidewalks are covered with snow/ice	3.16
Traffic – Too much in neighborhood	3.08
Traffic – too much at school	2.98
Child would be walking/riding bicycle alone to school	2.98
Sidewalks/bikeways – missing or are not adequate	2.80
Speed – cars drive too fast by school	2.70
Convenience	2.67
Crime	2.12
Child's after school activities	2.12
Bullying or teasing from other kids	1.81
Theft – no place to safely leave bicycle and helmet at school	1.74
Scary dogs	1.68
Child does not like to walk or ride their bicycle to school	1.66
Child does not have a bicycle (or one that works)	1.16

\*Means are based on a one to five scale of impact, with one being “Not at all” and five being “A great deal.”

Moorhead Parent Table 1a. Other reasons why child may not be walking or riding their bicycle to and from school

Other reasons*	Number of responses
Distance	13
Busy highways/streets/intersections – construction	7
Safety/fear of abductions/sex offenders	8
Live on bus route	2
Heavy backpacks	2
Daycare before and after school	2
Health/special needs	2
Not ready/running late in the morning	2
Misc.	3

\*Parents were given the opportunity to write in other reasons why their child may not be walking or riding their bicycle to and from school. Some comments may duplicate those reasons that were provided in the list (Table 1).



## Evaluation of Sidewalks and Streets

Parents were asked how safe and easy it is to be a pedestrian in their neighborhood by identifying potential problems on the route to and from school.

Parents were asked to evaluate SIDEWALKS when identifying the potential problems (Table 2, Appendix Tables 12a and 12b).

- Regarding sidewalks, 36.6 percent of parents say sidewalks that are covered with ice and compacted snow during winter months are problematic in their neighborhood.
- One in three parents say sidewalks that are not continuous are a problem in their neighborhood (32.4 percent) in addition to missing sidewalks at certain locations (29.6 percent).

Using a one to five scale, with one being "poor" and five being "excellent," parents were asked to give an overall rating of the sidewalks in their neighborhood (Figure 11, Appendix Table 13).

- Parents give an average overall rating of sidewalks in their neighborhood (mean=3.15); 14.8 percent rate the sidewalks as excellent while 18.0 percent say the sidewalks are poor.

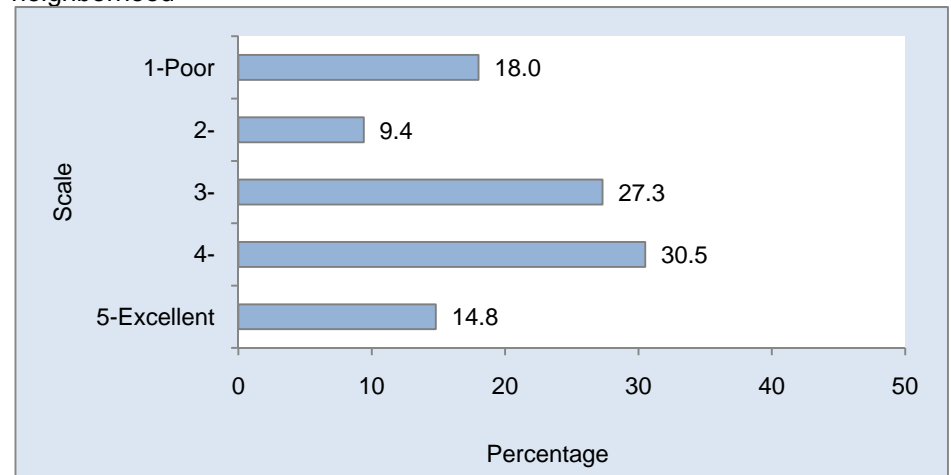
Moorhead Parent Table 2. SIDEWALKS: problems on the route to and from school

Problems	Percentage of respondents*
Sidewalks are covered with ice/compacted snow during winter months	36.6
There are sidewalks, but they are not continuous	32.4
There are no sidewalks	29.6
Cars or trucks are blocking the sidewalk	12.0
Sidewalks are too close to fast-moving traffic	12.0
Sidewalks are broken or cracked, making them unsafe or difficult to walk on	9.2
Sidewalks do not have ramps (curb cuts) for wheelchairs, strollers, and wagons	8.5
There is not enough room for two people to walk side-by-side	3.5
Sidewalks are blocked with poles, signs, shrubbery, dumpsters, etc.	0.7
Other	7.7

N=142

\*Percentages do not equal 100.0 due to multiple responses.

Moorhead Parent Figure 11. Overall rating of the SIDEWALKS in parent's neighborhood



N=128

Mean=3.15 and is based on a one to five scale, with one being "Poor" and five being "Excellent."



Parents were asked how safe and easy it is to be a pedestrian in their neighborhood by identifying potential problems on the route to and from school. Parents were asked to evaluate STREET CROSSINGS when identifying the potential problems (Table 3, Appendix Tables 14a and 14b).

- Regarding street crossings, the top concern among parents is too many distracted drivers on the route to and from school; 48.6 percent say it is a problem. Three in 10 parents say the streets need marked pedestrian crosswalks (29.6 percent) and 27.5 percent say roads are too wide to cross safely.

Using a one to five scale, with one being “poor” and five being “excellent,” parents were asked to give an overall rating of the street crossings in their neighborhood (Figure 12, Appendix Table 15).

- Parents give an average rating to street crossings on the route to and from school (mean=2.90); 9.9 percent rate street crossings as excellent compared with 15.3 percent who rate them as poor.

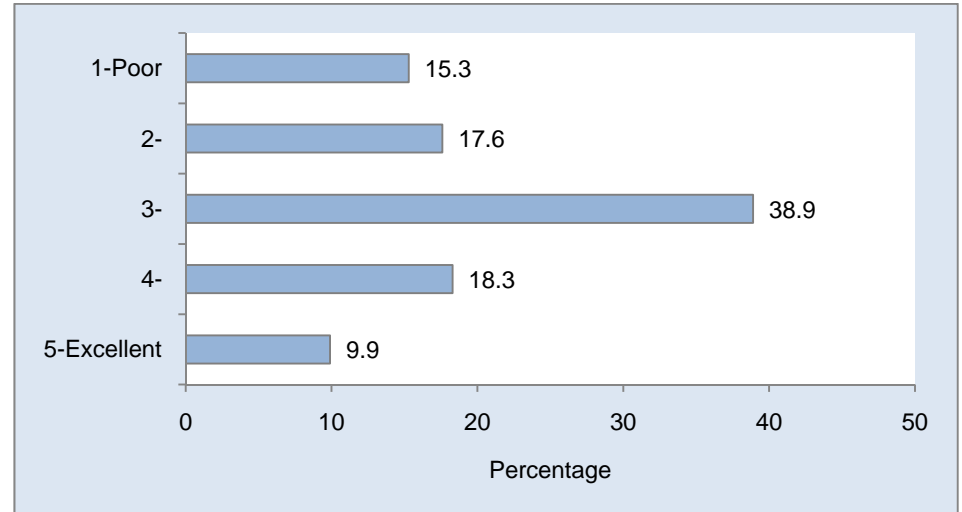
Moorhead Parent Table 3. STREET CROSSINGS: problems on the route to and from school

Problems	Percentage of respondents*
Too many distracted drivers	48.6
Need marked pedestrian crosswalks	29.6
Roads are too wide to cross safely	27.5
Need pedestrian crossing signals/audible signals	16.9
Need traffic signals	19.0
Pedestrian crossing signals are not long enough for pedestrians to reach the other side of the street	14.1
View of traffic is blocked by parked cars on the street	12.0
View of traffic is blocked by trees, plants, utility poles, snow, signs, etc.	9.2
Traffic signals make pedestrians wait too long before crossing	7.0
Other	7.0

N=142

\*Percentages do not equal 100.0 due to multiple responses.

Moorhead Parent Figure 12. Overall rating of the STREET CROSSINGS on route to and from school



N=131

Mean=2.90 and is based on a one to five scale, with one being “Poor” and five being “Excellent.”

## Views on Activity

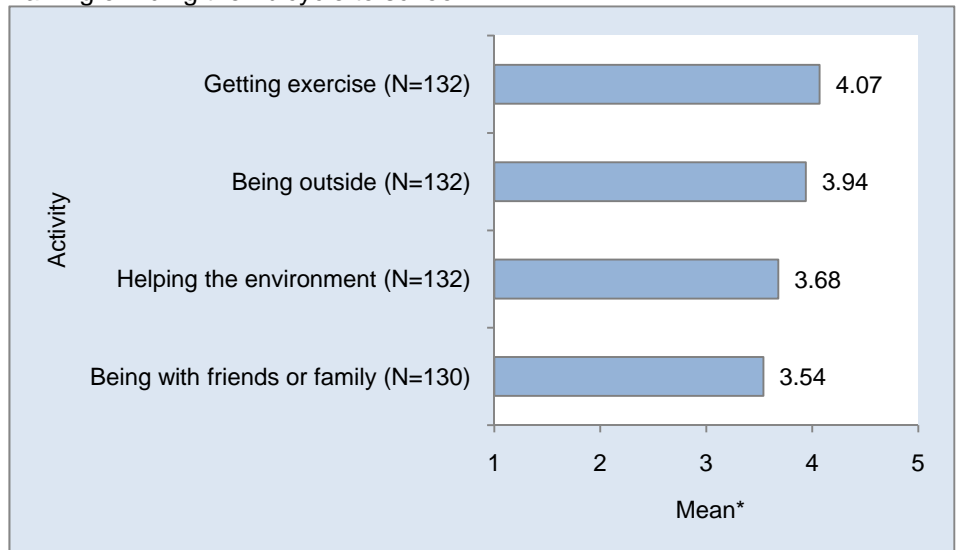
Parents were asked to indicate how important various activities are regarding their child walking or bicycling to school (Figure 13, Appendix Tables 16a-16d).

- Parents indicate that getting exercise is the most important activity regarding their child walking or bicycling to school (mean=4.07); 53.0 percent say it is very important.
- Parents indicate that being outside is also important (mean=3.94); 42.4 percent say it is very important.

Parents were asked how informed their child is with respect to safety rules related to walking and bicycling (Figure 14, Appendix Tables 17a and 17b).

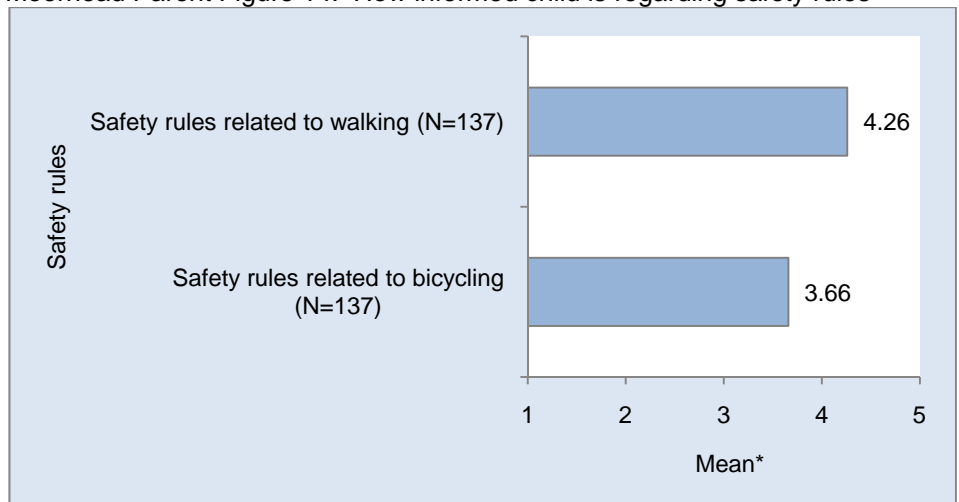
- Parents indicate their child is more informed about safety rules related to walking than bicycling (mean=4.26 and mean=3.66, respectively).
- Half of parents say their child is very well informed about safety rules related to walking (50.4 percent) compared with 29.2 who say their child is well informed about safety rules related to bicycling.

Moorhead Parent Figure 13. Importance of various activities regarding child walking or riding their bicycle to school



\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important."

Moorhead Parent Figure 14. How informed child is regarding safety rules



\*Means are based on a one to five scale, with one being "Not at all informed" and five being "Very well informed."

Parents were asked if their child has taken a bicycle safety training course that was administered through the school, police department, church, or other community group (Figure 15, Appendix Table 18).

- The vast majority of parents say their child has not taken a bicycle safety training course (80.2 percent); 12.2 percent of parents say their child had taken a bicycle safety training course several years ago.

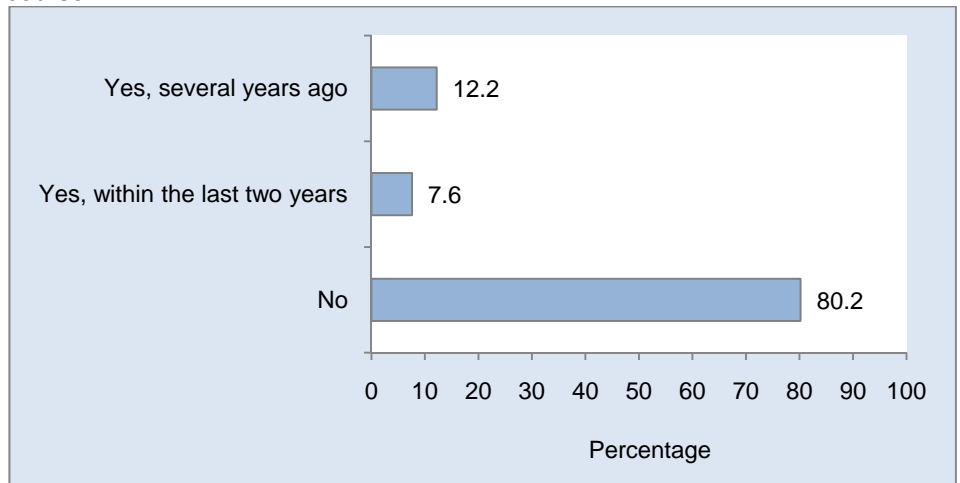
Parents were asked how many times a week they and their child participate in some form of physical activity together, such as play in the yard, go to the park, take a walk, go swimming, go for a bicycle ride, etc. (Figure 16, Appendix Table 19).

- One in three parents say they and their child participate in physical activity together one to two times a week (34.3 percent); 14.3 percent say less than once a week or none.

Parents were asked how important it is that adults serve as role models for physical activity (Figure 17, Appendix Table 20).

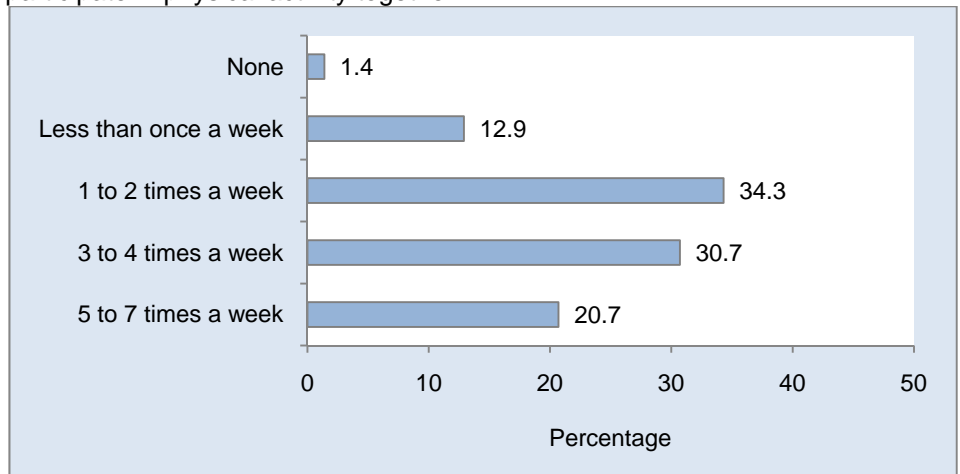
- Parents place a high level of importance on adults serving as role models for physical activity (mean=4.62); 70.2 percent of parents think it is very important.

Moorhead Parent Figure 15. Whether child has taken a bicycle safety training course



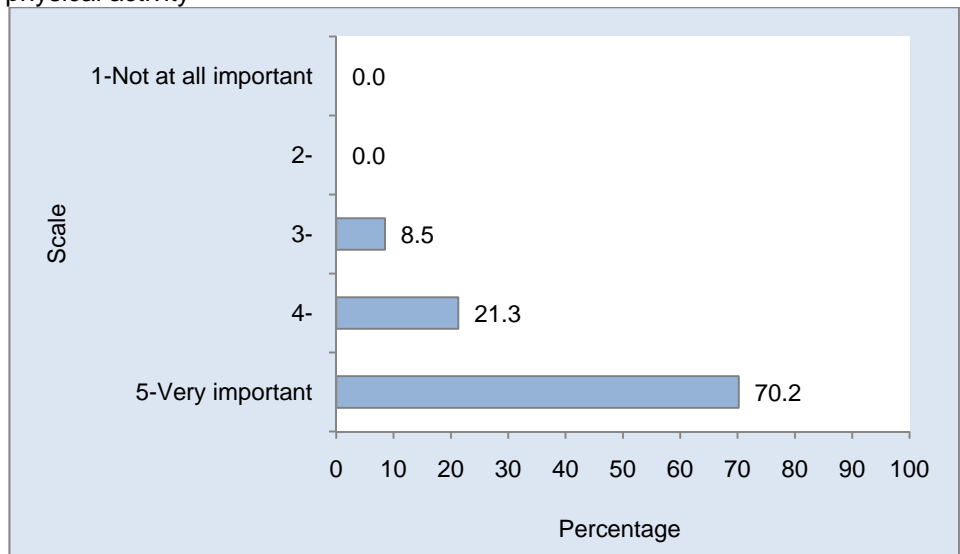
N=131

Moorhead Parent Figure 16. Number of times a week parent and child participate in physical activity together



N=140

Moorhead Parent Figure 17. Importance of adults serving as role models for physical activity



N=141

Mean=4.62 and is based on a one to five scale, with one being "Not at all important" and five being "Very important."

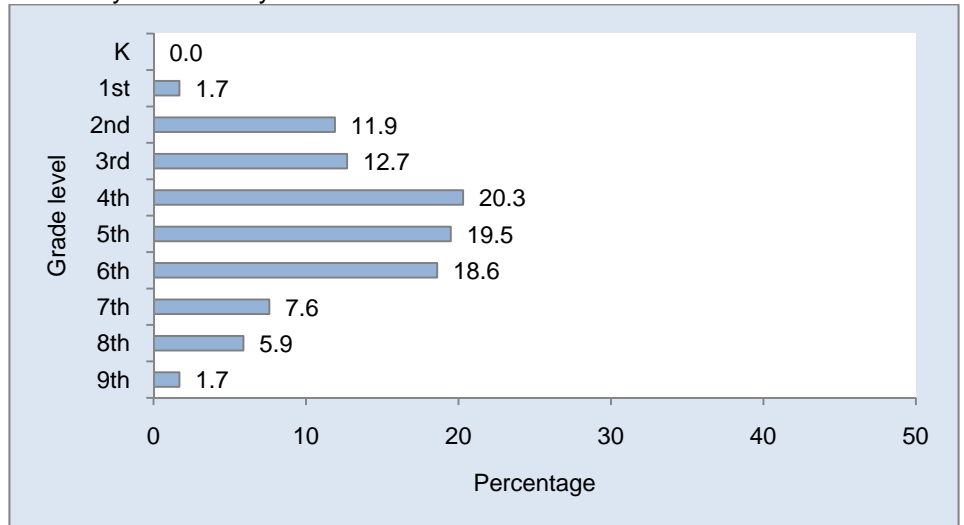
Parents were asked the grade level at which a child can safely walk or ride their bicycle to and from school without an adult (Figure 18, Appendix Table 21).

- One in five parents say children in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades can safely walk or bicycle to and from school without an adult (20.3 percent, 19.5 percent, and 18.6 percent, respectively).

Parents were asked the likelihood their child would utilize a “walking school bus” and whether they (parent) would volunteer their time if it was integrated into the neighborhood (Figure 19, Appendix Tables 22 and 23).

- Parents say their child is somewhat likely to utilize a “walking school bus” (mean=2.64); 24.8 percent of parents say their child is very likely to utilize it compared with 42.1 percent who say their child is not at all likely to utilize it (data not shown).
- Parents say they are somewhat unlikely to volunteer time toward the “walking school bus” (mean=2.15); 53.1 percent of parents say they are not at all likely to volunteer compared with 15.4 percent who are very likely to volunteer (data not shown).

Moorhead Parent Figure 18. Parent’s perception of grade level at which child can safely walk or bicycle to/from school *without* an adult

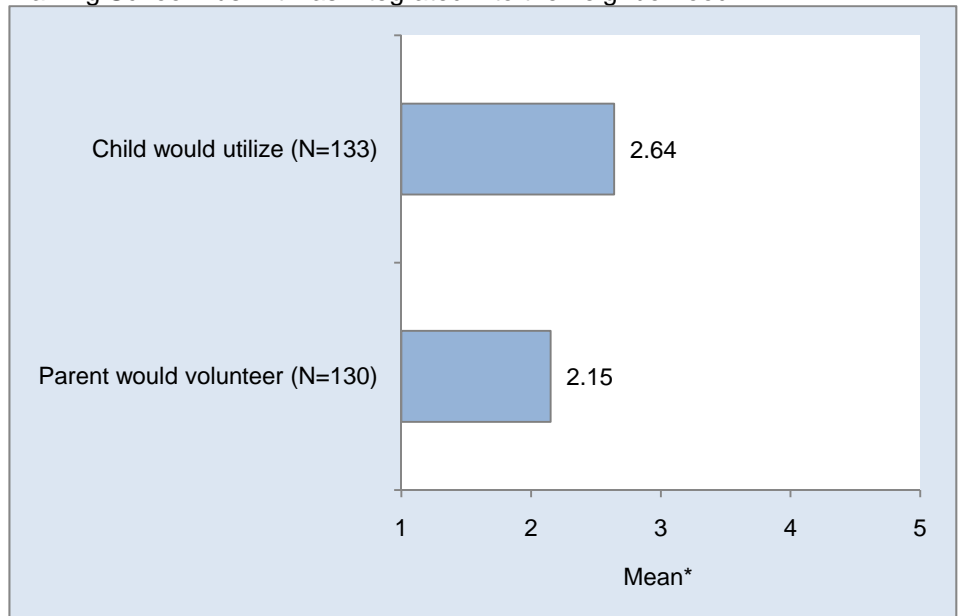


N=118

### Walking School Bus

A “walking school bus” is a group of children walking to school with one or more adults. It can be as informal as two families taking turns walking their children to school, or as structured as a planned route with meeting points, a timetable, and a schedule of trained volunteers.

Moorhead Parent Figure 19. Likelihood of utilizing and volunteering time for a Walking School Bus if it was integrated into the neighborhood

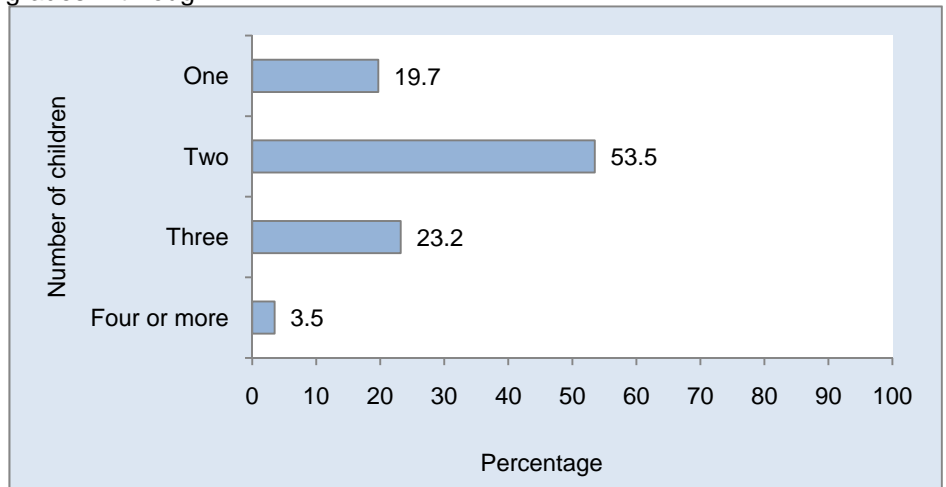


\*Means are based on a one to five scale, with one being “Not at all likely” and five being “Very likely.”

## Demographics of Child

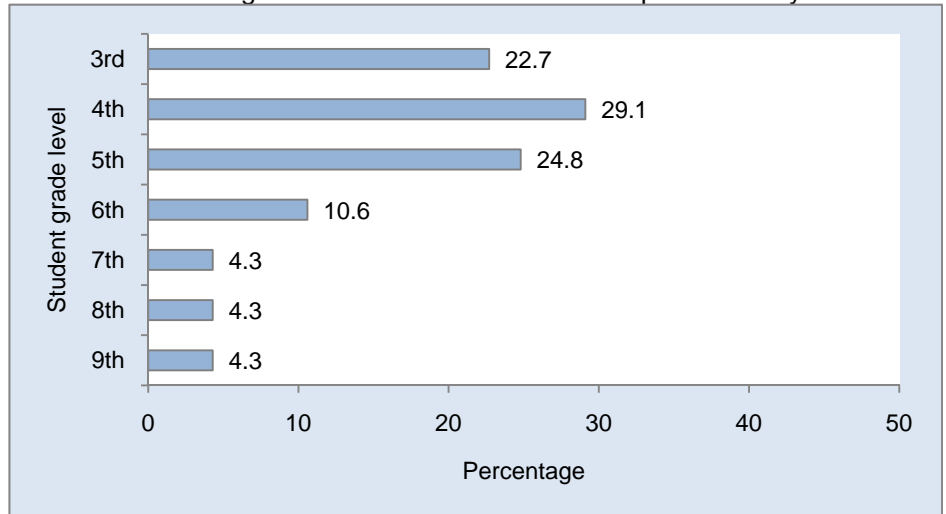
- Half of parents say they have two children attending school in grades K through 12 (53.5 percent); one-fourth have three children attending school within those grades (23.2 percent) (Figure 20, Appendix Table 24).
- The proportion of students who took the parent survey home is reflective of the proportion of students who were given the student survey. See Figure 21 and Appendix Table 25 for the proportion of students in grades 3 through 9 who took the parent survey home.

Moorhead Parent Figure 20. Number of children per family attending school in grades K through 12



N=142

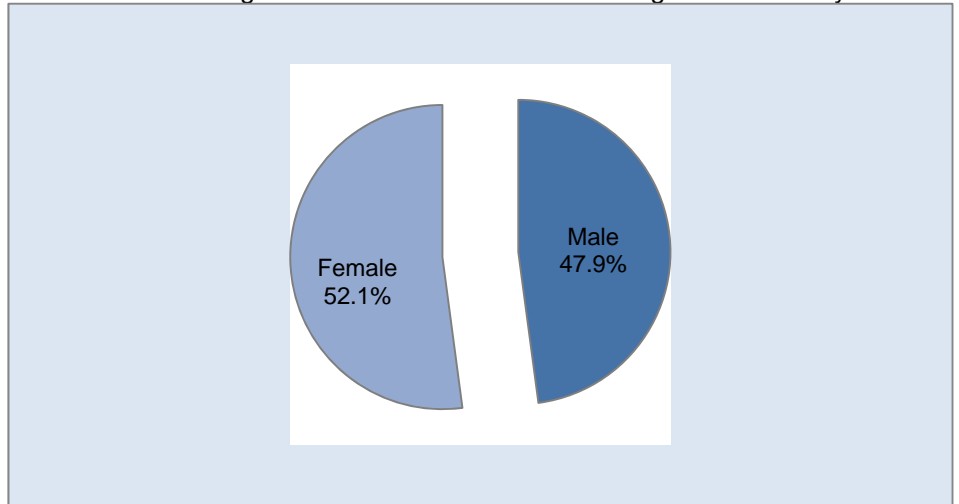
Moorhead Parent Figure 21. Grade of child who took parent survey home



N=141

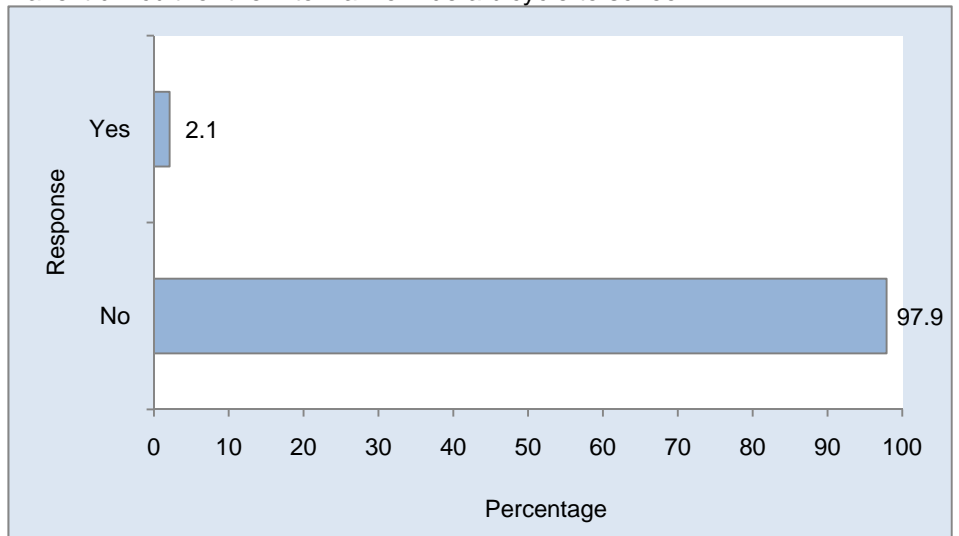
- The gender of students who took the parent survey home is nearly evenly split between males and females (47.9 percent and 52.1 percent, respectively) (Figure 22, Appendix Table 26).
- The vast majority of parents indicate they do not have a child with physical disabilities making it difficult for them to walk or ride a bicycle to school (97.9 percent) (Figure 23, Appendix Table 27).

Moorhead Parent Figure 22. Gender of child who brought home survey



N=140

Moorhead Parent Figure 23. Whether child has any physical disabilities that make it difficult for them to walk or ride a bicycle to school



N=141

## Demographics of Parent

- The majority of parents say their child is involved in school activities, such as band, drama, athletics, etc. (62.0 percent) (Table 4, Appendix Tables 28a and 28b).
- One-third say their child is involved in early morning or after school programs and a gifted program (31.7 percent and 31.0 percent, respectively).
- The majority of respondents are 35 to 44 years of age (56.7 percent); 21.3 percent are from the ages of 45 to 54. (Figure 24, Appendix Table 29).

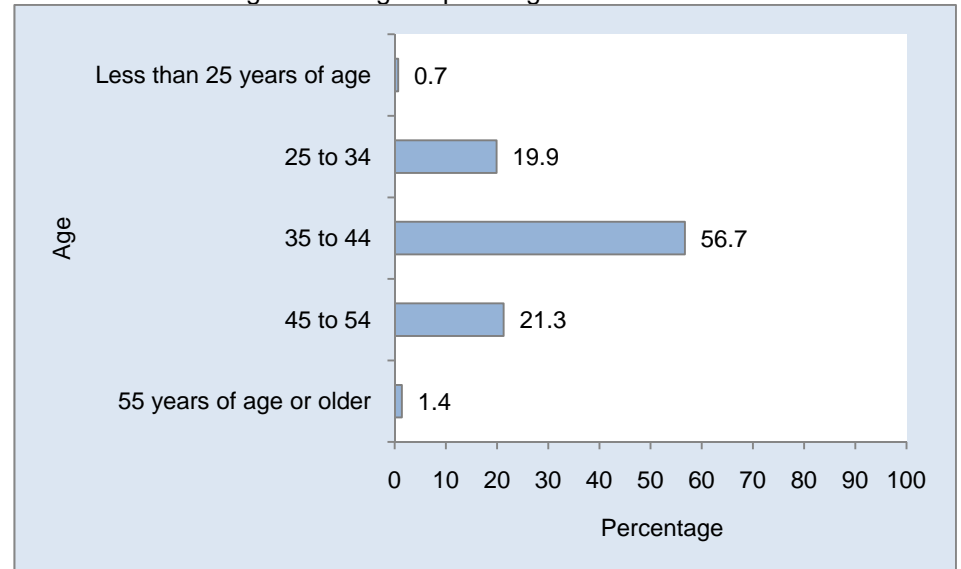
Moorhead Parent Table 4. Activities/organizations, available within child's school or community, in which parent or child is involved

Activities/organizations	Percentage of respondents*
School activities (band, drama, athletics, etc.)	62.0
Early morning or after school programs	31.7
Gifted program	31.0
Free or reduced lunch program	19.0
Summer school/Transitions program	14.1
Parent-Teacher Association (PTA)	12.0
Special Education program	10.6
Neighborhood Association	4.2
English Language Learner program (ELL)	3.5
Other	8.5

N=142

\*Percentages do not equal 100.0 due to multiple responses.

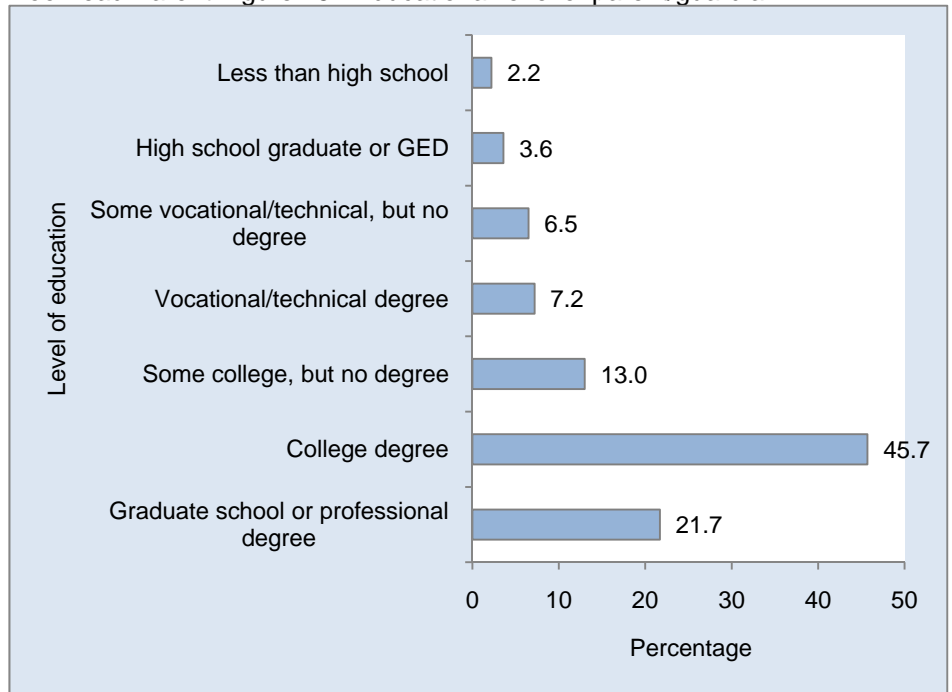
Moorhead Parent Figure 24. Age of parent/guardian



N=141

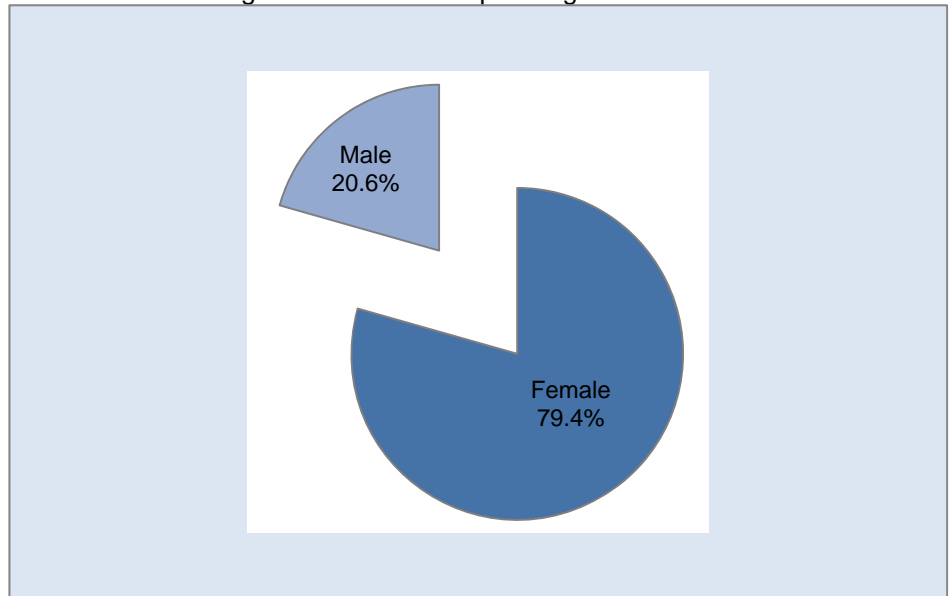
- Two-thirds of parents who responded to the survey have, at least, a college degree (67.4 percent); 21.7 percent have a graduate or professional degree (Figure 25, Appendix Table 30).
- The majority of parents who responded to the survey are female (79.4 percent) (Figure 26, Appendix Table 31).

Moorhead Parent Figure 25. Educational level of parent/guardian



N=138

Moorhead Parent Figure 26. Gender of parent/guardian



N=141



## Moorhead Student Survey Results

### Daily Patterns

Students were asked how they usually get TO and home FROM school (Figures 1 and 2, Appendix Table 32).

#### TO school:

- Half of students say they usually go to school by bus (55.4 percent); half of students say they usually get there by car (50.6 percent).
- Approximately one in five students say they usually walk or ride their bicycle to school (17.2 percent).

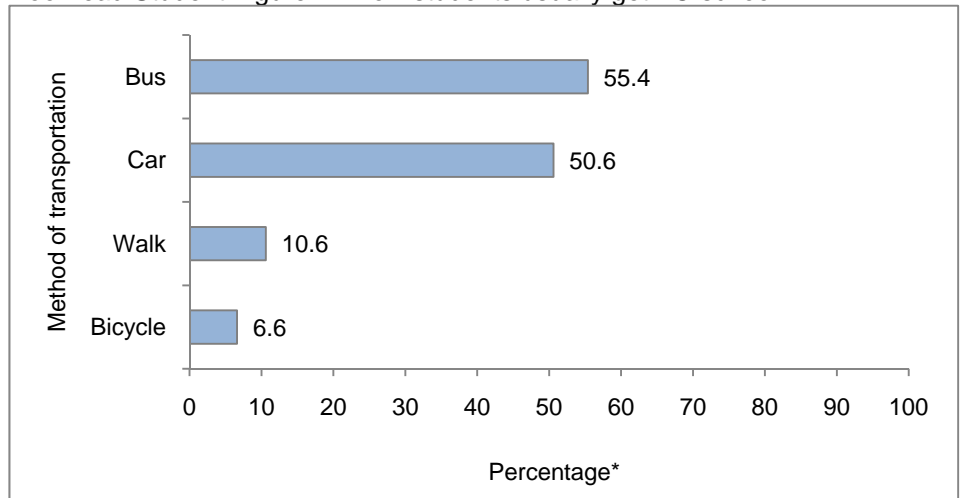
#### Home FROM school:

- Three in five students say they usually leave the school by bus (61.2 percent); 38.2 percent say they leave by car.
- One in four students say they usually walk or ride their bicycle home from school (28.3 percent).

Students were asked, if given a choice, how they would most like to get to and from school (Figure 3, Appendix Table 33).

- One in three students say they would most like to get to and from school by car (34.1 percent); 31.0 percent prefer a bus.
- One in three students say they would most like to get back and forth to school by bicycling or walking (32.6 percent).

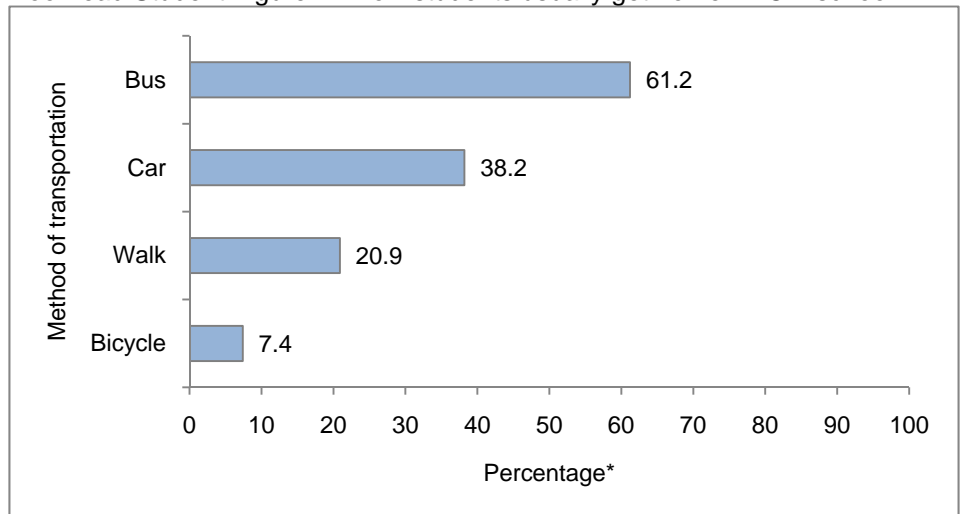
Moorhead Student Figure 1. How students usually get TO school



N=498

\*Percentages do not equal 100.0 due to multiple responses.

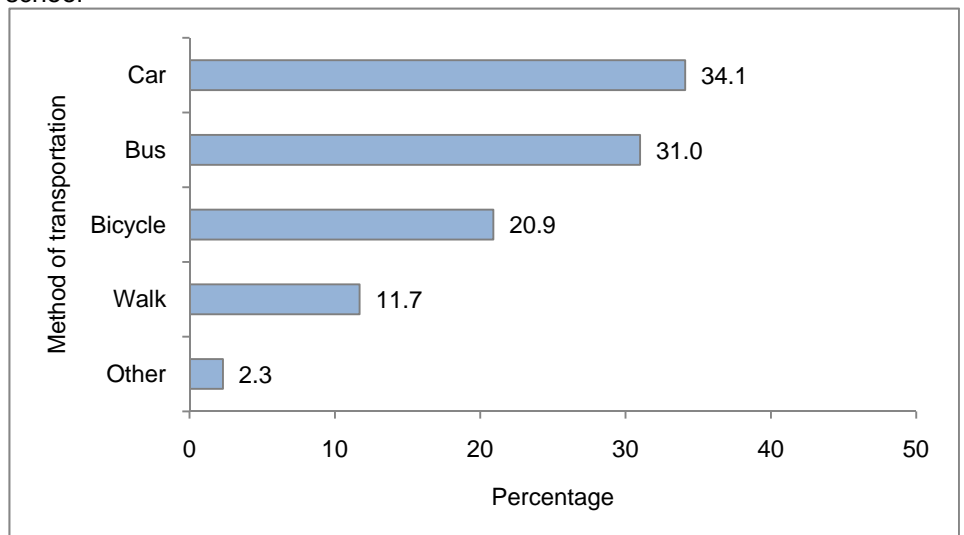
Moorhead Student Figure 2. How students usually get home FROM school



N=498

\*Percentages do not equal 100.0 due to multiple responses.

Moorhead Student Figure 3. How students would MOST like to get to and from school



N=478

Students were asked, in an average week, how often they walk or ride their bicycle to school (Figure 4, Appendix Table 34).

- The majority of students say the number of times, in an average week, they walk or ride their bicycle to school is zero or none (72.5 percent).
- One in 10 students say they walk or ride their bicycle to school every day (11.4 percent).

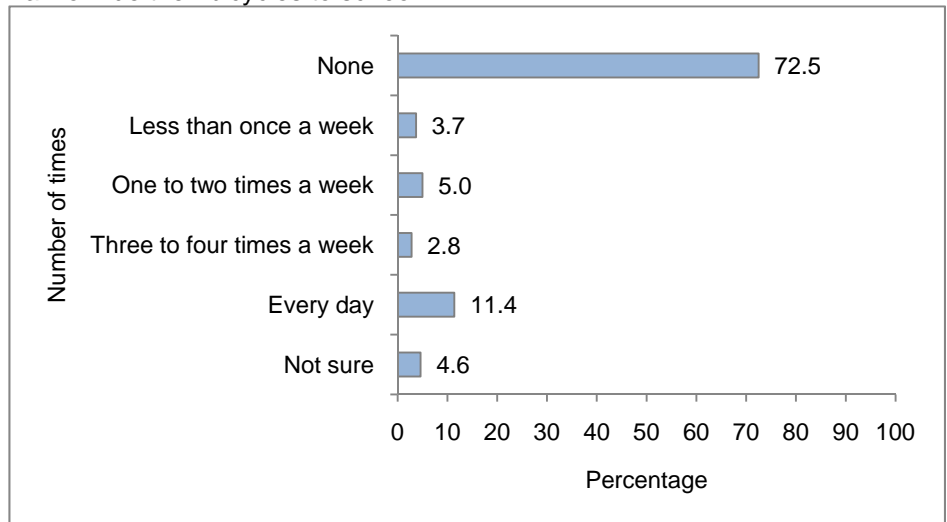
Students were asked if they have taken a bicycle safety training course, such as “Rules of the Road,” “McGruff – Riding Right,” a police department training course, or others (Figure 5, Appendix Table 35).

- Half of students say they have not taken a bicycle safety training course (51.7 percent); one-third say they are not sure if they have (32.4 percent).

See Figure 6 and Appendix Table 36 for grade levels of students who participated in the survey.

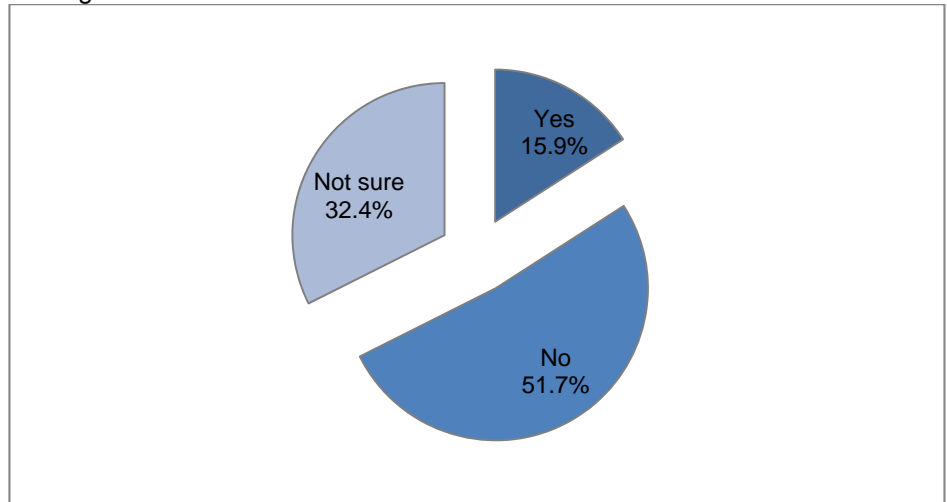
- The proportion of students who completed the survey is reflective of the intended sampling.

Moorhead Student Figure 4. Number of times in an average week students walk or ride their bicycles to school



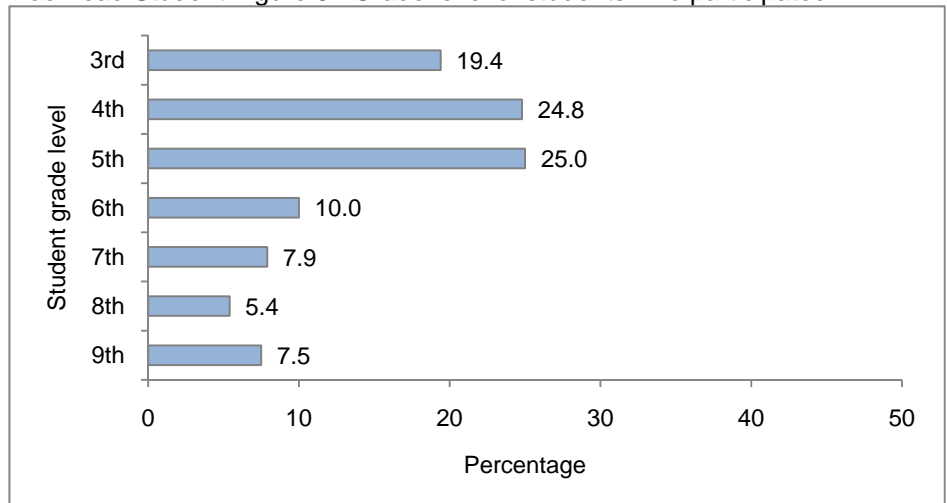
N=458

Moorhead Student Figure 5. Whether students have taken a bicycle safety training course



N=484

Moorhead Student Figure 6. Grade level of students who participated



N=480

## Barriers to Walking or Riding a Bicycle to and from School

Students were given a list and asked to identify the things that may make it difficult for them to walk or ride their bicycle to and from school (Table 1, Appendix Table 37a-37d).

- Distance – too far from school and weather – too cold in winter are the top two barriers that students say prevent them from walking or riding their bicycle to and from school (42.4 percent and 32.5 percent, respectively).
- One-fourth of students say crossing intersections with lots of traffic and weather – icy or snow-covered sidewalks are also barriers (24.5 percent and 23.9 percent, respectively).
- Approximately one-fifth of students say they have too much stuff to carry, their parents will not let them walk or ride their bicycle to school, and they do not want to walk or ride their bicycle to and from school (18.7 percent, 18.7 percent, and 18.3 percent, respectively).
- Students were given an opportunity to comment on other reasons why they may not be walking or riding their bicycle to and from school. See Table 1a for a list of those responses.

Moorhead Student Table 1. Barriers to walking or riding a bicycle to and from school

Barriers	Percentage of respondents*
Distance – too far from school	42.4
Weather – too cold in winter	32.5
Crossing intersections with lots of traffic	24.5
Weather – icy or snow-covered sidewalks	23.9
Too much stuff to carry (books, equipment, instrument)	18.7
My parents will not let me	18.7
I do not want to walk or ride a bicycle to school	18.3
Scary people	16.9
Parent or other adult drops me off on their way to work or picks me up on their way home	16.5
Cars that drive too fast in my neighborhood	15.3
Having to walk or ride bicycle by myself	11.8
Scary dogs	11.4
Too dark outside	11.0
Cars that drive too fast by my school	11.0
After school activities	10.6
Broken or missing sidewalks	10.0
Bullying/teasing from other kids	8.2
Not having a safe place to leave my bicycle and helmet	8.2
I do not have a bicycle (or one that works)	3.6
Getting sweaty	3.2
Other people don't think it's "cool"	2.6
Prefer to not answer	9.4
Other	5.6

N=498

\*Percentages do not equal 100.0 due to multiple responses.

Moorhead Student Table 1a. Other barriers to walking or riding a bicycle to and from school

Other Barriers*	Number of responses
Distance/time constraints	7
Already rides in car/bus	4
Physical limitations	3
Weather	3
Activities before and after school	2
Bullies	2
Don't have bike/stolen bicycle	2
Misc.	7

\*Students were given the opportunity to write in other reasons why they may not be walking or riding their bicycle to and from school. Some comments may duplicate those reasons that were provided in the list (Table 1).

Students were given a list and asked to identify those things that would help them walk or ride their bicycle to and from school more often (Table 2, Appendix Tables 38a-38c).

- One in three students say that nothing would assist them in walking or riding their bicycle to and from school because they live too far (30.9 percent).
- One in five students say slower traffic speeds would help them to walk or ride their bicycle to and from school more often (19.7 percent).
- Approximately 15 percent of students indicate that fewer things to carry and more considerate drivers would help in walking or bicycling to and from school more often (15.9 percent and 14.5 percent, respectively); 14.9 percent say nothing would help them because they do not want to walk or ride their bicycle to and from school.
- Students were given the opportunity to write in responses to other things that would assist them in walking or riding bicycle to and from school. See Table 2a for those responses.

Moorhead Student Table 2. Things that would assist students in walking or riding their bicycle to and from school more often

Responses	Percentage of respondents*
Nothing, I live too far from school	30.9
Slower traffic speeds	19.7
Fewer things to carry	15.9
Nothing, I do not want to walk or ride my bicycle	14.9
More considerate drivers	14.5
Sidewalks that are clean and not broken	12.0
No scary dogs	11.8
More help, such as a crossing guard or traffic signal, crossing the street	10.8
Nothing, I prefer to get a ride for SAFETY	8.8
More parents and adults walking on my route	7.4
A drop-off place closer to school so I can walk part of the way	6.8
Nothing, I prefer to get a ride for CONVENIENCE	6.8
Sidewalk or path	3.2
Prefer to not answer	12.7
Other	4.8

N=498

\*Percentages do not equal 100.0 due to multiple responses.

Moorhead Student Table 2a. Other things that would assist students in walking or riding their bicycle to and from school more often

Other Responses*	Number of responses
Distance: lived closer to school	7
Doesn't walk or ride bicycle	4
Better weather/clean ice off sidewalks	4
Streets that are finished and not so busy intersections	3
Walking with friends or in a group	2
Misc.	5

\*Students were given the opportunity to write in responses to other things that would assist them in walking or riding their bicycle to and from school. Some comments may duplicate those responses that were provided in the list (Table 2).

### **Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

Students were asked whether they had a sidewalk or path for the whole trip (Figure 7, Appendix Table 39).

- On their most recent walk or bicycle ride to school, three-fourths of students say they had a sidewalk or path for the whole trip (77.8 percent).

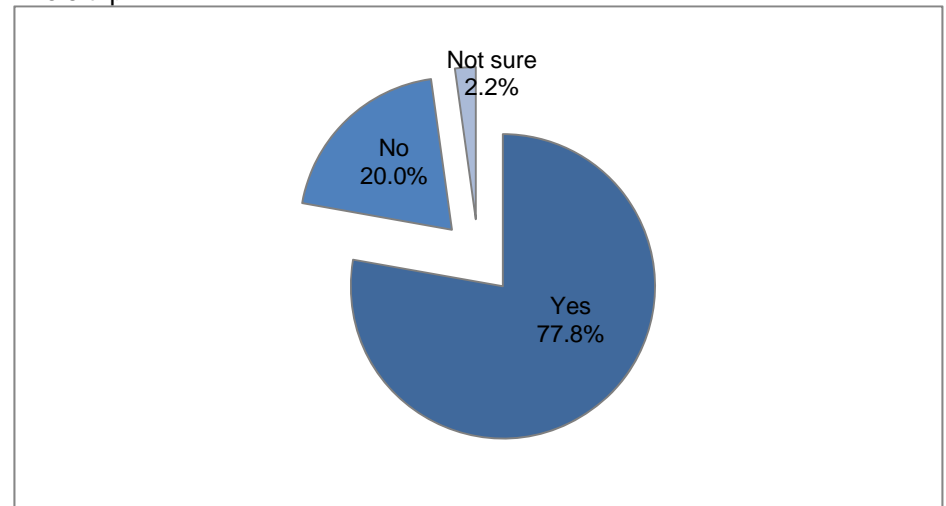
Students were asked about the number of times they had to walk off the sidewalk or path because someone was in their way (Figure 8, Appendix Table 40).

- On their most recent walk or bicycle ride to school, 32.5 percent of students say they had to walk off the sidewalk or path at least once because someone was in their way; 19.1 percent had to walk off the sidewalk or path at least three times.

Students were asked about the number of streets they had to cross to get to school (Figure 9, Appendix Table 41).

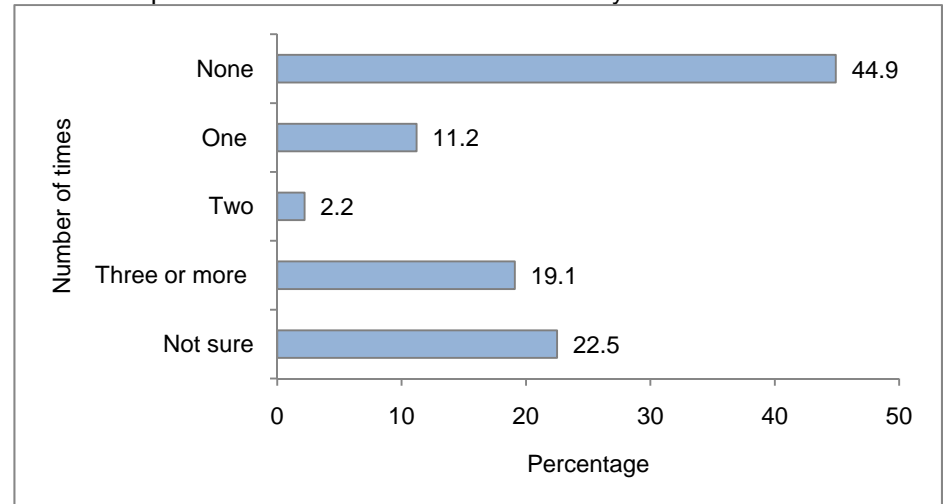
- On their most recent walk or bicycle ride to school, 21.8 percent of students had to cross five or more streets to get to school; 32.1 percent had to cross three to four streets.

Moorhead Student Figure 7. Whether students had a sidewalk or path for the whole trip



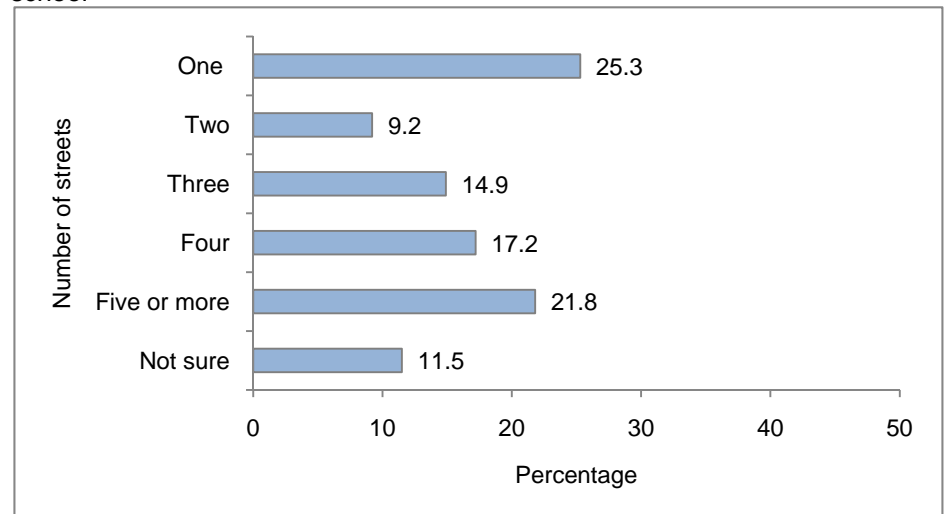
N=90

Moorhead Student Figure 8. Number of times students had to walk off the sidewalk or path because someone was in their way



N=89

Moorhead Student Figure 9. Number of streets students had to cross to get to school



N=87

### **Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

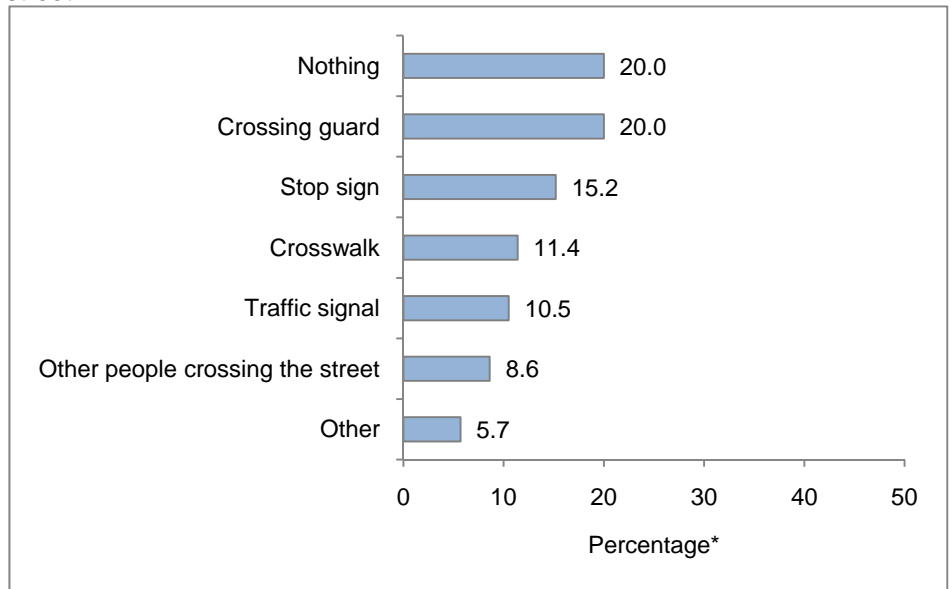
Students were asked to identify things that helped them cross the busiest street (Figure 10, Appendix Table 42).

- On their most recent walk or bicycle ride to school, 20.0 percent of students say nothing helped them cross the busiest street; an additional 20.0 percent of students say a crossing guard helped them.

Students were asked how many drivers drove slowly and safely, waited for them to cross the street, blocked the sidewalk or crosswalk, and sped through an intersection (Figure 11, Appendix Tables 43a-43d).

- On their most recent walk or bicycle ride to school, 27.3 percent of students say that some drivers blocked the sidewalk or crosswalk; 10.2 percent say that many drivers did that.
- Three in 10 students say that some drivers sped through an intersection (27.9 percent); 15.1 percent say many drivers did that.

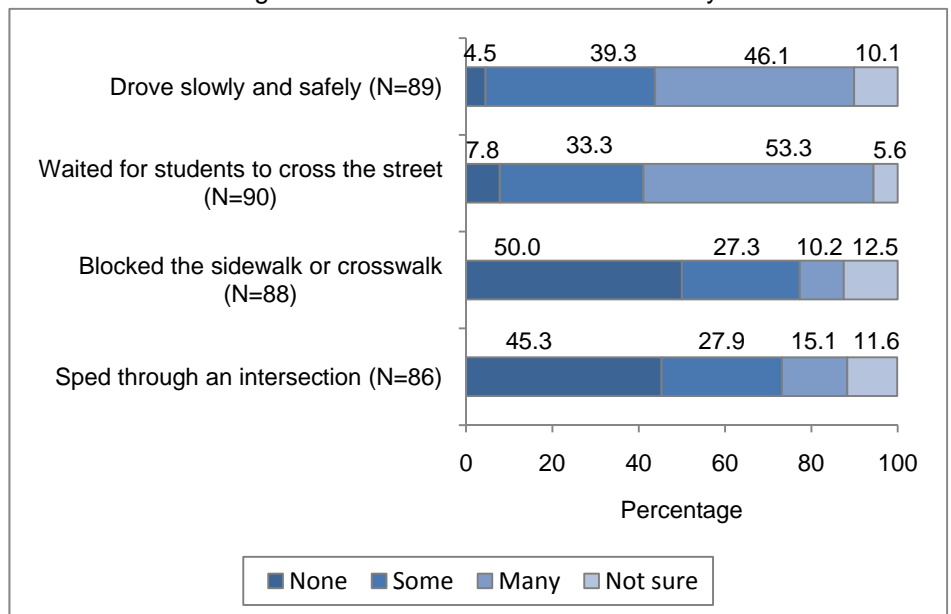
Moorhead Student Figure 10. Things that helped students cross the busiest street



N=105

\*Percentages do not equal 100.0 due to multiple responses.

Moorhead Student Figure 11. Actions of drivers: How many drivers...



**Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

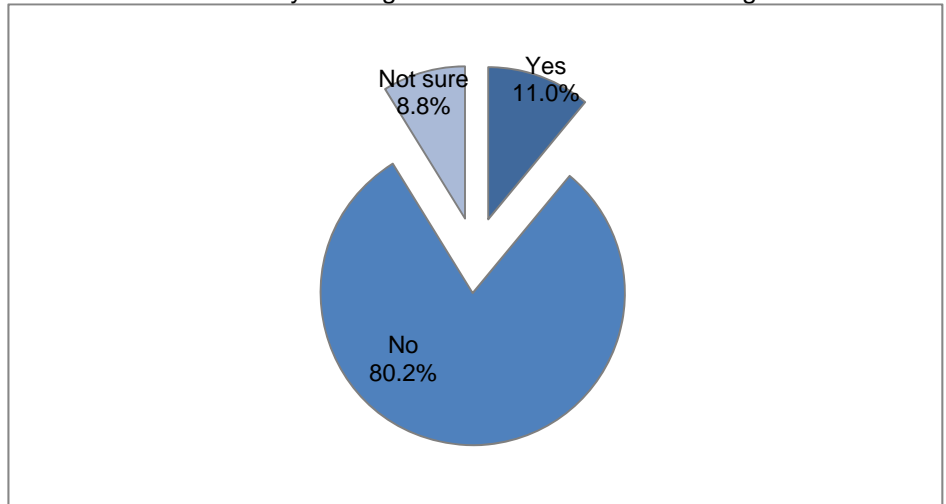
Students were asked, when getting to school, whether there were cars or buses in their way making it difficult to enter the school grounds (Figure 12, Appendix Table 44).

- On their most recent walk or bicycle ride to school, 11.0 percent of students say there were cars or buses in their way making it difficult to enter the school grounds.

Students were asked what they liked best about their most recent walk or bicycle ride to school (Figure 13, Appendix Table 45).

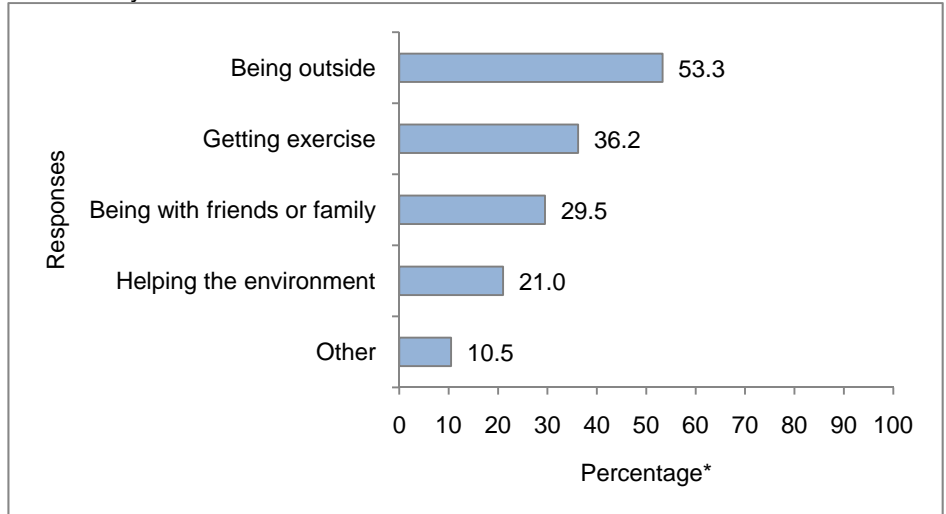
- Half of students say being outside is what they liked best about their most recent walk or bicycle ride to school (53.3 percent); 36.2 percent say they liked getting exercise best.

Moorhead Student Figure 12. When getting to school, whether there are cars or buses in student’s way making it difficult to enter the school grounds



N=91

Moorhead Student Figure 13. What students liked best about their most recent walk or bicycle ride to school



N=105

\*Percentages do not equal 100.0 due to multiple responses.



## Dilworth/Glyndon Parent Survey Results

### Daily Patterns

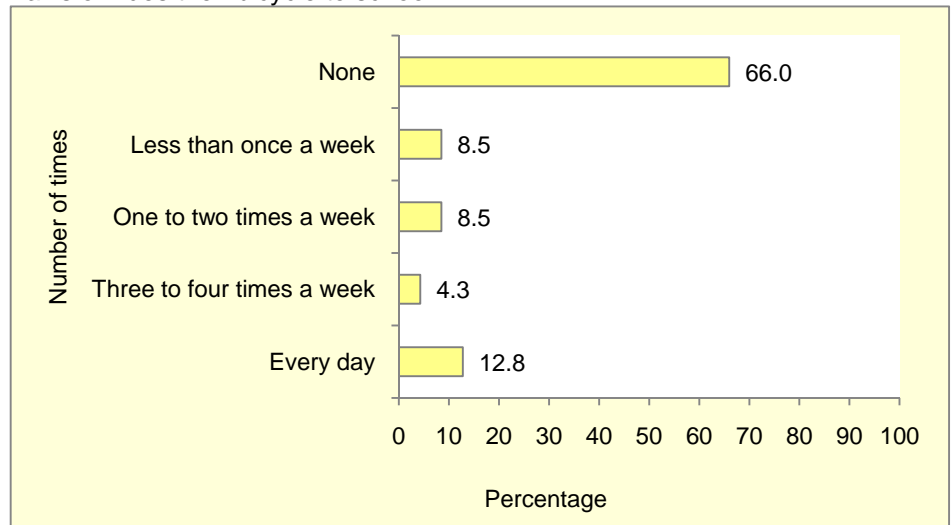
Parents were asked how many times, during an average week, their child walks or rides their bicycle to school (Figure 1, Appendix Table 1).

- Two-thirds of parents say the number of times, in an average week, their child walks or rides their bicycle to school is zero or none (66.0 percent).
- Approximately one-fifth of parents say their child walks or rides their bicycle to school at least three times a week (17.1 percent).

Parents were asked how far their child lives from school (Figure 2, Appendix Table 2).

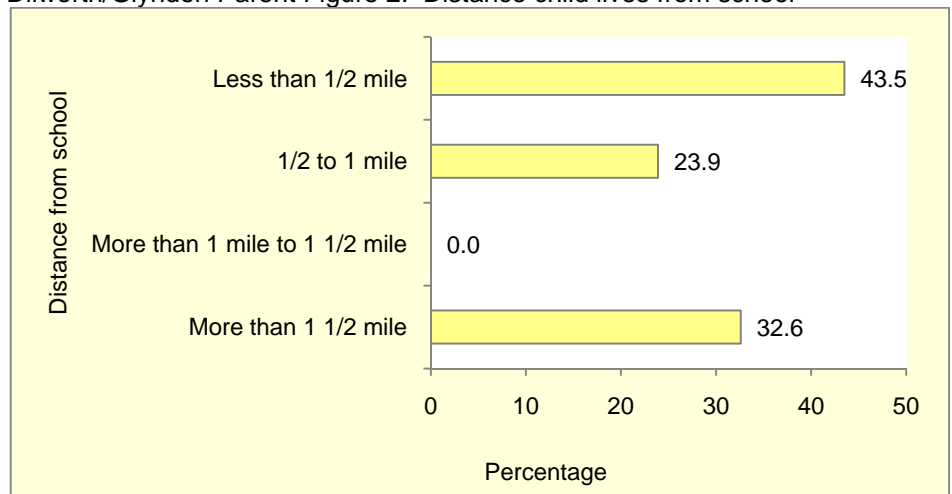
- Two-thirds of parents indicate their child lives, at most, a mile from school (67.4 percent); 43.5 percent say their child lives less than half a mile from school.
- One-third of parents say their child lives more than a mile and a half from school (32.6 percent).

Dilworth/Glyndon Parent Figure 1. Number of times, in an average week, child walks or rides their bicycle to school



N=47

Dilworth/Glyndon Parent Figure 2. Distance child lives from school



N=46



Parents were asked how, on most days, their child arrives at school (Figure 3, Appendix Table 3).

- Equal proportions of parents say their students arrive at school by school bus or shuttle and family vehicle (40.4 percent each).
- Approximately one-fifth of parents say their child walks or rides their bicycle to school (17.0 percent).

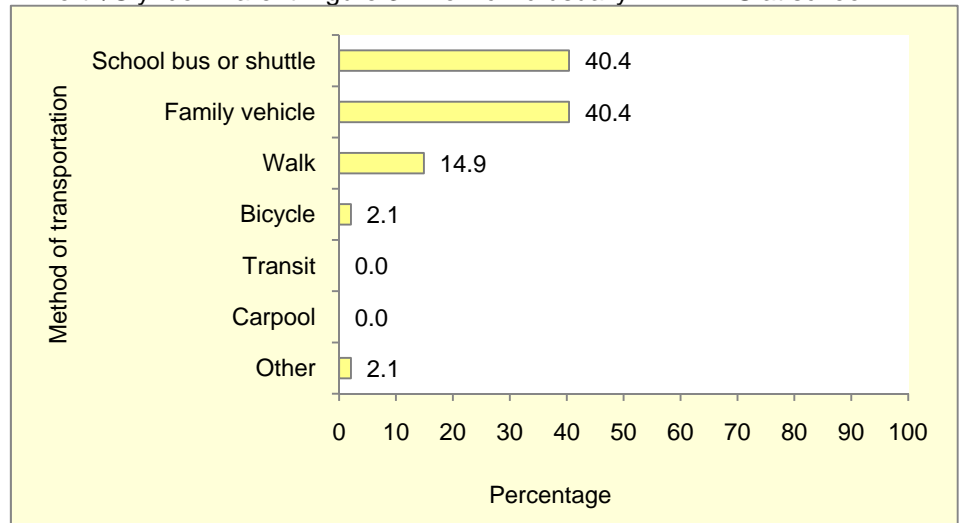
Parents were asked how long it normally takes their child to get to school by their most common method (Figure 4, Appendix Table 4).

- Two-thirds of parents say the length of travel time to school is, at most, 10 minutes (63.9 percent); 25.5 percent say travel time to school is more than 20 minutes.

Using a one to five scale, with one being “not at all congested” and five being “very congested,” parents were asked about the traffic congestion at their child’s school site when dropping off their child (Figure 5, Appendix Table 5).

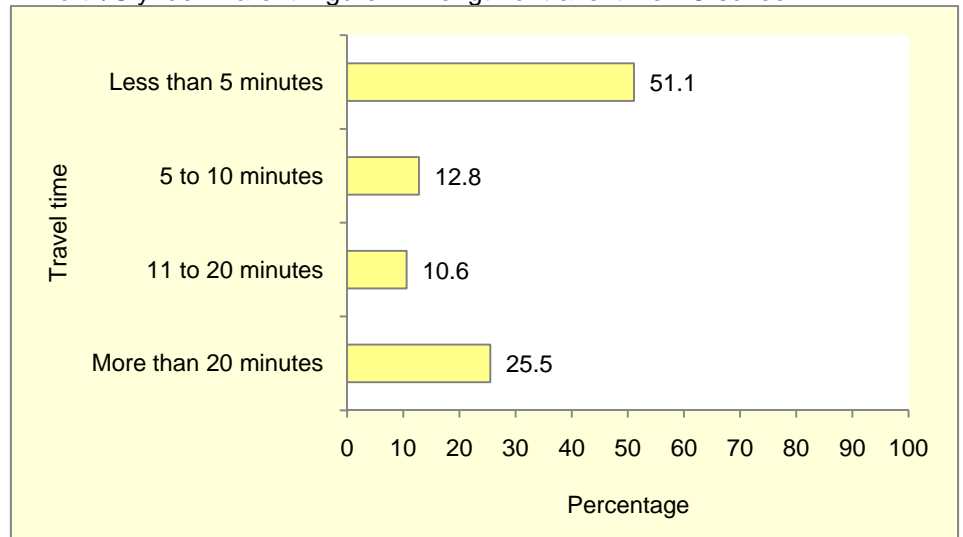
- Parents indicate that traffic at school is somewhat congested when dropping their child off (mean=3.56). One in three parents say traffic is very congested (33.3 percent) compared with only 5.1 percent who say traffic is not at all congested.

Dilworth/Glyndon Parent Figure 3. How child usually ARRIVES at school



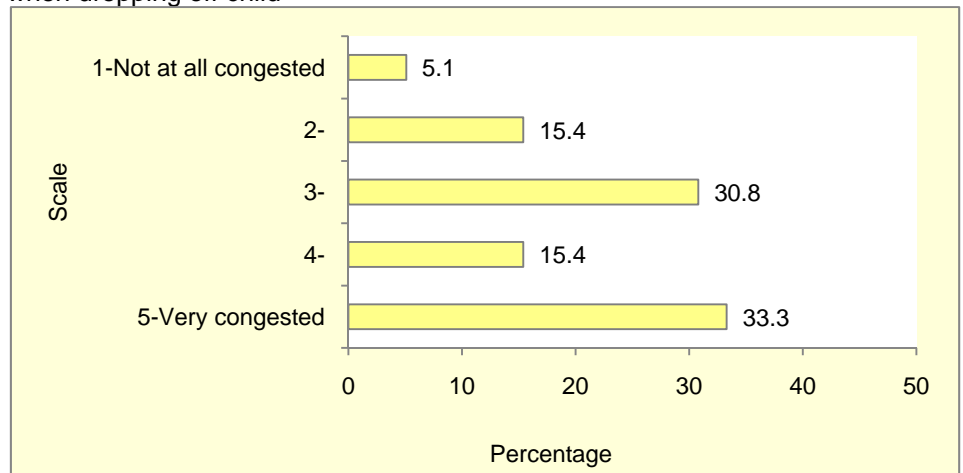
N=47

Dilworth/Glyndon Parent Figure 4. Length of travel time TO school



N=47

Dilworth/Glyndon Parent Figure 5. Level of traffic congestion at school site when dropping off child



N=39

Mean=3.56 and is based on a one to five scale, with one being “Not at all congested” and five being “Very congested.”

Parents were asked how, on most days, their child leaves for home after school (Figure 6, Appendix Table 6).

- Half of parents indicate their child leaves for home after school by school bus or shuttle (53.3 percent); one-fifth say a family vehicle is the method of transportation (20.0 percent).
- One-fifth of parents say their child walks home after school (22.2 percent); 2.2 percent say their child leaves for home by bicycle.

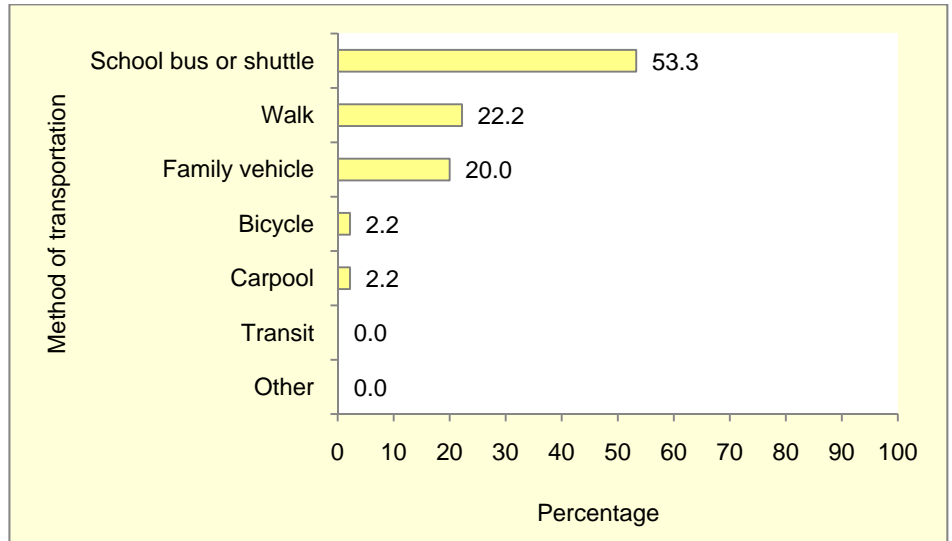
Parents were asked how long it normally takes their child to get home from school by their most common method (Figure 7, Appendix Table 7).

- Half of parents say the length of travel time from school is, at most, 10 minutes (54.6 percent).
- One-fourth of parents indicate the length of travel time from school is more than 20 minutes (27.3 percent).

Using a one to five scale, with one being “not at all congested” and five being “very congested,” parents were asked about the traffic congestion at their child’s school site when picking up their child (Figure 8, Appendix Table 8).

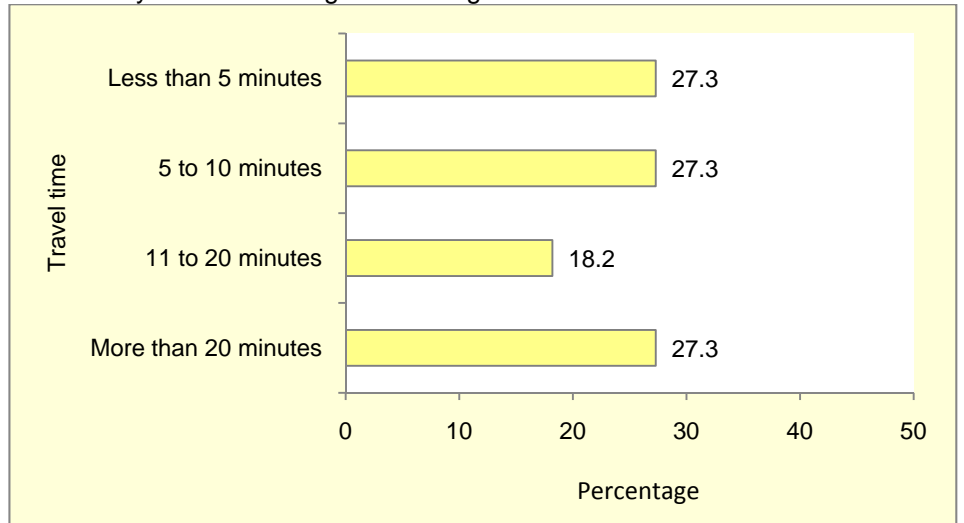
- Parents indicate that traffic at school is quite congested when picking their child up from school (mean=4.16). Half of parents say traffic is very congested compared with only 2.6 percent who say traffic is not at all congested.

Dilworth/Glyndon Parent Figure 6. How child usually LEAVES FOR HOME after school



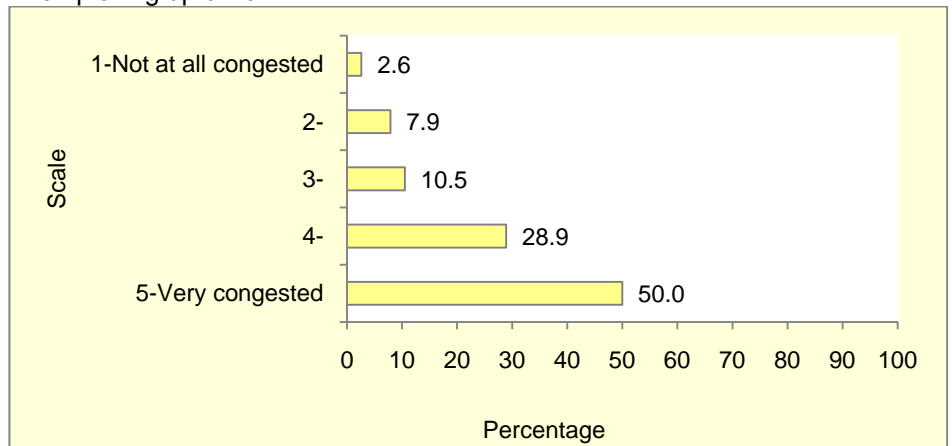
N=45

Dilworth/Glyndon Parent Figure 7. Length of travel time FROM school



N=44

Dilworth/Glyndon Parent Figure 8. Level of traffic congestion at school site when picking up child



N=38

Mean=4.16 and is based on a one to five scale, with one being “Not at all congested” and five being “Very congested.”

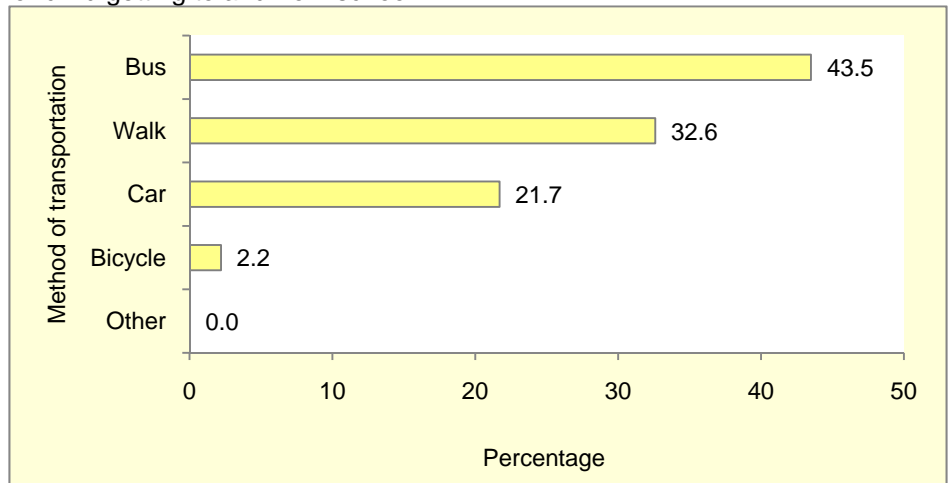
Parents were asked how they would most prefer their child get back and forth to school (Figure 9, Appendix Table 9).

- Two in five parents prefer their child gets back and forth to school by bus (43.5 percent); 21.7 percent prefer a car as the method of transportation.
- One in three parents prefer their child walk back and forth to school (32.6 percent); 2.2 percent prefer their child ride a bicycle.

Using a one to five scale, with one being “not at all safe” and five being “very safe,” parents were asked about their child’s overall safety when walking or riding their bicycle to and from school (Figure 10, Appendix Table 10).

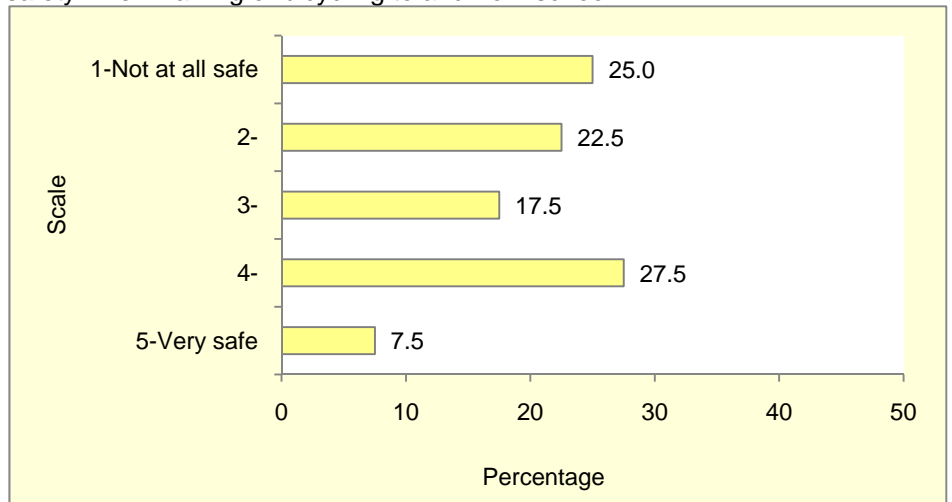
- Parents indicate their child is moderately safe when walking or riding their bicycle back and forth to school (mean=2.70); 25.0 percent of parents say their child is not at all safe, while 7.5 percent say their child is very safe.

Dilworth/Glyndon Parent Figure 9. Parent’s preferred method of transportation for child getting to and from school



N=46

Dilworth/Glyndon Parent Figure 10. Parent’s perception of child’s overall safety when walking or bicycling to and from school



N=40

Mean=2.70 and is based on a one to five scale, with one being “Not at all safe” and five being “Very safe.”

## **Barriers to Walking or Riding a Bicycle to and from School**

Parents were given a list of reasons pertaining to why their child may not be walking or riding their bicycle to and from school. Using a one to five scale, with one being “not at all” and five being “a great deal”, parents were asked to rate the level of impact each of the reasons had on whether their child walked or rode their bicycle to and from school (Table 1, Appendix Tables 11a-11c).

- When asked about reasons why their children do not walk or ride their bicycle to and from school, the top reason parents give is speed – cars drive too fast through the neighborhood (mean=3.85); 43.6 percent say it impacts the decision a great deal (data not shown).
- Missing or inadequate sidewalks and bikeways is also a top reason (mean=3.62); 47.5 percent say it impacts the decision a great deal (data not shown).
- Traffic – safety concerns at intersections and crossings and speed of cars through the neighborhood are additional reasons that impact whether children walk or ride their bicycle to school (mean=3.58 and mean=3.48, respectively).
- Parents were given the opportunity to provide reasons, other than those already listed, as to why their child may not be walking or riding their bicycle to and from school. See Table 1a for a list of other reasons.

Dilworth/Glyndon Parent Table 1. Reasons that may impact whether child walks or rides their bicycle to and from school, based on mean response

Reasons	Mean*
Speed – cars drive too fast through the neighborhood	3.85
Sidewalks/bikeways – missing or are not adequate	3.62
Traffic – safety concerns at intersections and crossings	3.58
Speed – cars drive too fast by school	3.48
Traffic – too much at school	3.32
Weather – no protection from the weather	3.31
Traffic – Too much in neighborhood	3.10
Weather – sidewalks are covered with snow/ice	3.02
Convenience	3.02
Child would be walking/riding bicycle alone to school	2.95
Child’s after school activities	2.54
Distance – school is too far away	2.51
Bullying or teasing from other kids	2.19
Theft – no place to safely leave bicycle and helmet at school	2.07
Crime	1.98
Child does not like to walk or ride their bicycle to school	1.71
Scary dogs	1.71
Child does not have a bicycle (or one that works)	1.25

\*Means were based on a one to five scale of impact, with one being “Not at all” and five being “A great deal.”

Dilworth/Glyndon Parent Table 1a. Other reasons why child may not be walking or riding their bicycle to and from school

Other reasons*	Number of responses
Safety issues/crossing main highways/intersections/drivers not paying attention/bad sidewalks	12
Distance – live too far from school/out in the country	8
Convenience/after school activities/instruments to carry	6
Weather	2

\*Parents were given the opportunity to write in other reasons why their child may not be walking or riding their bicycle to and from school. Some comments may duplicate those reasons that were provided in the list (Table 1).

## Evaluation of Sidewalks and Streets

Parents were asked how safe and easy it is to be a pedestrian in their neighborhood by identifying potential problems on the route to and from school. Parents were asked to evaluate SIDEWALKS when identifying the potential problems (Table 2, Appendix Tables 12a and 12b).

- Regarding sidewalks, one in two parents say missing sidewalks at certain locations are problematic (51.1 percent).
- Two in five parents say sidewalks that are not continuous are a problem (40.4 percent).
- Approximately one in four parents say sidewalks are broken or cracked, making them unsafe or difficult to walk on, and sidewalks are covered with ice and compacted snow during winter months (27.7 percent and 25.5 percent, respectively).

Using a one to five scale, with one being "poor" and five being "excellent," parents were asked to give an overall rating of the sidewalks in their neighborhood (Figure 11, Appendix Table 13).

- Parents give a below average overall rating of sidewalks in their neighborhood (mean=2.12); 40.0 percent rate the sidewalks as poor while 2.5 percent rate the sidewalks as excellent.

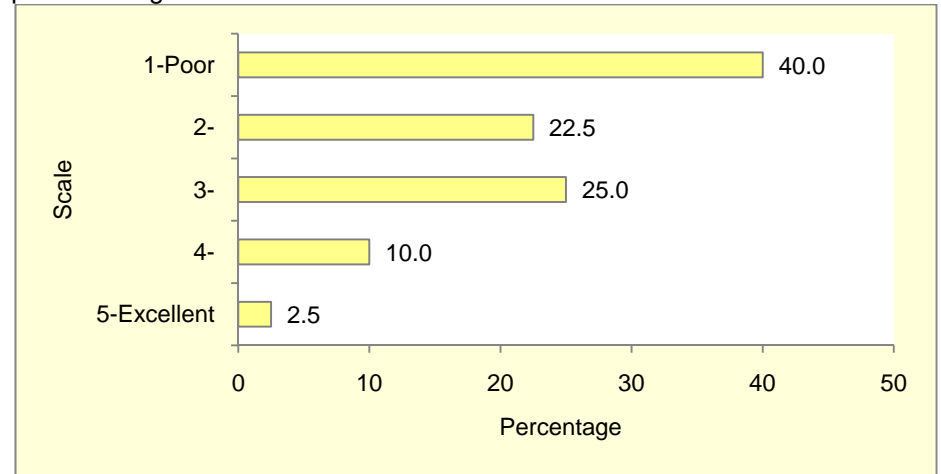
Dilworth/Glyndon Parent Table 2. SIDEWALKS: problems on the route to and from school

Problems	Percentage of respondents*
There are no sidewalks	51.1
There are sidewalks, but they are not continuous	40.4
Sidewalks are broken or cracked, making them unsafe or difficult to walk on	27.7
Sidewalks are covered with ice/compacted snow during winter months	25.5
Sidewalks are too close to fast-moving traffic	14.9
There is not enough room for two people to walk side-by-side	10.6
Sidewalks do not have ramps (curb cuts) for wheelchairs, strollers, and wagons	8.5
Cars or trucks are blocking the sidewalk	6.4
Sidewalks are blocked with poles, signs, shrubbery, dumpsters, etc.	0.0
Other	8.5

N=47

\*Percentages do not equal 100.0 due to multiple responses.

Dilworth/Glyndon Parent Figure 11. Overall rating of the SIDEWALKS in parent's neighborhood



N=40

Mean=2.12 and is based on a one to five scale, with one being "Poor" and five being "Excellent."

Parents were asked how safe and easy it is to be a pedestrian in their neighborhood by identifying potential problems on the route to and from school. Parents were asked to evaluate STREET CROSSINGS when identifying the potential problems (Table 3, Appendix Tables 14a and 14b).

- Regarding street crossings, the top concern among parents is too many distracted drivers on the route to and from school; 44.7 percent say it is a problem. One in four parents say there is need for marked pedestrian crosswalks (23.4 percent).

Using a one to five scale, with one being "poor" and five being "excellent," parents were asked to give an overall rating of the street crossings in their neighborhood (Figure 12, Appendix Table 15).

- Parents give a below average rating to street crossings on the route to and from school (mean=2.35); 30.0 percent rate street crossings as poor there were no parents who rate them as excellent (0.0 percent).

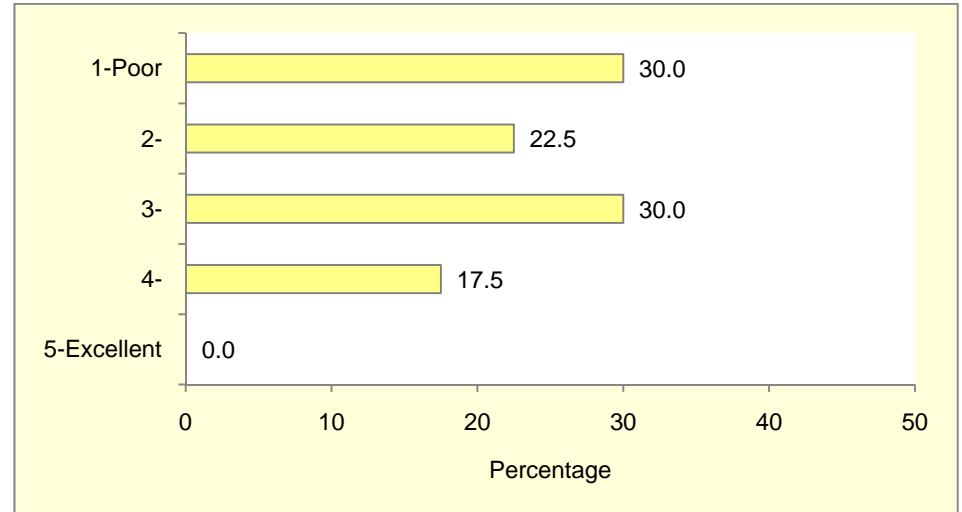
Dilworth/Glyndon Parent Table 3. STREET CROSSINGS: problems on the route to and from school

Problems	Percentage of respondents*
Too many distracted drivers	44.7
Need marked pedestrian crosswalks	23.4
Need traffic signals	14.9
Roads are too wide to cross safely	8.5
View of traffic is blocked by parked cars on the street	8.5
View of traffic is blocked by trees, plants, utility poles, snow, signs, etc.	8.5
Pedestrian crossing signals are not long enough for pedestrians to reach the other side of the street	6.4
Need pedestrian crossing signals/audible signals	4.3
Traffic signals make pedestrians wait too long before crossing	0.0
Other	19.1

N=47

\*Percentages do not equal 100.0 due to multiple responses.

Dilworth/Glyndon Parent Figure 12. Overall rating of the STREET CROSSINGS on route to and from school



N=40

Mean=2.35 and is based on a one to five scale, with one being "Poor" and five being "Excellent."



## Views on Activity

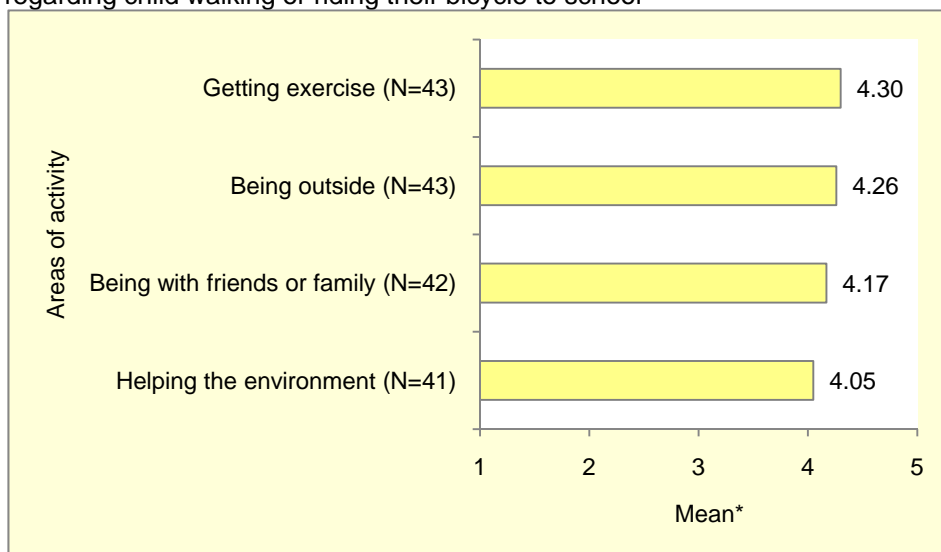
Parents were asked to indicate how important various areas of activity were regarding their child walking or bicycling to school (Figure 13, Appendix Tables 16a-16d).

- While parents indicate that all areas of activity are important, getting exercise is the most important regarding their child walking or bicycling to school (mean=4.30); 60.5 percent say it is very important.
- Parents indicate that being outside is also important (mean=4.26); 53.5 percent say it is very important.

Parents were asked how informed their child is with respect to safety rules related to walking and bicycling (Figure 14, Appendix Tables 17a and 17b).

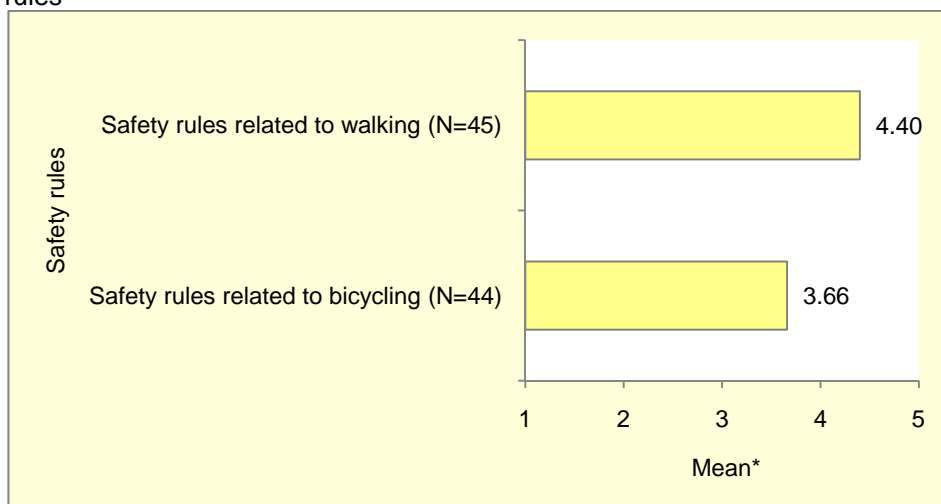
- Parents indicate their child is more informed about safety rules related to walking than bicycling (mean=4.40 and mean=3.66, respectively).
- Three in five parents say their child is very well informed about safety rules related to walking while one in three say their child is well informed about safety rules related to bicycling (62.2 percent and 34.1 percent, respectively).

Dilworth/Glyndon Parent Figure 13. Importance of various areas of activity regarding child walking or riding their bicycle to school



\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important".

Dilworth/Glyndon Parent Figure 14. How informed child is regarding safety rules



\*Means are based on a one to five scale, with one being "Not at all informed" and five being "Very well informed."

Parents were asked if their child has taken a bicycle safety training course that was administered through the school, police department, church, or other community group (Figure 15, Appendix Table 18).

- The vast majority of parents say their child has not taken a bicycle safety training course (88.9 percent); 6.7 percent of parents say their child has taken a bicycle safety training course, but it was several years ago.

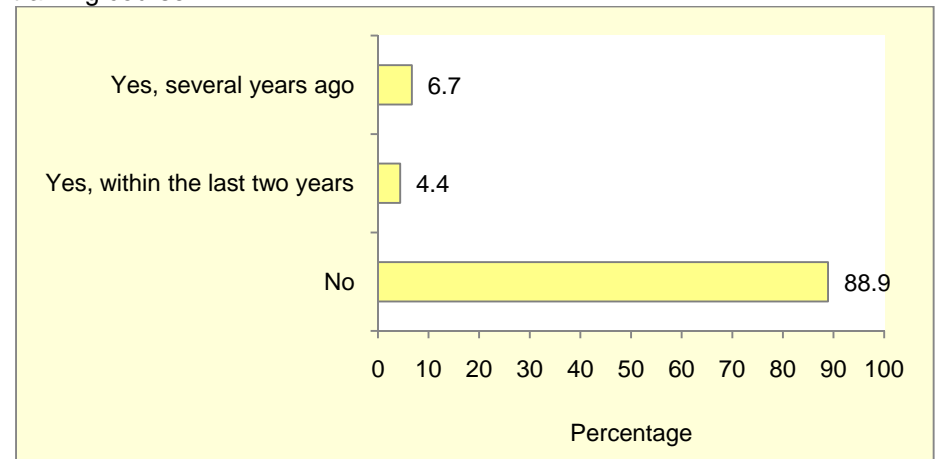
Parents were asked how many times a week they and their child participate in some form of physical activity together, such as play in the yard, go to the park, take a walk, go swimming, go for a bicycle ride, etc. (Figure 16, Appendix Table 19).

- One in three parents say they and their child participate in physical activity together one to two times a week (32.6 percent); 28.3 percent of parents say they participate less than once a week or none.

Parents were asked how important it is that adults serve as role models for physical activity (Figure 17, Appendix Table 20).

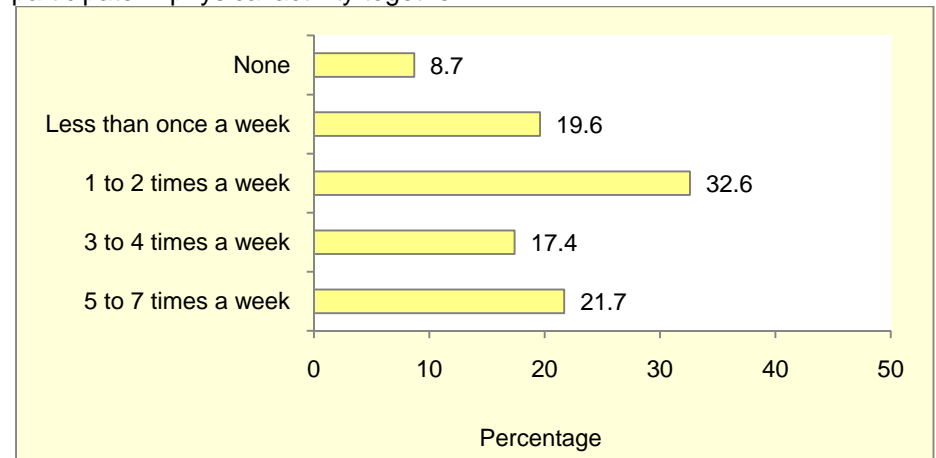
- Parents think it is important that adults serve as role models for physical activity (mean=4.40); half of parents think it is very important (55.3 percent).

Dilworth/Glyndon Parent Figure 15. Whether child has taken a bicycle safety training course



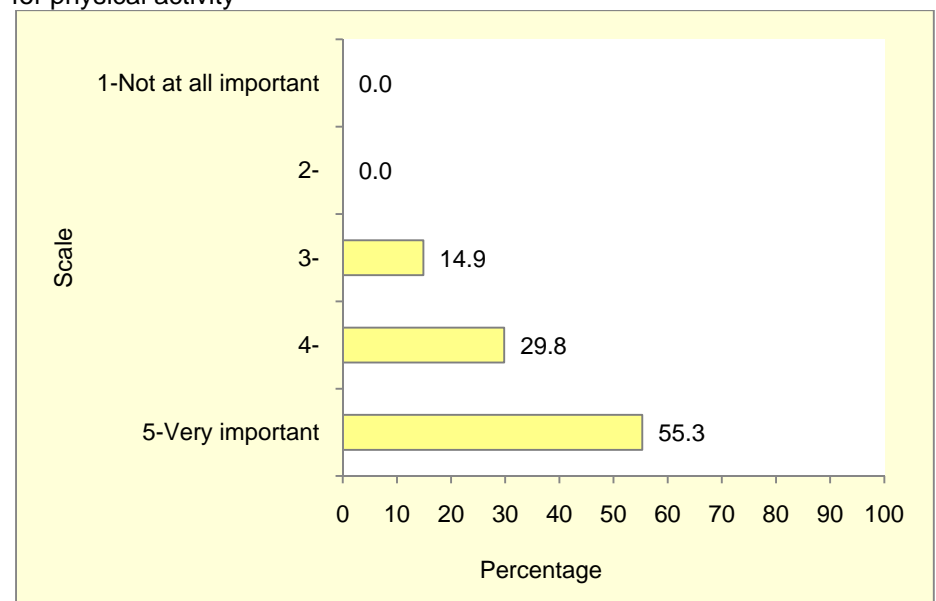
N=45

Dilworth/Glyndon Parent Figure 16. Number of times a week parent and child participate in physical activity together



N=46

Dilworth/Glyndon Parent Figure 17. Importance of adults serving as role models for physical activity



N=47

Mean=4.40 and is based on a one to five scale, with one being "Not at all important" and five being "Very important."



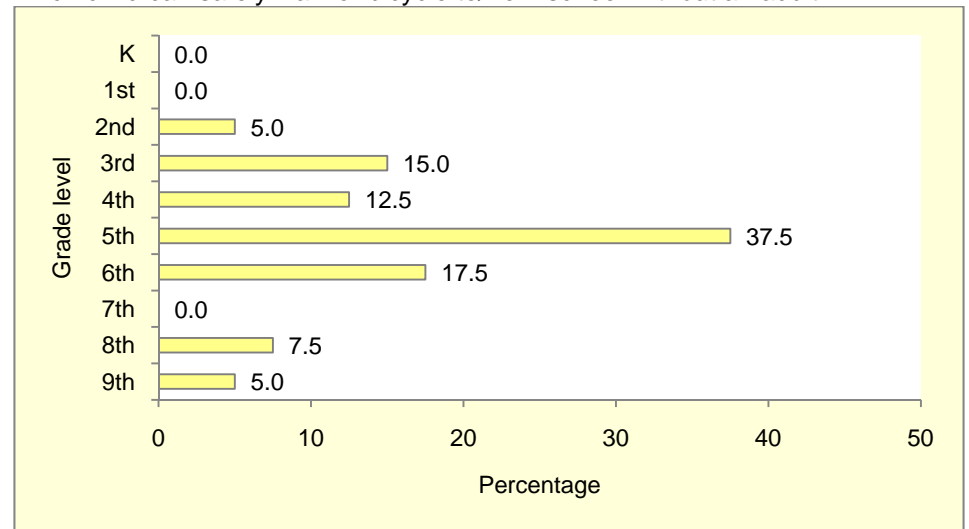
Parents were asked the grade level at which a child can safely walk or ride their bicycle to and from school without an adult (Figure 18, Appendix Table 21).

- The largest proportion of parents, 37.5 percent, say children in 5<sup>th</sup> grade can safely walk or bicycle to and from school without an adult.

Parents were asked the likelihood their child would utilize a “walking school bus” and whether they (parent) would volunteer their time if it was integrated into the neighborhood (Figure 19, Appendix Tables 22 and 23).

- Parents indicate their child is somewhat likely to utilize a “walking school bus” if it was integrated into their community (mean=2.58); 17.5 percent say it is very likely their child would utilize it compared with 37.5 percent who say their child is not at all likely to utilize it (data not shown).
- Parents say they are somewhat unlikely to volunteer time toward the “walking school bus” (mean=2.14); 47.6 percent of parents say they are not at all likely to volunteer compared with only 9.5 percent who are very likely to volunteer (data not shown).

Dilworth/Glyndon Parent Figure 18. Parent’s perception of grade level at which child can safely walk or bicycle to/from school *without* an adult

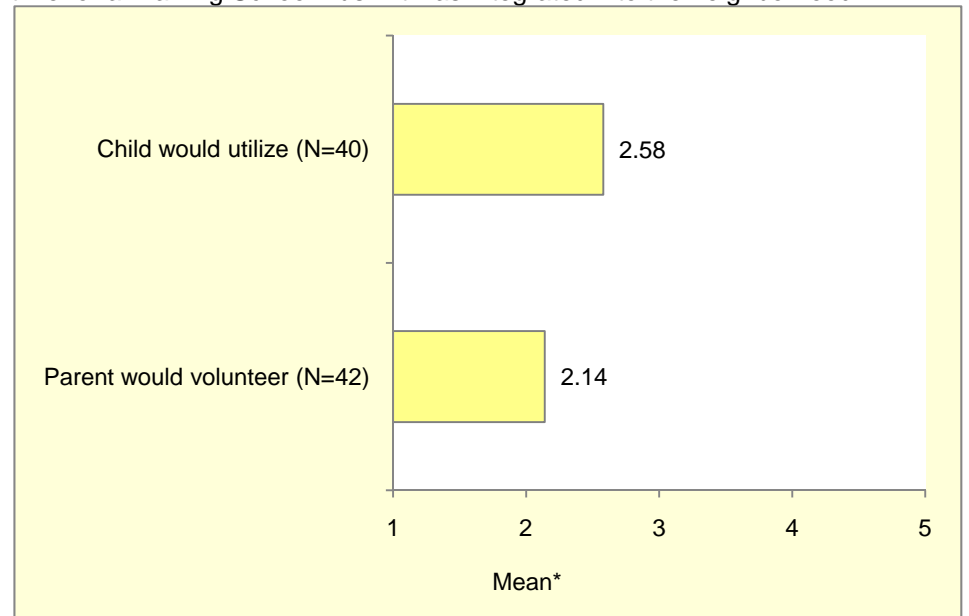


N=40

### Walking School Bus

A “walking school bus” is a group of children walking to school with one or more adults. It can be as informal as two families taking turns walking their children to school, or as structured as a planned route with meeting points, a timetable, and a schedule of trained volunteers.

Dilworth/Glyndon Parent Figure 19. Likelihood of utilizing and volunteering time for a Walking School Bus if it was integrated into the neighborhood

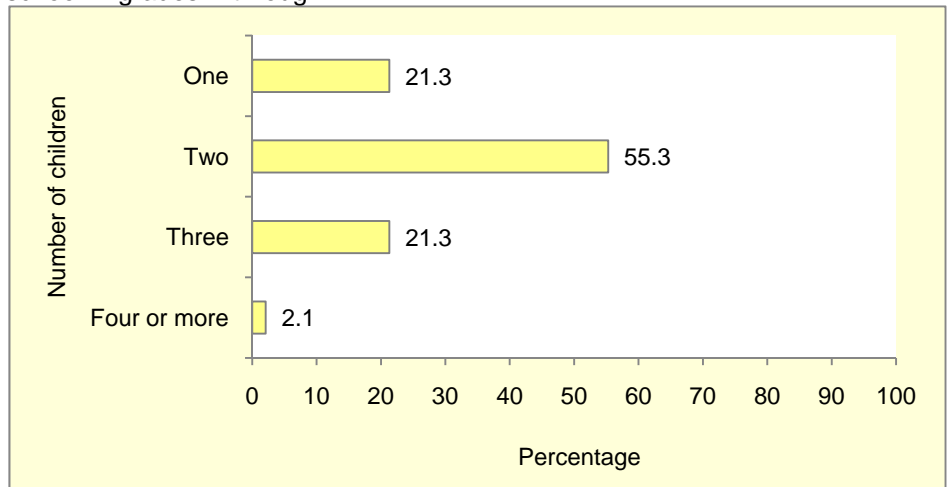


\*Means are based on a one to five scale, with one being “Not at all likely” and five being “Very likely.”

## Demographics of Child

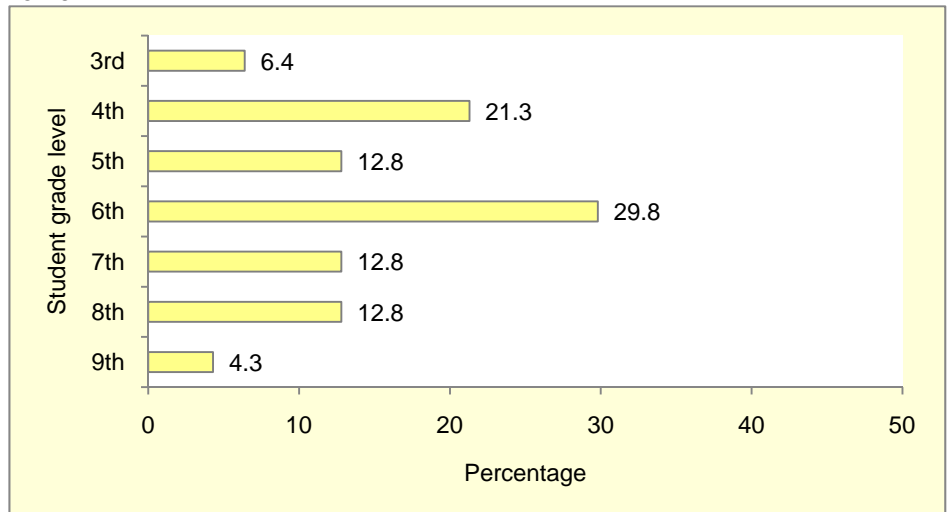
- More than half of parents say they have two children attending school in grades K through 12 (55.3 percent); equal proportions of parents say they have one or three children attending school within those grades (21.3 percent each) (Figure 20, Appendix Table 24).
- The proportion of students who took the parent survey home is reflective of the proportion of students who were given the student survey, with the exception of 9<sup>th</sup> grade. In this instance, a smaller proportion of parents than students completed the survey. See Figure 21 and Appendix Table 25 for the proportion of students in grades 3 through 9 who took the parent survey home for their parent to complete.

Dilworth/Glyndon Parent Figure 20. Number of children per family attending school in grades K through 12



N=47

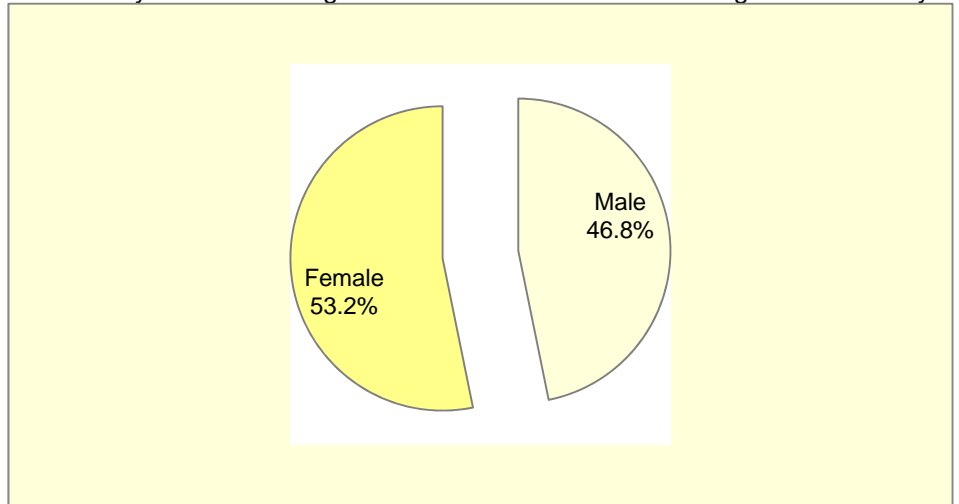
Dilworth/Glyndon Parent Figure 21. Grade of child who took the parent survey home



N=47

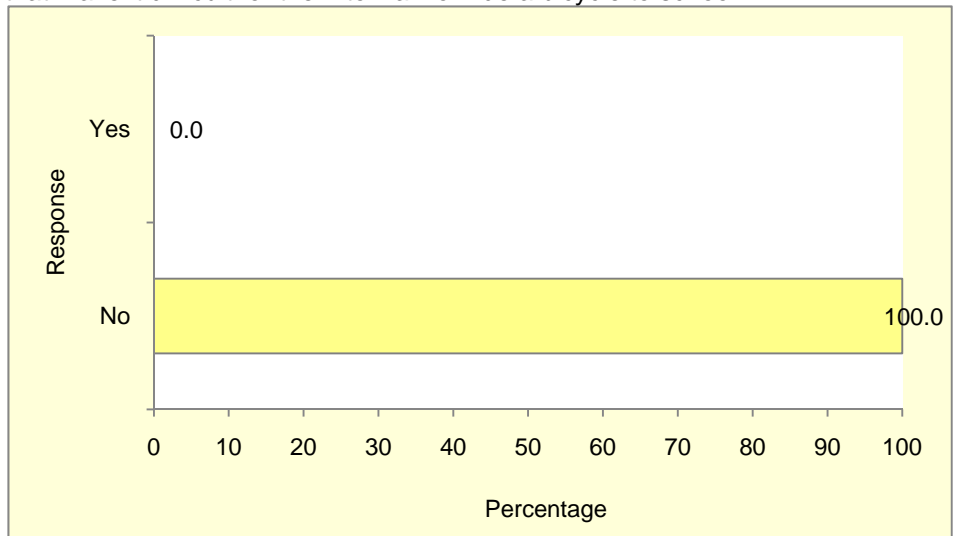
- The gender of students who took the parent survey home is nearly evenly split between females and males (53.2 percent and 46.8 percent, respectively) (Figure 22, Appendix Table 26).
- There are no parents who indicate they have a child with physical disabilities making it difficult for them to walk or ride a bicycle to school (0.0 percent) (Figure 23, Appendix Table 27).

Dilworth/Glyndon Parent Figure 22. Gender of child who brought home survey



N=47

Dilworth/Glyndon Parent Figure 23. Whether child has any physical disabilities that make it difficult for them to walk or ride a bicycle to school



N=46

## Demographics of Parent

- Three in four parents say their child is involved in school activities, such as band, drama, athletics, etc. (76.6 percent) (Table 4, Appendix Tables 28a and 28b).
- Approximately one-third say their child is involved in the free or reduced lunch program (36.2 percent).
- Nearly two-thirds of parents are from 35 to 44 years of age (63.8 percent); one-fifth are from the ages of 45 to 54 (19.1 percent) (Figure 24, Appendix Table 29).

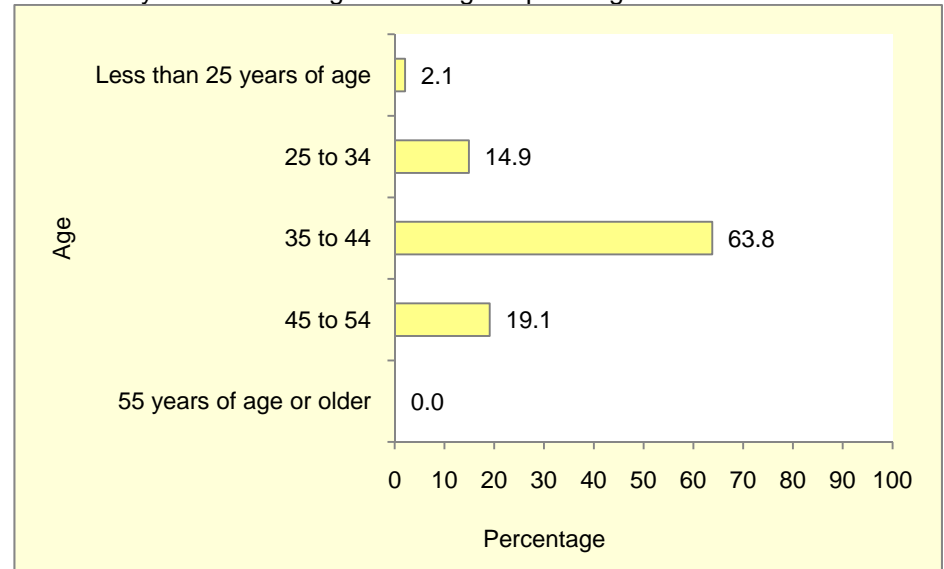
Dilworth/Glyndon Parent Table 4. Activities/organizations, available within child's school or community, in which parent or child is involved

Activities/organizations	Percentage of respondents*
School activities (band, drama, athletics, etc.)	76.6
Free or reduced lunch program	36.2
Early morning or after school programs	31.9
Gifted program	21.3
Parent-Teacher Association (PTA)	17.0
Special Education program	14.9
Summer school/Transitions program	4.3
English Language Learner program (ELL)	4.3
Neighborhood Association	0.0
Other	10.6

N=47

\*Percentages do not equal 100.0 due to multiple responses.

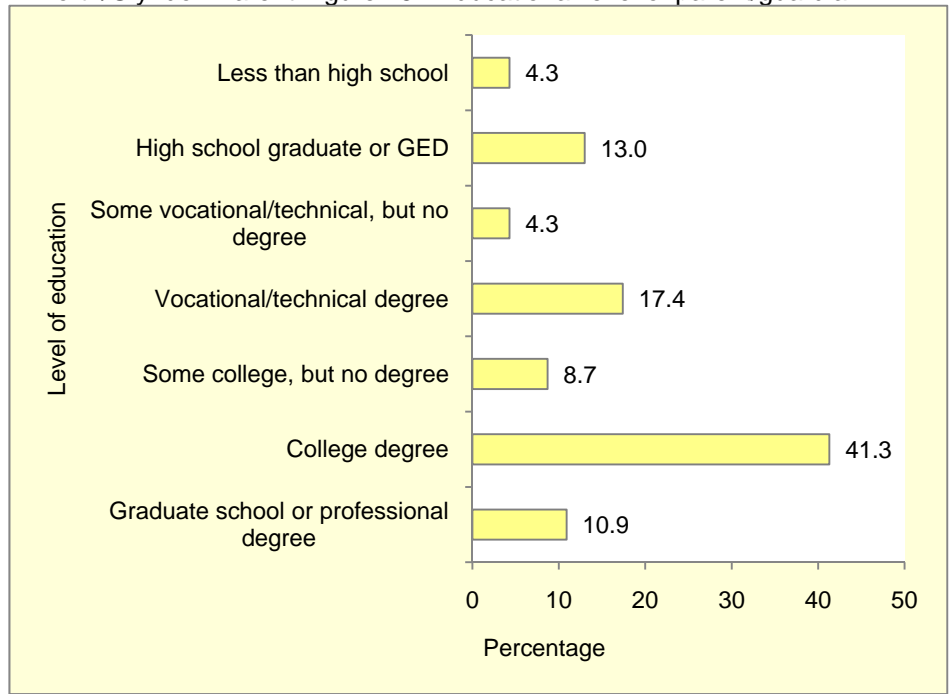
Dilworth/Glyndon Parent Figure 24. Age of parent/guardian



N=47

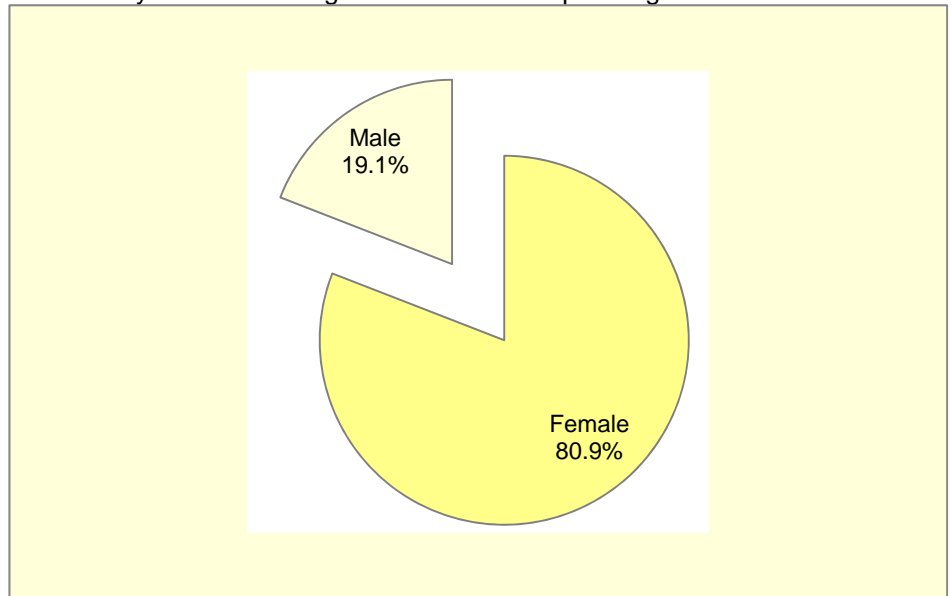
- Half of parents who responded to the survey have at least a college degree (52.2 percent); 10.9 percent have a graduate or professional degree (Figure 25, Appendix Table 30).
- The vast majority of parents who responded to the survey are female (80.9 percent) (Figure 26, Appendix Table 31).

Dilworth/Glyndon Parent Figure 25. Educational level of parent/guardian



N=46

Dilworth/Glyndon Parent Figure 26. Gender of parent/guardian



N=47

## Dilworth/Glyndon Student Survey Results

### Daily Patterns

- Students were asked how they usually get TO and home FROM school (Figures 1 and 2, Appendix Table 32).

#### TO school:

- Three in five students say they usually go to school by car (58.6 percent); 51.9 percent say they usually get there by bus.
- One in four students say they usually walk or ride their bicycle to school (26.5 percent).

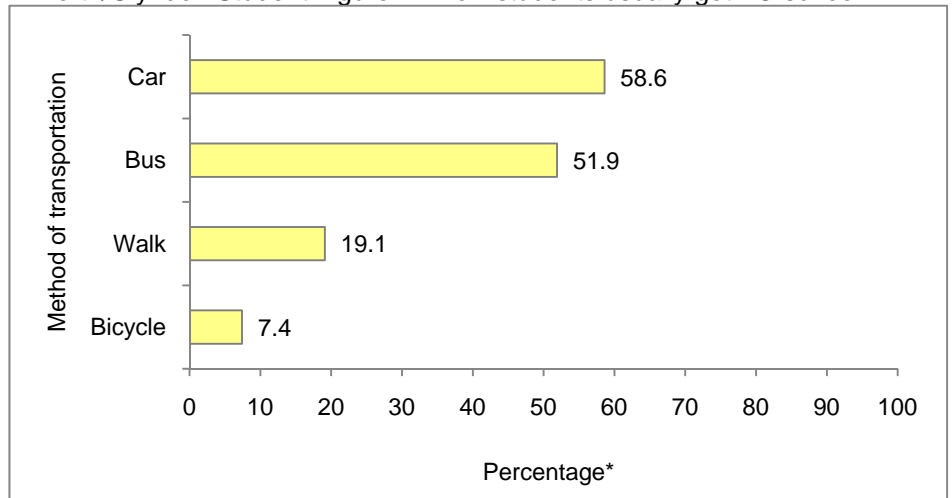
#### Home FROM school:

- Nearly two-thirds of the students say they usually leave the school by bus (63.0 percent); 39.5 percent say they leave by car.
- Two in five say they usually walk or ride bicycle home from school (44.4 percent).

Students were asked, if given a choice, how they would most like to get to and from school (Figure 3, Appendix Table 33).

- Nearly half of students say they would most like to get to and from school by car (45.6 percent); 22.5 percent prefer a bus.
- Nearly one-third of students say they would most like to get back and forth to school by walking or bicycling (31.3 percent).

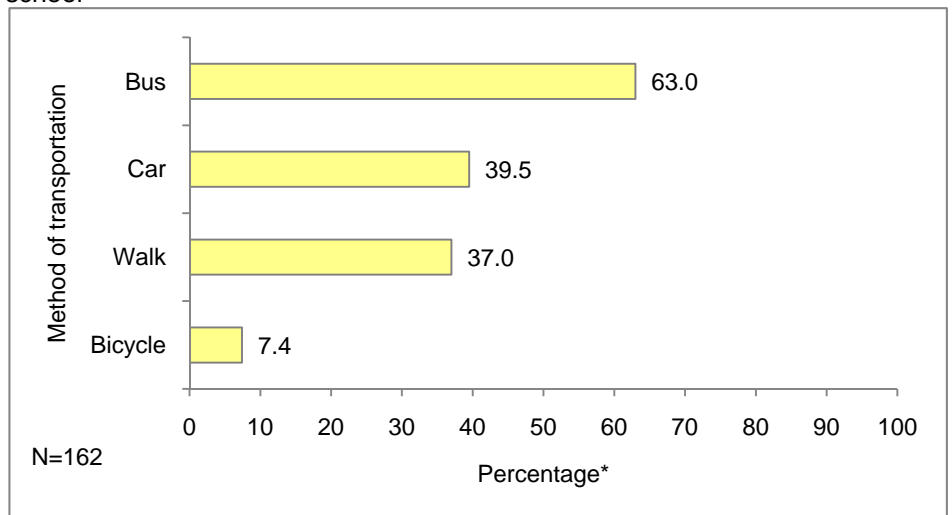
Dilworth/Glyndon Student Figure 1. How students usually get TO school



N=162

\*Percentages do not equal 100.0 due to multiple responses.

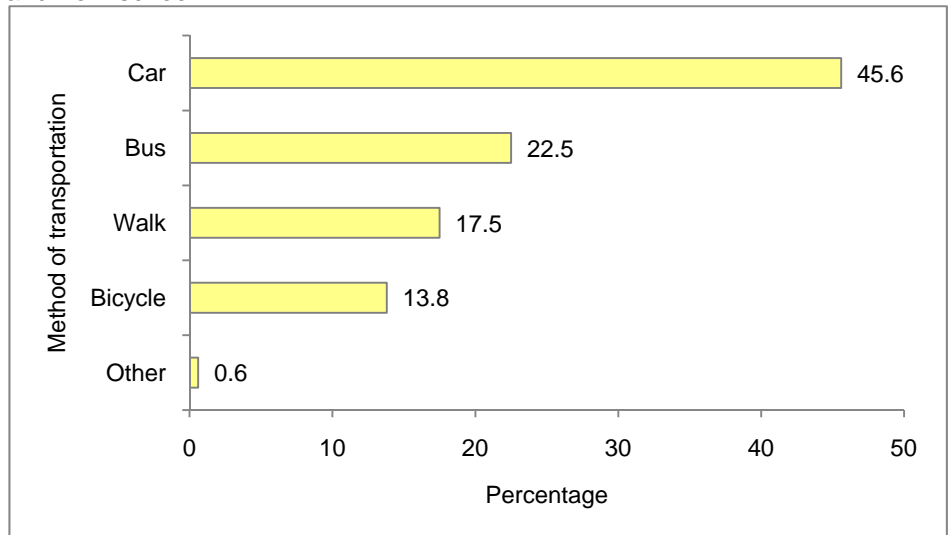
Dilworth/Glyndon Student Figure 2. How students usually get home FROM school



N=162

\*Percentages do not equal 100.0 due to multiple responses.

Dilworth/Glyndon Student Figure 3. How students would MOST like to get to and from school



N=160

Students were asked, in an average week, how often they walk or ride their bicycle to school (Figure 4, Appendix Table 34).

- Three in five students say the number of times, in an average week, they walk or ride their bicycle to school is zero or none (62.0 percent); 8.7 percent say they walk or ride their bicycle less than once a week.
- One in five students say they walk or ride their bicycle to school at least three times a week (22.0 percent).

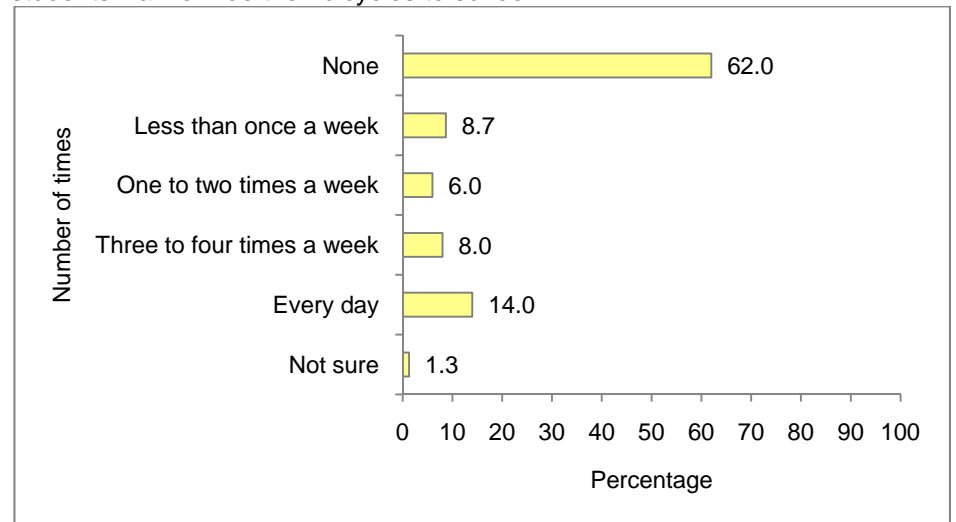
Students were asked if they have taken a bicycle safety training course, such as "Rules of the Road," "McGruff – Riding Right," a police department training course, or others (Figure 5, Appendix Table 35).

- The vast majority of students say they have either not taken a bicycle safety training course or they were not sure (87.0 percent).

See Figure 6 and Appendix Table 36 for grade levels of students who participated in the survey.

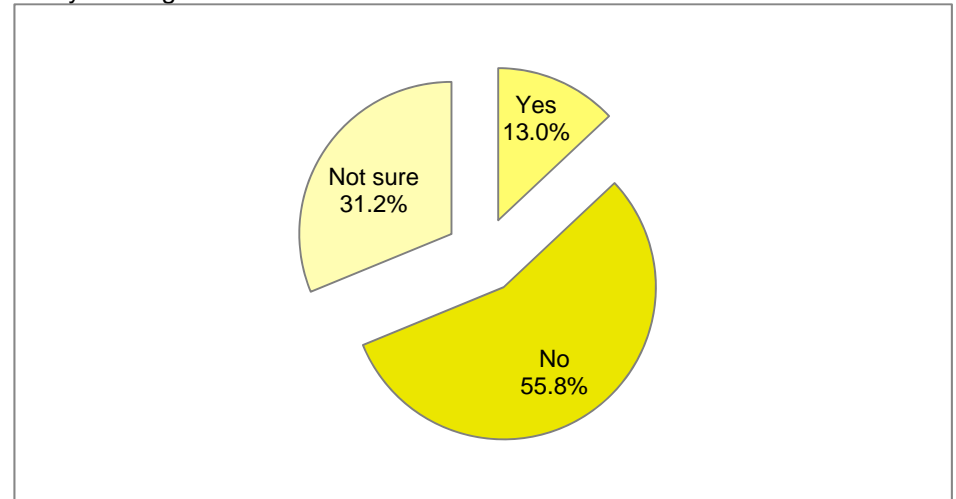
- The proportion of students who completed the survey is reflective of the intended sampling.

Dilworth/Glyndon Student Figure 4. Number of times in an average week students walk or ride their bicycles to school



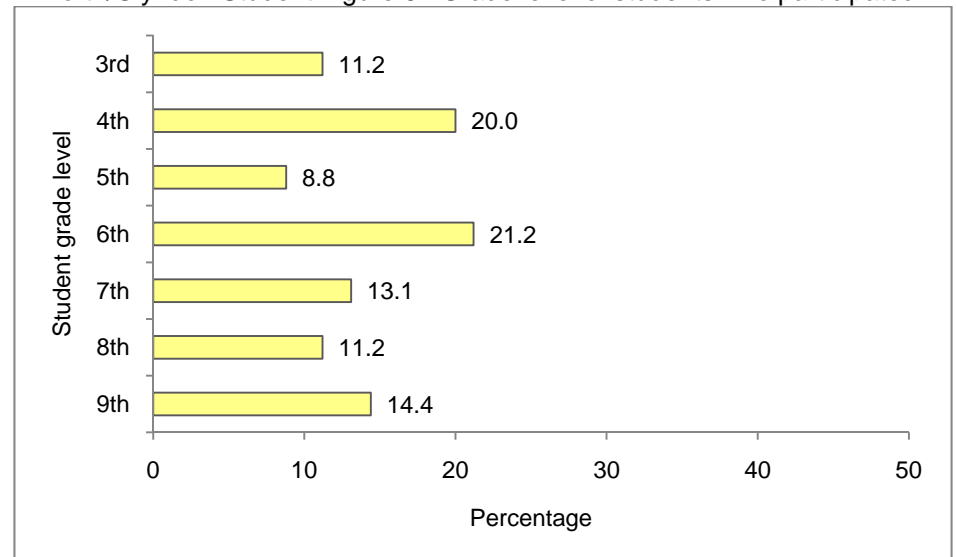
N=150

Dilworth/Glyndon Student Figure 5. Whether students have taken a bicycle safety training course



N=154

Dilworth/Glyndon Student Figure 6. Grade level of students who participated



N=160

## Barriers to Walking or Riding a Bicycle to and from School

Students were given a list and asked to identify the things that may make it difficult for them to walk or ride their bicycle to and from school (Table 1, Appendix Tables 37a-37d).

- Weather – too cold in winter and icy or snow-covered sidewalks are two of the top four barriers that students say prevent them from walking or riding their bicycle to and from school (35.2 percent and 24.1 percent, respectively).
- Distance – too far from school and having too much stuff to carry are also two of the top four barriers (28.4 percent and 23.5 percent, respectively).
- Students were given an opportunity to write in other reasons why they may not be walking or riding their bicycle to and from school. See Table 1a for a list of those responses.

Dilworth/Glyndon Student Table 1. Barriers to walking or riding a bicycle to and from school

Barriers	Percentage of respondents*
Weather – too cold in winter	35.2
Distance – too far from school	28.4
Weather – icy or snow-covered sidewalks	24.1
Too much stuff to carry (books, equipment, instrument)	23.5
Parent or other adult drops me off on their way to work or picks me up on their way home	14.8
After school activities	14.2
Broken or missing sidewalks	14.2
I do not want to walk or ride a bicycle to school	13.0
Cars that drive too fast in my neighborhood	11.1
Scary people	9.9
Cars that drive too fast by my school	9.9
Crossing intersections with lots of traffic	8.6
Bullying/teasing from other kids	8.0
My parents will not let me	8.0
Scary dogs	4.3
Having to walk or ride bicycle by myself	3.7
Not having a safe place to leave my bicycle and helmet	3.1
I do not have a bicycle (or one that works)	3.1
Getting sweaty	2.5
Other people don't think it's "cool"	1.9
Too dark outside	0.0
Prefer to not answer	6.2
Other	3.1

N=162

\*Percentages do not equal 100.0 due to multiple responses.

Dilworth/Glyndon Student Table 1a. Other barriers to walking or riding a bicycle to school

Other barriers*	Number of responses
Mom or other adult driver drops child off on their way to work	3
Traffic concerns – [Dangerous] highway/road, cars don't stop	2
Weather – too cold	1
Child would be late for school	1
In the afternoon child would have to walk a long way to get home	1

\*Students were given the opportunity to write in other reasons why they may not be walking or riding their bicycle to and from school. Some comments may duplicate those reasons that were provided in the list (Table 1).



Students were given a list and asked to identify those things that would help them walk or ride their bicycle to and from school more often (Table 2, Appendix Tables 38a-38c).

- When asked what would help them walk or ride their bicycle to and from school more often, one in four students say nothing – they live too far from school (24.7 percent); 21.0 percent of students indicate that fewer things to carry would help them.
- Additional responses regarding things that would assist students in walking or bicycling to school more often include more considerate drivers (12.3 percent), sidewalks that are clean and not broken (11.1 percent), and slower traffic speeds (10.5 percent); 11.7 percent say nothing would help them because they do not want to walk or ride their bicycle.
- Students were given the opportunity to write in responses to other things that would assist them in walking or riding their bicycle to and from school. See Table 2a for those responses.

Dilworth/Glyndon Student Table 2. Things that would assist students in walking or riding their bicycle to school

Responses	Percentage of respondents*
Nothing, I live too far from the school	24.7
Fewer things to carry	21.0
More considerate drivers	12.3
Nothing, I do not want to walk or ride my bicycle to school	11.7
Sidewalks that are clean and not broken	11.1
Slower traffic speeds	10.5
Sidewalk or path	9.3
Nothing, I prefer to get a ride for CONVENIENCE	7.4
A drop-off place closer to school so I can walk part of the way	6.2
More help, such as a crossing guard or traffic signal, crossing the street	5.6
Nothing, I prefer to get a ride for SAFETY	3.7
No scary dogs	3.7
More parents and adults walking on my route	3.1
Prefer to not answer	6.2
Other	3.7

N=162

\*Percentages do not equal 100.0 due to multiple responses.

Dilworth/Glyndon Student Table 2a. Other things that would assist students in walking or riding bicycle to school

Other responses*	Number of responses
Warmer in winter	2
Living closer to school	1
Scary drivers	1
Not so much traffic	1
Ride a bus	1
Sidewalk on Park Avenue	1

\*Students were given the opportunity to write in responses to other things that would assist them in walking or riding their bicycle to and from school. Some comments may duplicate those responses that were provided in the list (Table 2).

### **Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

Students were asked whether they had a sidewalk or path for the whole trip (Figure 7, Appendix Table 39).

- On their most recent walk or bicycle ride to school, the majority of students say they did not have a sidewalk or path for the whole trip (58.8 percent).

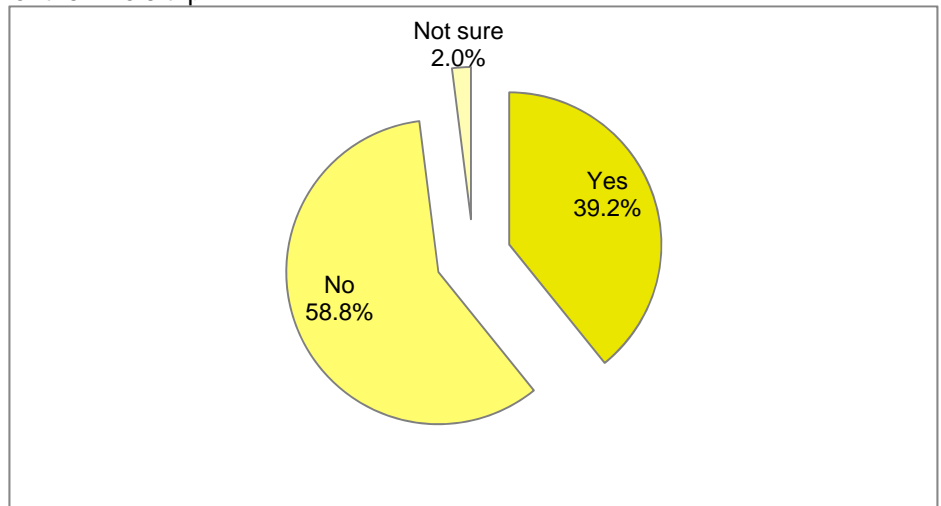
Students were asked about the number of times they had to walk off the sidewalk or path because someone was in their way (Figure 8, Appendix Table 40).

- On their most recent walk or bicycle ride to school, 24.0 percent of students say they had to walk off the sidewalk or path at least once because someone was in their way; 10.0 percent had to walk off the sidewalk or path at least three times.

Students were asked about the number of streets they had to cross to get to school (Figure 9, Appendix Table 41).

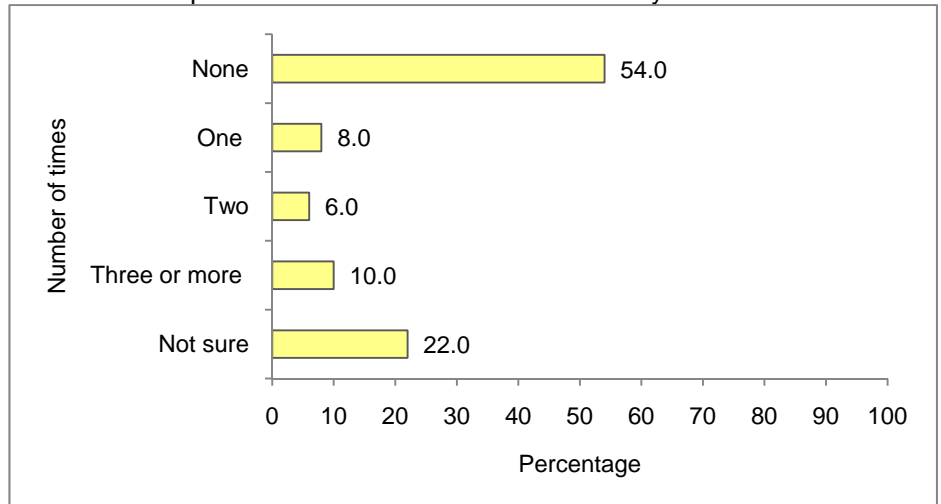
- On their most recent walk or bicycle ride to school, the largest proportion of students say they had to cross two or three streets to get to school (45.8 percent each); 6.2 percent of students say they crossed five or more streets to get to school.

Dilworth/Glyndon Student Figure 7. Whether students had a sidewalk or path for the whole trip



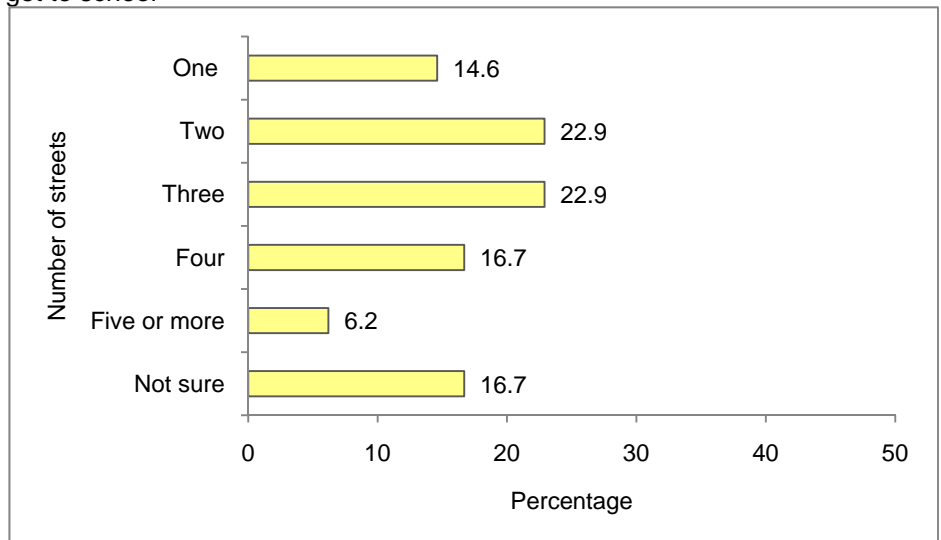
N=51

Dilworth/Glyndon Student Figure 8. Number of times students had to walk off the sidewalk or path because someone was in their way



N=50

Dilworth/Glyndon Student Figure 9. Number of streets students had to cross to get to school



N=48

### Of Students Who Have Walked or Ridden Their Bicycle to School:

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

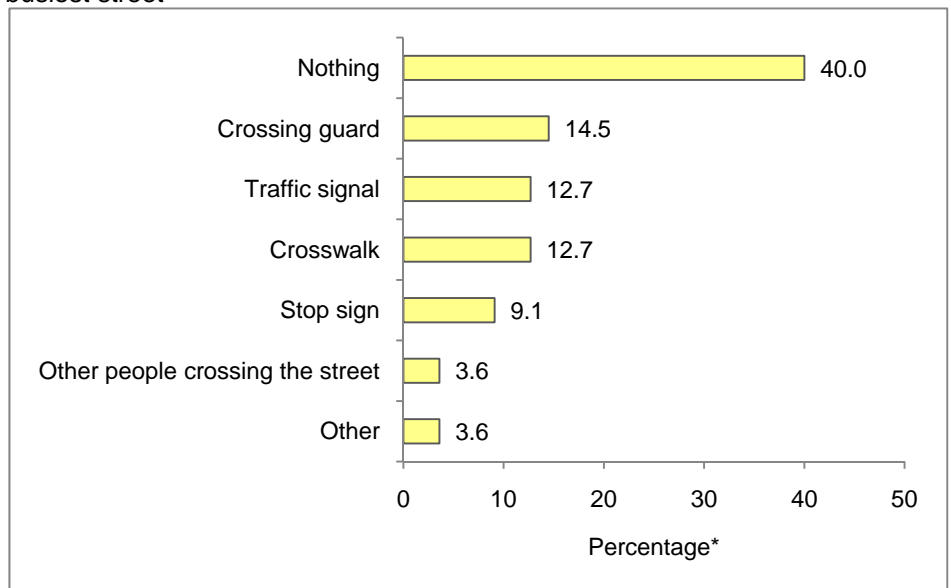
Students were asked to identify things that helped them cross the busiest street (Figure 10, Appendix Table 42).

- On their most recent walk or bicycle ride to school, 40.0 percent of students say nothing helped them cross the busiest street; 14.5 percent say a crossing guard helped them, followed by a traffic signal and a crosswalk (12.7 percent each).

Students were asked how many drivers drove slowly and safely, waited for them to cross the street, blocked the sidewalk or crosswalk, and sped through an intersection (Figure 11, Appendix Tables 43a-43d).

- On their most recent walk or bicycle ride to school, 22.4 percent of students say that some drivers blocked the sidewalk or crosswalk; 6.1 percent say many drivers did that.
- Two in five students say some drivers sped through an intersection (39.6 percent); 16.7 percent say many drivers did that.

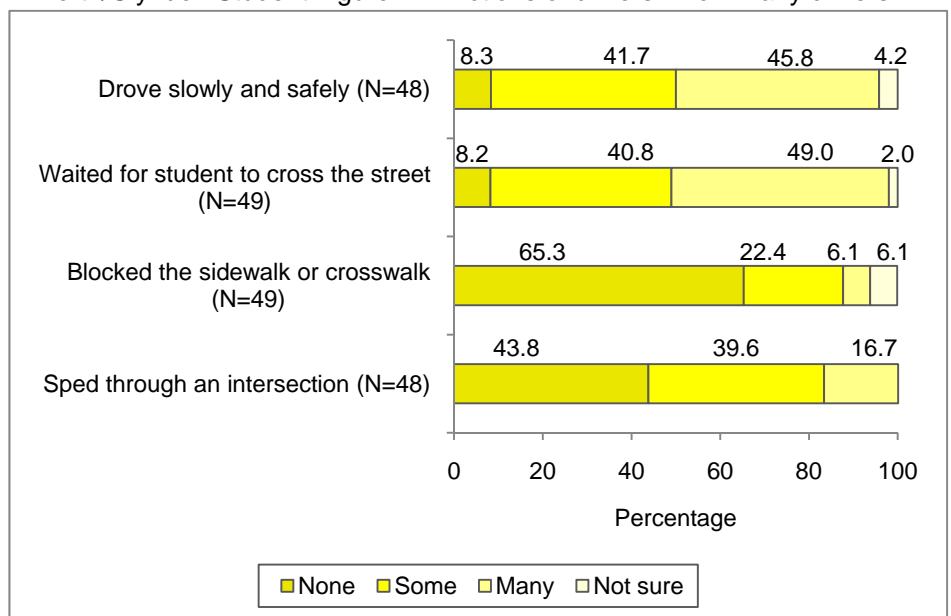
Dilworth/Glyndon Student Figure 10. Things that helped students cross the busiest street



N=55

\*Percentages do not equal 100.0 due to multiple responses.

Dilworth/Glyndon Student Figure 11. Actions of drivers: How many drivers...



**Of Students Who Have Walked or Ridden Their Bicycle to School:**

Students were asked to answer the questions based on their MOST RECENT walk or bicycle ride to school.

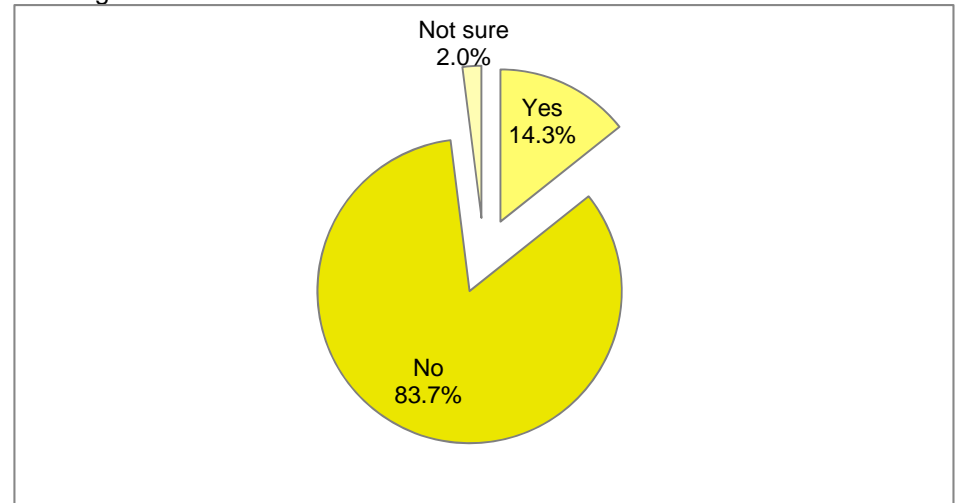
Students were asked, when getting to school, whether there were cars or buses in their way making it difficult to enter the school grounds Figure 12, Appendix Table 44).

- On their most recent walk or bicycle ride to school, 14.3 percent of students say there were cars or buses in their way making it difficult to enter the school grounds.

Students were asked what they liked best about their most recent walk or bicycle ride to school (Figure 13, Appendix Table 45).

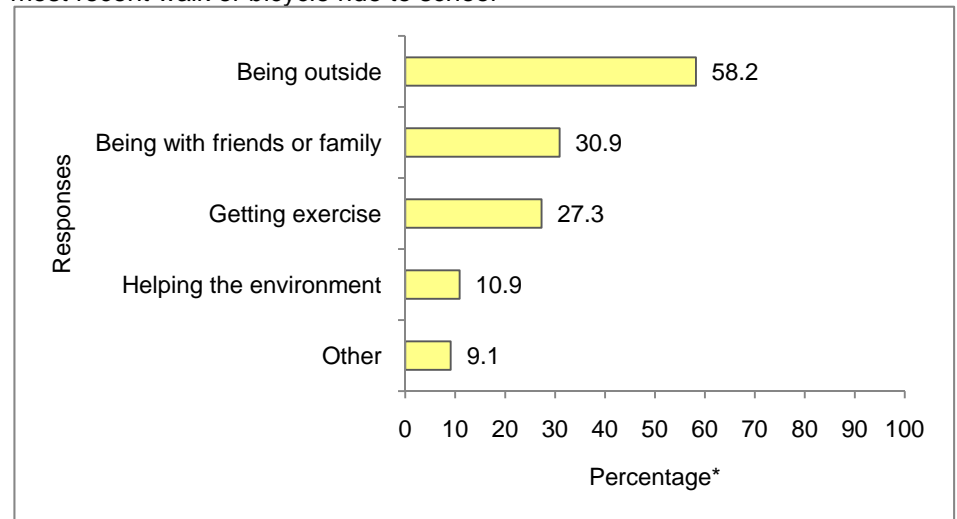
- The majority of students say being outside is what they liked best about their most recent walk or bicycle ride to school (58.2 percent); 30.9 percent say they liked being with friends or family (Figure 13).

Dilworth/Glyndon Student Figure 12. When getting to school, whether there are cars or buses in student’s way making it difficult to enter the school grounds



N=49

Dilworth/Glyndon Student Figure 13. What students liked best about their most recent walk or bicycle ride to school



N=55

\*Percentages do not equal 100.0 due to multiple responses.

# APPENDIX TABLES

## Parent Appendix Tables

Appendix Table 1. Number of times, in an average week, child walks or rides their bicycle to school by group

Group	Percentage of respondents					TOTAL
	None	Less than once a week	1 to 2 times a week	3 to 4 times a week	Every day	
<i>Overall (N=473)</i>	71.2	6.6	6.6	4.0	11.6	100.0
<b>NORTH DAKOTA (N=287)</b>	<b>69.7</b>	<b>5.9</b>	<b>7.3</b>	<b>4.9</b>	<b>12.2</b>	<b>100.0</b>
Fargo District (N=161)	61.5	9.9	9.9	5.0	13.7	100.0
Fargo A (N=60)	43.3	16.7	10.0	11.7	18.3	100.0
Fargo B (N=57)	80.7	7.0	3.5	1.8	7.0	100.0
Fargo C (N=44)	61.4	4.5	18.2	0.0	15.9	100.0
West Fargo District (N=126)	80.2	0.8	4.0	4.8	10.3	100.1
West Fargo A (N=80)	77.5	1.2	6.2	5.0	10.0	99.9
West Fargo B (N=46)	84.8	0.0	0.0	4.3	10.9	100.0
<b>MINNESOTA (N=186)</b>	<b>73.7</b>	<b>7.5</b>	<b>5.4</b>	<b>2.7</b>	<b>10.8</b>	<b>100.1</b>
Moorhead District (N=139)	76.3	7.2	4.3	2.2	10.1	100.1
Moorhead A (N=90)	70.0	7.8	5.6	2.2	14.4	100.0
Moorhead B (N=49)	87.8	6.1	2.0	2.0	2.0	99.9
Dilworth/Glyndon District (N=47)	66.0	8.5	8.5	4.3	12.8	100.1
Dilworth (N=27)*	---	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 2. Distance child lives from school by group

Group	Percentage of respondents				TOTAL
	Less than ½ mile	½ mile to 1 mile	More than 1 mile to 1 ½ mile	More than 1 ½ mile	
<i>Overall (N=467)</i>	26.3	21.6	13.9	38.1	99.9
<b>NORTH DAKOTA (N=281)</b>	<b>27.4</b>	<b>23.8</b>	<b>15.7</b>	<b>33.1</b>	<b>100.0</b>
Fargo District (N=156)	34.0	28.2	12.8	25.0	100.0
Fargo A (N=57)	47.4	21.1	8.8	22.8	100.1
Fargo B (N=56)	23.2	37.5	16.1	23.2	100.0
Fargo C (N=43)	30.2	25.6	14.0	30.2	100.0
West Fargo District (N=125)	19.2	18.4	19.2	43.2	100.0
West Fargo A (N=79)	22.8	17.7	25.3	34.2	100.0
West Fargo B (N=46)	13.0	19.6	8.7	58.7	100.0
<b>MINNESOTA (N=186)</b>	<b>24.7</b>	<b>18.3</b>	<b>11.3</b>	<b>45.7</b>	<b>100.0</b>
Moorhead District (N=140)	18.6	16.4	15.0	50.0	100.0
Moorhead A (N=88)	23.9	20.5	12.5	43.2	100.1
Moorhead B (N=52)	9.6	9.6	19.2	61.5	99.9
Dilworth/Glyndon District (N=46)	43.5	23.9	0.0	32.6	100.0
Dilworth (N=27)*	---	---	---	---	---
Glyndon (N=19)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 3. How child usually ARRIVES at school by group

Group	Percentage of respondents							TOTAL
	Walk	Bicycle	School bus or shuttle	Family vehicle	Carpool	Transit	Other	
Overall (N=469)	9.8	4.5	40.7	40.9	2.8	0.0	1.3	100.0
<b>NORTH DAKOTA (N=283)</b>	<b>10.6</b>	<b>5.7</b>	<b>36.0</b>	<b>42.0</b>	<b>4.2</b>	<b>0.0</b>	<b>1.4</b>	<b>99.9</b>
Fargo District (N=157)	10.8	5.1	22.9	52.9	5.7	0.0	2.5	99.9
Fargo A (N=58)	17.2	6.9	8.6	58.6	3.4	0.0	5.2	99.9
Fargo B (N=56)	3.6	3.6	33.9	46.4	10.7	0.0	1.8	100.0
Fargo C (N=43)	11.6	4.7	27.9	53.5	2.3	0.0	0.0	100.0
West Fargo District (N=126)	10.3	6.3	52.4	28.6	2.4	0.0	0.0	100.0
West Fargo A (N=79)	11.4	3.8	45.6	36.7	2.5	0.0	0.0	100.0
West Fargo B (N=47)	8.5	10.6	63.8	14.9	2.1	0.0	0.0	99.9
<b>MINNESOTA (N=186)</b>	<b>8.6</b>	<b>2.7</b>	<b>47.8</b>	<b>39.2</b>	<b>0.5</b>	<b>0.0</b>	<b>1.1</b>	<b>99.9</b>
Moorhead District (N=139)	6.5	2.9	50.4	38.8	0.7	0.0	0.7	100.0
Moorhead A (N=89)	9.0	3.4	34.8	51.7	0.0	0.0	1.1	100.0
Moorhead B (N=50)	2.0	2.0	78.0	16.0	2.0	0.0	0.0	100.0
Dilworth/Glyndon District (N=47)	14.9	2.1	40.4	40.4	0.0	0.0	2.1	99.9
Dilworth (N=27)*	---	---	---	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 4. Length of travel time TO school by group

Group	Percentage of respondents				TOTAL
	Less than 5 minutes	5 to 10 minutes	11 to 20 minutes	More than 20 minutes	
Overall (N=468)	26.9	36.1	25.2	11.8	100.0
<b>NORTH DAKOTA (N=284)</b>	<b>26.1</b>	<b>39.8</b>	<b>22.9</b>	<b>11.3</b>	<b>100.1</b>
Fargo District (N=157)	32.5	45.9	18.5	3.2	100.1
Fargo A (N=58)	34.5	53.4	10.3	1.7	99.9
Fargo B (N=55)	30.9	38.2	25.5	5.5	100.1
Fargo C (N=44)	31.8	45.5	20.5	2.3	100.1
West Fargo District (N=127)	18.1	32.3	28.3	21.3	100.0
West Fargo A (N=80)	21.2	37.5	31.2	10.0	99.9
West Fargo B (N=47)	12.8	23.4	23.4	40.4	100.0
<b>MINNESOTA (N=184)</b>	<b>28.3</b>	<b>30.4</b>	<b>28.8</b>	<b>12.5</b>	<b>100.0</b>
Moorhead District (N=137)	20.4	36.5	35.0	8.0	99.9
Moorhead A (N=87)	24.1	39.1	28.7	8.0	99.9
Moorhead B (N=50)	14.0	32.0	46.0	8.0	100.0
Dilworth/Glyndon District (N=47)	51.1	12.8	10.6	25.5	100.0
Dilworth (N=27)*	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 5. Level of traffic congestion at school site when dropping off child by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all congested (1)	(2)	(3)	(4)	Very congested (5)	
Overall (N=406)	3.69	6.2	12.1	22.7	24.4	34.7	100.1
<b>NORTH DAKOTA (N=244)</b>	<b>3.64</b>	<b>7.4</b>	<b>11.1</b>	<b>25.0</b>	<b>23.4</b>	<b>33.2</b>	<b>100.1</b>
Fargo District (N=141)	3.50	8.5	14.2	23.4	27.0	27.0	100.1
Fargo A (N=53)	3.30	9.4	17.0	30.2	20.8	22.6	100.0
Fargo B (N=48)	3.42	10.4	10.4	27.1	31.2	20.8	99.9
Fargo C (N=40)	3.85	5.0	15.0	10.0	30.0	40.0	100.0
West Fargo District (N=103)	3.83	5.8	6.8	27.2	18.4	41.7	99.9
West Fargo A (N=70)	4.10	0.0	4.3	25.7	25.7	44.3	100.0
West Fargo B (N=33)	3.27	18.2	12.1	30.3	3.0	36.4	100.0
<b>MINNESOTA (N=162)</b>	<b>3.78</b>	<b>4.3</b>	<b>13.6</b>	<b>19.1</b>	<b>25.9</b>	<b>37.0</b>	<b>99.9</b>
Moorhead District (N=123)	3.85	4.1	13.0	15.4	29.3	38.2	100.0
Moorhead A (N=82)	3.78	4.9	17.1	11.0	29.3	37.8	100.1
Moorhead B (N=41)	3.98	2.4	4.9	24.4	29.3	39.0	100.0
Dilworth/Glyndon District (N=39)	3.56	5.1	15.4	30.8	15.4	33.3	100.0
Dilworth (N=23)**	---	---	---	---	---	---	---
Glyndon (N=16)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all congested" and five being "Very congested."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 6. How child usually LEAVES FOR HOME after school by group

Group	Percentage of respondents							TOTAL
	Walk	Bicycle	School bus or shuttle	Family vehicle	Carpool	Transit	Other	
Overall (N=461)	18.9	4.8	47.9	22.8	3.3	0.0	2.4	100.1
<b>NORTH DAKOTA (N=281)</b>	<b>19.2</b>	<b>6.0</b>	<b>45.2</b>	<b>23.1</b>	<b>3.6</b>	<b>0.0</b>	<b>2.8</b>	<b>99.9</b>
Fargo District (N=154)	25.3	5.8	36.4	24.7	4.5	0.0	3.2	99.9
Fargo A (N=57)	40.4	8.8	10.5	24.6	8.8	0.0	7.0	100.1
Fargo B (N=56)	16.1	3.6	50.0	25.0	3.6	0.0	1.8	100.1
Fargo C (N=41)	17.1	4.9	53.7	24.4	0.0	0.0	0.0	100.1
West Fargo District (N=127)	11.8	6.3	55.9	21.3	2.4	0.0	2.4	100.1
West Fargo A (N=81)	13.6	3.7	49.4	28.4	1.2	0.0	3.7	100.0
West Fargo B (N=46)	8.7	10.9	67.4	8.7	4.3	0.0	0.0	100.0
<b>MINNESOTA (N=180)</b>	<b>18.3</b>	<b>2.8</b>	<b>52.2</b>	<b>22.2</b>	<b>2.8</b>	<b>0.0</b>	<b>1.7</b>	<b>100.0</b>
Moorhead District (N=135)	17.0	3.0	51.9	23.0	3.0	0.0	2.2	100.1
Moorhead A (N=87)	24.1	3.4	43.7	23.0	3.4	0.0	2.3	99.9
Moorhead B (N=48)	4.2	2.1	66.7	22.9	2.1	0.0	2.1	100.1
Dilworth/Glyndon District (N=45)	22.2	2.2	53.3	20.0	2.2	0.0	0.0	99.9
Dilworth (N=26)*	---	---	---	---	---	---	---	---
Glyndon (N=19)*	---	---	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.



Appendix Table 7. Length of travel time FROM school by group

Group	Percentage of respondents				
	Less than 5 minutes	5 to 10 minutes	11 to 20 minutes	More than 20 minutes	TOTAL
<i>Overall (N=453)</i>	16.1	35.3	32.9	15.7	100.0
<b>NORTH DAKOTA (N=277)</b>	<b>16.6</b>	<b>35.4</b>	<b>31.8</b>	<b>16.2</b>	<b>100.0</b>
Fargo District (N=153)	18.3	41.2	29.4	11.1	100.0
Fargo A (N=57)	15.8	52.6	28.1	3.5	100.0
Fargo B (N=53)	13.2	37.7	34.0	15.1	100.0
Fargo C (N=43)	27.9	30.2	25.6	16.3	100.0
West Fargo District (N=124)	14.5	28.2	34.7	22.6	100.0
West Fargo A (N=78)	17.9	32.1	38.5	11.5	100.0
West Fargo B (N=46)	8.7	21.7	28.3	41.3	100.0
<b>MINNESOTA (N=176)</b>	<b>15.3</b>	<b>35.2</b>	<b>34.7</b>	<b>14.8</b>	<b>100.0</b>
Moorhead District (N=132)	11.4	37.9	40.2	10.6	100.1
Moorhead A (N=84)	11.9	41.7	36.9	9.5	100.0
Moorhead B (N=48)	10.4	31.2	45.8	12.5	99.9
Dilworth/Glyndon District (N=44)	27.3	27.3	18.2	27.3	100.1
Dilworth (N=24)*	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 8. Level of traffic congestion at school site when picking up child by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all congested (1)	(2)	(3)	(4)	Very congested (5)	
<i>Overall (N=404)</i>	4.06	4.0	6.2	18.3	22.8	48.8	100.1
<b>NORTH DAKOTA (N=246)</b>	<b>4.03</b>	<b>3.3</b>	<b>6.5</b>	<b>21.1</b>	<b>22.4</b>	<b>46.7</b>	<b>100.0</b>
Fargo District (N=137)	4.01	1.5	9.5	21.2	22.6	45.3	100.1
Fargo A (N=53)	3.83	0.0	11.3	34.0	15.1	39.6	100.0
Fargo B (N=45)	4.20	0.0	4.4	17.8	31.1	46.7	100.0
Fargo C (N=39)	4.03	5.1	12.8	7.7	23.1	51.3	100.0
West Fargo District (N=109)	4.06	5.5	2.8	21.1	22.0	48.6	100.0
West Fargo A (N=74)	4.27	1.4	2.7	14.9	29.7	51.4	100.1
West Fargo B (N=35)	3.60	14.3	2.9	34.3	5.7	42.9	100.1
<b>MINNESOTA (N=158)</b>	<b>4.11</b>	<b>5.1</b>	<b>5.7</b>	<b>13.9</b>	<b>23.4</b>	<b>51.9</b>	<b>100.0</b>
Moorhead District (N=120)	4.10	5.8	5.0	15.0	21.7	52.5	100.0
Moorhead A (N=78)	4.13	7.7	5.1	9.0	23.1	55.1	100.0
Moorhead B (N=42)	4.05	2.4	4.8	26.2	19.0	47.6	100.0
Dilworth/Glyndon District (N=38)	4.16	2.6	7.9	10.5	28.9	50.0	99.9
Dilworth (N=24)**	---	---	---	---	---	---	---
Glyndon (N=14)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all congested" and five being "Very congested."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 9. Parent's preferred method of transportation for child getting to and from school by group

Group	Percentage of respondents					
	Walk	Bicycle	Bus	Car	Other	TOTAL
<i>Overall (N=457)</i>	17.9	8.8	41.8	29.1	2.4	100.0
<b>NORTH DAKOTA (N=274)</b>	<b>15.7</b>	<b>12.8</b>	<b>35.0</b>	<b>33.2</b>	<b>3.3</b>	<b>100.0</b>
Fargo District (N=150)	19.3	15.3	23.3	38.0	4.0	99.9
Fargo A (N=54)	29.6	22.2	9.3	37.0	1.9	100.0
Fargo B (N=54)	11.1	9.3	37.0	38.9	3.7	100.0
Fargo C (N=42)	16.7	14.3	23.8	38.1	7.1	100.0
West Fargo District (N=124)	11.3	9.7	49.2	27.4	2.4	100.0
West Fargo A (N=78)	15.4	7.7	41.0	33.3	2.6	100.0
West Fargo B (N=46)	4.3	13.0	63.0	17.4	2.2	99.9
<b>MINNESOTA (N=183)</b>	<b>21.3</b>	<b>2.7</b>	<b>51.9</b>	<b>23.0</b>	<b>1.1</b>	<b>100.0</b>
Moorhead District (N=137)	17.5	2.9	54.7	23.4	1.5	100.0
Moorhead A (N=86)	22.1	3.5	44.2	27.9	2.3	100.0
Moorhead B (N=51)	9.8	2.0	72.5	15.7	0.0	100.0
Dilworth/Glyndon District (N=46)	32.6	2.2	43.5	21.7	0.0	100.0
Dilworth (N=26)*	---	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 10. Parent's perception of child's overall safety when walking or bicycling to and from school by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all safe (1)	(2)	(3)	(4)	Very safe (5)	
<i>Overall (N=416)</i>	2.82	24.0	17.3	23.8	22.4	12.5	100.0
<b>NORTH DAKOTA (N=253)</b>	<b>2.96</b>	<b>19.8</b>	<b>17.0</b>	<b>25.7</b>	<b>22.9</b>	<b>14.6</b>	<b>100.0</b>
Fargo District (N=146)	3.22	10.3	15.1	30.8	30.1	13.7	100.0
Fargo A (N=56)	3.66	3.6	5.4	32.1	39.3	19.6	100.0
Fargo B (N=49)	2.73	18.4	26.5	28.6	16.3	10.2	100.0
Fargo C (N=41)	3.20	9.8	14.6	31.7	34.1	9.8	100.0
West Fargo District (N=107)	2.60	32.7	19.6	18.7	13.1	15.9	100.0
West Fargo A (N=68)	2.56	26.5	26.5	22.1	14.7	10.3	100.1
West Fargo B (N=39)	2.67	43.6	7.7	12.8	10.3	25.6	100.0
<b>MINNESOTA (N=163)</b>	<b>2.61</b>	<b>30.7</b>	<b>17.8</b>	<b>20.9</b>	<b>21.5</b>	<b>9.2</b>	<b>100.1</b>
Moorhead District (N=123)	2.58	32.5	16.3	22.0	19.5	9.8	100.1
Moorhead A (N=78)	2.67	32.1	15.4	20.5	17.9	14.1	100.0
Moorhead B (N=45)	2.42	33.3	17.8	24.4	22.2	2.2	99.9
Dilworth/Glyndon District (N=40)	2.70	25.0	22.5	17.5	27.5	7.5	100.0
Dilworth (N=23)**	---	---	---	---	---	---	---
Glyndon (N=17)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all safe" and five being "Very safe."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 11a. Reasons that may impact whether the child walks or rides their bicycle to and from school, based on mean response by group

Group	Mean response*					
	Traffic – too much in neighborhood	Traffic – too much at school	Traffic – safety concerns at intersections and crossings	Speed – cars drive too fast through the neighborhood	Speed – cars drive too fast by school	Crime
<i>Overall</i>	3.00	3.06	3.79	3.22	2.84	2.04
<b>NORTH DAKOTA</b>	<b>2.95</b>	<b>3.06</b>	<b>3.78</b>	<b>3.16</b>	<b>2.82</b>	<b>2.00</b>
Fargo District	2.88	3.09	3.78	3.22	2.81	2.04
Fargo A	2.31	2.74	3.16	2.89	2.56	1.93
Fargo B	3.38	3.36	4.09	3.36	3.02	2.15
Fargo C	3.00	3.22	4.12	3.48	2.87	2.05
West Fargo District	3.05	3.02	3.79	3.08	2.82	1.96
West Fargo A	2.97	3.19	3.76	3.01	2.73	2.11
West Fargo B	3.20	2.71	3.83	3.19	2.98	1.68
<b>MINNESOTA</b>	<b>3.09</b>	<b>3.07</b>	<b>3.79</b>	<b>3.33</b>	<b>2.88</b>	<b>2.08</b>
Moorhead District	3.08	2.98	3.86	3.17	2.70	2.12
Moorhead A	3.12	2.96	3.80	3.25	2.68	2.14
Moorhead B	3.02	3.02	3.96	3.02	2.72	2.09
Dilworth/Glyndon District	3.10	3.32	3.58	3.85	3.48	1.98
Dilworth**	---	---	---	---	---	---
Glyndon**	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being “Not at all” and five being “A great deal.”

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 11b. Reasons that may impact whether the child walks or rides their bicycle to and from school, based on mean response by group

Group	Mean response*					
	Bullying or teasing from other kids	Scary dogs	Sidewalks/ bikeways – missing or are not adequate	Distance – school is too far away	Weather – no protection from the weather	Weather – sidewalks are covered with snow/ice
<i>Overall</i>	1.80	1.61	2.47	3.07	3.39	3.08
<b>NORTH DAKOTA</b>	<b>1.73</b>	<b>1.56</b>	<b>2.14</b>	<b>2.94</b>	<b>3.42</b>	<b>3.06</b>
Fargo District	1.71	1.55	1.91	2.46	3.40	3.14
Fargo A	1.67	1.41	1.71	2.07	3.40	3.04
Fargo B	1.82	1.67	1.98	2.82	3.28	3.22
Fargo C	1.62	1.60	2.07	2.51	3.54	3.21
West Fargo District	1.76	1.58	2.44	3.54	3.45	2.95
West Fargo A	1.79	1.60	2.08	3.33	3.35	2.88
West Fargo B	1.71	1.54	3.10	3.91	3.65	3.08
<b>MINNESOTA</b>	<b>1.90</b>	<b>1.69</b>	<b>3.00</b>	<b>3.27</b>	<b>3.34</b>	<b>3.12</b>
Moorhead District	1.81	1.68	2.80	3.52	3.35	3.16
Moorhead A	1.80	1.69	2.60	3.41	3.16	2.99
Moorhead B	1.82	1.67	3.15	3.70	3.68	3.45
Dilworth/Glyndon District	2.19	1.71	3.62	2.51	3.31	3.02
Dilworth**	---	---	---	---	---	---
Glyndon**	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being “Not at all” and five being “A great deal.”

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 11c. Reasons that may impact whether the child walks or rides their bicycle to and from school, based on mean response by group

Group	Mean response*					
	Theft – no place to safely leave bicycle and helmet at school	Child’s after school activities	Convenience	Child would be walking/riding bicycle alone to school	Child does not like to walk or ride their bicycle to school	Child does not have a bicycle (or one that works)
<i>Overall</i>	1.79	2.32	2.91	3.01	1.90	1.19
<b>NORTH DAKOTA</b>	<b>1.77</b>	<b>2.39</b>	<b>3.00</b>	<b>3.04</b>	<b>2.04</b>	<b>1.19</b>
Fargo District	1.73	2.55	3.19	3.06	2.20	1.21
Fargo A	1.68	2.54	2.80	2.54	2.02	1.27
Fargo B	1.65	2.40	3.42	3.52	2.64	1.17
Fargo C	1.92	2.79	3.44	3.15	1.88	1.18
West Fargo District	1.82	2.17	2.75	3.01	1.83	1.17
West Fargo A	1.77	2.18	2.74	3.15	1.92	1.08
West Fargo B	1.90	2.17	2.76	2.75	1.68	1.34
<b>MINNESOTA</b>	<b>1.82</b>	<b>2.22</b>	<b>2.76</b>	<b>2.98</b>	<b>1.67</b>	<b>1.18</b>
Moorhead District	1.74	2.12	2.67	2.98	1.66	1.16
Moorhead A	1.62	1.82	2.53	2.72	1.58	1.17
Moorhead B	1.95	2.63	2.93	3.45	1.82	1.15
Dilworth/Glyndon District	2.07	2.54	3.02	2.95	1.71	1.25
Dilworth**	---	---	---	---	---	---
Glyndon**	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being “Not at all” and five being “A great deal.”

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 12a. SIDEWALKS: problems on the route to and from school by group

Group	Percentage of respondents**				
	There are no sidewalks	There are sidewalks, but they are not continuous	Sidewalks are broken or cracked, making them unsafe or difficult to walk on	Cars or trucks are blocking the sidewalk	Sidewalks are blocked with poles, signs, shrubbery, dumpsters, etc.
<i>Overall (N=479)</i>	21.5	23.2	13.8	12.5	1.9
<b>NORTH DAKOTA (N=290)</b>	<b>12.8</b>	<b>15.9</b>	<b>13.8</b>	<b>13.8</b>	<b>2.8</b>
Fargo District (N=161)	5.6	9.9	16.8	13.0	4.3
Fargo A (N=60)	1.7	3.3	21.7	16.7	3.3
Fargo B (N=57)	1.8	7.0	19.3	8.8	7.0
Fargo C (N=44)	15.9	22.7	6.8	13.6	2.3
West Fargo District (N=129)	21.7	23.3	10.1	14.7	0.8
West Fargo A (N=82)	11.0	20.7	14.6	14.6	1.2
West Fargo B (N=47)	40.4	27.7	2.1	14.9	0.0
<b>MINNESOTA (N=189)</b>	<b>34.9</b>	<b>34.4</b>	<b>13.8</b>	<b>10.6</b>	<b>0.5</b>
Moorhead District (N=142)	29.6	32.4	9.2	12.0	0.7
Moorhead A (N=90)	28.9	30.0	12.2	12.2	1.1
Moorhead B (N=52)	30.8	36.5	3.8	11.5	0.0
Dilworth/Glyndon District (N=47)	51.1	40.4	27.7	6.4	0.0
Dilworth (N=27)*	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

\*\*Percentages do not equal 100.0 due to multiple responses.

Appendix Table 12b. SIDEWALKS: problems on the route to and from school by group

Group	Percentage of respondents*				
	Sidewalks are too close to fast-moving traffic	Sidewalks are covered with ice/compacted snow during winter months	There is not enough room for two people to walk side-by-side	Sidewalks do not have ramps (curb cuts) for wheelchairs, strollers, and wagons	Other
<i>Overall (N=479)</i>	11.3	37.0	5.4	5.2	8.1
<b>NORTH DAKOTA (N=290)</b>	<b>10.3</b>	<b>39.0</b>	<b>5.5</b>	<b>3.1</b>	<b>8.3</b>
Fargo District (N=161)	9.3	42.2	3.7	4.3	8.1
Fargo A (N=60)	3.3	48.3	0.0	3.3	11.7
Fargo B (N=57)	15.8	38.6	5.3	7.0	5.3
Fargo C (N=44)	9.1	38.6	6.8	2.3	6.8
West Fargo District (N=129)	11.6	34.9	7.8	1.6	8.5
West Fargo A (N=82)	12.2	40.2	9.8	1.2	4.9
West Fargo B (N=47)	10.6	25.5	4.3	2.1	14.9
<b>MINNESOTA (N=189)</b>	<b>12.7</b>	<b>33.9</b>	<b>5.3</b>	<b>8.5</b>	<b>7.9</b>
Moorhead District (N=142)	12.0	36.6	3.5	8.5	7.7
Moorhead A (N=90)	12.2	32.2	3.3	10.0	11.1
Moorhead B (N=52)	11.5	44.2	3.8	5.8	1.9
Dilworth/Glyndon District (N=47)	14.9	25.5	10.6	8.5	8.5
Dilworth (N=27)**	---	---	---	---	---
Glyndon (N=20)**	---	---	---	---	---

\*Percentages do not equal 100.0 due to multiple responses.

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 13. Overall rating of the SIDEWALKS in parent's neighborhood by group

Group	Percentage of respondents						
	Mean*	Poor (1)	(2)	(3)	(4)	Excellent (5)	TOTAL
<i>Overall (N=440)</i>	3.42	12.0	8.4	26.1	32.3	21.1	99.9
<b>NORTH DAKOTA (N=272)</b>	<b>3.74</b>	<b>5.1</b>	<b>5.9</b>	<b>25.7</b>	<b>36.4</b>	<b>26.8</b>	<b>99.9</b>
Fargo District (N=154)	3.81	2.6	5.2	26.6	39.6	26.0	100.0
Fargo A (N=59)	3.71	3.4	6.8	28.8	37.3	23.7	100.0
Fargo B (N=55)	3.89	1.8	5.5	21.8	43.6	27.3	100.0
Fargo C (N=40)	3.85	2.5	2.5	30.0	37.5	27.5	100.0
West Fargo District (N=118)	3.64	8.5	6.8	24.6	32.2	28.0	100.1
West Fargo A (N=75)	3.80	2.7	6.7	25.3	38.7	26.7	100.1
West Fargo B (N=43)	3.37	18.6	7.0	23.3	20.9	30.2	100.0
<b>MINNESOTA (N=168)</b>	<b>2.90</b>	<b>23.2</b>	<b>12.5</b>	<b>26.8</b>	<b>25.6</b>	<b>11.9</b>	<b>100.0</b>
Moorhead District (N=128)	3.15	18.0	9.4	27.3	30.5	14.8	100.0
Moorhead A (N=81)	2.99	18.5	11.1	29.6	34.6	6.2	100.0
Moorhead B (N=47)	3.43	17.0	6.4	23.4	23.4	29.8	100.0
Dilworth/Glyndon District (N=40)	2.12	40.0	22.5	25.0	10.0	2.5	100.0
Dilworth (N=24)**	---	---	---	---	---	---	---
Glyndon (N=16)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Poor" and five being "Excellent."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 14a. STREET CROSSINGS: problems on the route to and from school by group

Group	Percentage of respondents*				
	Roads are too wide to cross safely	Need traffic signals	Traffic signals make pedestrians wait too long before crossing	Need pedestrian crossing signals/audible signals	Too many distracted drivers
Overall (N=479)	16.9	14.8	5.8	12.9	47.4
<b>NORTH DAKOTA (N=290)</b>	<b>13.1</b>	<b>12.8</b>	<b>6.2</b>	<b>12.4</b>	<b>47.2</b>
Fargo District (N=161)	11.2	12.4	7.5	13.7	52.2
Fargo A (N=60)	10.0	15.0	6.7	10.0	43.3
Fargo B (N=57)	10.5	7.0	7.0	12.3	61.4
Fargo C (N=44)	13.6	15.9	9.1	20.5	52.3
West Fargo District (N=129)	15.5	13.2	4.7	10.9	41.1
West Fargo A (N=82)	15.9	11.0	4.9	12.2	41.5
West Fargo B (N=47)	14.9	17.0	4.3	8.5	40.4
<b>MINNESOTA (N=189)</b>	<b>22.8</b>	<b>18.0</b>	<b>5.3</b>	<b>13.8</b>	<b>47.6</b>
Moorhead District (N=142)	27.5	19.0	7.0	16.9	48.6
Moorhead A (N=90)	23.3	15.6	5.6	16.7	48.9
Moorhead B (N=52)	34.6	25.0	9.6	17.3	48.1
Dilworth/Glyndon District (N=47)	8.5	14.9	0.0	4.3	44.7
Dilworth (N=27)**	---	---	---	---	---
Glyndon (N=20)**	---	---	---	---	---

\*Percentages do not equal 100.0 due to multiple responses.

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 14b. STREET CROSSINGS: problems on the route to and from school by group

Group	Percentage of respondents*				
	Pedestrian crossing signals are not long enough for pedestrians to reach the other side of the street	Need marked pedestrian crosswalks	View of traffic is blocked by parked cars on the street	View of traffic is blocked by trees, plants, utility poles, snow, signs, etc.	Other
Overall (N=479)	13.2	20.3	10.0	7.1	10.9
<b>NORTH DAKOTA (N=290)</b>	<b>13.8</b>	<b>15.2</b>	<b>9.3</b>	<b>5.9</b>	<b>11.4</b>
Fargo District (N=161)	12.4	15.5	12.4	7.5	9.3
Fargo A (N=60)	6.7	13.3	18.3	10.0	10.0
Fargo B (N=57)	21.1	22.8	10.5	10.5	8.8
Fargo C (N=44)	9.1	9.1	6.8	0.0	9.1
West Fargo District (N=129)	15.5	14.7	5.4	3.9	14.0
West Fargo A (N=82)	19.5	15.9	4.9	2.4	11.0
West Fargo B (N=47)	8.5	12.8	6.4	6.4	19.1
<b>MINNESOTA (N=189)</b>	<b>12.2</b>	<b>28.0</b>	<b>11.1</b>	<b>9.0</b>	<b>10.1</b>
Moorhead District (N=142)	14.1	29.6	12.0	9.2	7.0
Moorhead A (N=90)	11.1	28.9	16.7	12.2	8.9
Moorhead B (N=52)	19.2	30.8	3.8	3.8	3.8
Dilworth/Glyndon District (N=47)	6.4	23.4	8.5	8.5	19.1
Dilworth (N=27)**	---	---	---	---	---
Glyndon (N=20)**	---	---	---	---	---

\*Percentages do not equal 100.0 due to multiple responses.

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 15. Overall rating of the STREET CROSSINGS on route to and from school by group

Group	Mean*	Percentage of respondents					
		Not at all important (1)	(2)	(3)	(4)	Very important (5)	TOTAL
<i>Overall (N=443)</i>	3.08	10.6	16.5	36.1	28.0	8.8	100.0
<b>NORTH DAKOTA (N=272)</b>	<b>3.27</b>	<b>5.5</b>	<b>15.1</b>	<b>35.7</b>	<b>34.2</b>	<b>9.6</b>	<b>100.1</b>
Fargo District (N=154)	3.31	3.9	14.3	39.0	33.1	9.7	100.0
Fargo A (N=59)	3.41	5.1	10.2	39.0	30.5	15.3	100.1
Fargo B (N=54)	3.15	3.7	16.7	44.4	31.5	3.7	100.0
Fargo C (N=41)	3.37	2.4	17.1	31.7	39.0	9.8	100.0
West Fargo District (N=118)	3.23	7.6	16.1	31.4	35.6	9.3	100.0
West Fargo A (N=77)	3.22	5.2	16.9	35.1	36.4	6.5	100.1
West Fargo B (N=41)	3.24	12.2	14.6	24.4	34.1	14.6	99.9
<b>MINNESOTA (N=171)</b>	<b>2.77</b>	<b>18.7</b>	<b>18.7</b>	<b>36.8</b>	<b>18.1</b>	<b>7.6</b>	<b>99.9</b>
Moorhead District (N=131)	2.90	15.3	17.6	38.9	18.3	9.9	100.0
Moorhead A (N=82)	2.79	19.5	18.3	32.9	22.0	7.3	100.0
Moorhead B (N=49)	3.08	8.2	16.3	49.0	12.2	14.3	100.0
Dilworth/Glyndon District (N=40)	2.35	30.0	22.5	30.0	17.5	0.0	100.0
Dilworth (N=25)**	---	---	---	---	---	---	---
Glyndon (N=15)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Poor" and five being "Excellent."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 16a. Importance of getting exercise regarding child walking or riding their bicycle to school by group

Group	Mean*	Percentage of respondents					
		Not at all important (1)	(2)	(3)	(4)	Very important (5)	TOTAL
<i>Overall (N=451)</i>	4.15	7.8	2.7	12.4	20.8	56.3	100.0
<b>NORTH DAKOTA (N=276)</b>	<b>4.17</b>	<b>7.2</b>	<b>2.5</b>	<b>13.4</b>	<b>19.6</b>	<b>57.2</b>	<b>99.9</b>
Fargo District (N=157)	4.16	5.1	3.8	15.3	21.7	54.1	100.0
Fargo A (N=59)	4.15	5.1	5.1	13.6	22.0	54.2	100.0
Fargo B (N=56)	4.23	5.4	1.8	16.1	17.9	58.9	100.1
Fargo C (N=42)	4.07	4.8	4.8	16.7	26.2	47.6	100.1
West Fargo District (N=119)	4.18	10.1	0.8	10.9	16.8	61.3	99.9
West Fargo A (N=77)	4.17	10.4	0.0	10.4	20.8	58.4	100.0
West Fargo B (N=42)	4.21	9.5	2.4	11.9	9.5	66.7	100.0
<b>MINNESOTA (N=175)</b>	<b>4.13</b>	<b>8.6</b>	<b>2.9</b>	<b>10.9</b>	<b>22.9</b>	<b>54.9</b>	<b>100.2</b>
Moorhead District (N=132)	4.07	9.8	3.0	10.6	23.5	53.0	99.9
Moorhead A (N=82)	4.06	9.8	3.7	11.0	22.0	53.7	100.2
Moorhead B (N=50)	4.08	10.0	2.0	10.0	26.0	52.0	100.0
Dilworth/Glyndon District (N=43)	4.30	4.7	2.3	11.6	20.9	60.5	100.0
Dilworth (N=26)**	---	---	---	---	---	---	---
Glyndon (N=17)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 16b. Importance of being outside regarding child walking or riding their bicycle to school by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all important (1)	(2)	(3)	(4)	Very important (5)	
<i>Overall (N=449)</i>	<i>4.04</i>	<i>7.6</i>	<i>3.6</i>	<i>14.3</i>	<i>26.1</i>	<i>48.6</i>	<i>100.2</i>
<b>NORTH DAKOTA (N=274)</b>	<b>4.06</b>	<b>7.7</b>	<b>3.6</b>	<b>14.2</b>	<b>23.7</b>	<b>50.7</b>	<b>99.9</b>
Fargo District (N=156)	4.06	4.5	6.4	15.4	25.6	48.1	100.0
Fargo A (N=59)	3.98	3.4	10.2	18.6	20.3	47.5	100.0
Fargo B (N=55)	4.24	3.6	1.8	14.5	27.3	52.7	99.9
Fargo C (N=42)	3.95	7.1	7.1	11.9	31.0	42.9	100.0
West Fargo District (N=118)	4.06	11.9	0.0	12.7	21.2	54.2	100.0
West Fargo A (N=77)	4.05	11.7	0.0	10.4	27.3	50.6	100.0
West Fargo B (N=41)	4.07	12.2	0.0	17.1	9.8	61.0	100.1
<b>MINNESOTA (N=175)</b>	<b>4.02</b>	<b>7.4</b>	<b>3.4</b>	<b>14.3</b>	<b>29.7</b>	<b>45.1</b>	<b>99.9</b>
Moorhead District (N=132)	3.94	9.1	3.8	13.6	31.1	42.4	100.0
Moorhead A (N=82)	3.98	8.5	2.4	14.6	31.7	42.7	99.9
Moorhead B (N=50)	3.88	10.0	6.0	12.0	30.0	42.0	100.0
Dilworth/Glyndon District (N=43)	4.26	2.3	2.3	16.3	25.6	53.5	100.0
Dilworth (N=26)**	---	---	---	---	---	---	---
Glyndon (N=17)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 16c. Importance of being with friends or family regarding child walking or riding their bicycle to school by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all important (1)	(2)	(3)	(4)	Very important (5)	
<i>Overall (N=444)</i>	<i>3.68</i>	<i>11.0</i>	<i>7.9</i>	<i>22.5</i>	<i>19.6</i>	<i>39.0</i>	<i>100.0</i>
<b>NORTH DAKOTA (N=272)</b>	<b>3.67</b>	<b>11.4</b>	<b>7.4</b>	<b>23.2</b>	<b>19.5</b>	<b>38.6</b>	<b>100.1</b>
Fargo District (N=154)	3.57	9.7	9.7	27.3	20.1	33.1	99.9
Fargo A (N=58)	3.53	10.3	10.3	27.6	19.0	32.8	100.0
Fargo B (N=54)	3.80	7.4	7.4	24.1	20.4	40.7	100.0
Fargo C (N=42)	3.33	11.9	11.9	31.0	21.4	23.8	100.0
West Fargo District (N=118)	3.79	13.6	4.2	17.8	18.6	45.8	100.0
West Fargo A (N=77)	3.74	14.3	6.5	14.3	20.8	44.2	100.1
West Fargo B (N=41)	3.88	12.2	0.0	24.4	14.6	48.8	100.0
<b>MINNESOTA (N=172)</b>	<b>3.69</b>	<b>10.5</b>	<b>8.7</b>	<b>21.5</b>	<b>19.8</b>	<b>39.5</b>	<b>100.0</b>
Moorhead District (N=130)	3.54	12.3	11.5	20.8	20.8	34.6	100.0
Moorhead A (N=82)	3.61	9.8	9.8	24.4	22.0	34.1	100.1
Moorhead B (N=48)	3.42	16.7	14.6	14.6	18.8	35.4	100.1
Dilworth/Glyndon District (N=42)	4.17	4.8	0.0	23.8	16.7	54.8	100.1
Dilworth (N=25)**	---	---	---	---	---	---	---
Glyndon (N=17)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important."

\*\*Data are not displayed due to insufficient numbers.



Appendix Table 16d. Importance of helping the environment regarding child walking or riding their bicycle to school by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all important (1)	(2)	(3)	(4)	Very important (5)	
<i>Overall (N=445)</i>	3.63	10.6	8.8	22.2	24.0	34.4	100.0
<b>NORTH DAKOTA (N=272)</b>	<b>3.54</b>	<b>12.1</b>	<b>8.5</b>	<b>23.5</b>	<b>25.0</b>	<b>30.9</b>	<b>100.0</b>
Fargo District (N=155)	3.59	9.7	9.0	21.9	31.0	28.4	100.0
Fargo A (N=59)	3.63	8.5	8.5	22.0	33.9	27.1	100.0
Fargo B (N=54)	3.83	5.6	9.3	18.5	29.6	37.0	100.0
Fargo C (N=42)	3.24	16.7	9.5	26.2	28.6	19.0	100.0
West Fargo District (N=117)	3.47	15.4	7.7	25.6	17.1	34.2	100.0
West Fargo A (N=76)	3.47	15.8	6.6	25.0	19.7	32.9	100.0
West Fargo B (N=41)	3.46	14.6	9.8	26.8	12.2	36.6	100.0
<b>MINNESOTA (N=173)</b>	<b>3.77</b>	<b>8.1</b>	<b>9.2</b>	<b>20.2</b>	<b>22.5</b>	<b>39.9</b>	<b>99.9</b>
Moorhead District (N=132)	3.68	9.8	10.6	18.9	22.7	37.9	99.9
Moorhead A (N=83)	3.63	12.0	10.8	18.1	20.5	38.6	100.0
Moorhead B (N=49)	3.78	6.1	10.2	20.4	26.5	36.7	99.9
Dilworth/Glyndon District (N=41)	4.05	2.4	4.9	24.4	22.0	46.3	100.0
Dilworth (N=24)**	---	---	---	---	---	---	---
Glyndon (N=17)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 17a. How informed child is regarding safety rules related to walking by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all informed (1)	(2)	(3)	(4)	Very well informed (5)	
<i>Overall (N=466)</i>	4.41	0.4	2.8	12.7	24.0	60.1	100.0
<b>NORTH DAKOTA (N=284)</b>	<b>4.48</b>	<b>0.4</b>	<b>2.5</b>	<b>10.6</b>	<b>22.2</b>	<b>64.4</b>	<b>100.1</b>
Fargo District (N=159)	4.48	0.6	3.1	8.2	23.3	64.8	100.0
Fargo A (N=58)	4.62	0.0	0.0	12.1	13.8	74.1	100.0
Fargo B (N=57)	4.40	0.0	7.0	5.3	28.1	59.6	100.0
Fargo C (N=44)	4.41	2.3	2.3	6.8	29.5	59.1	100.0
West Fargo District (N=125)	4.47	0.0	1.6	13.6	20.8	64.0	100.0
West Fargo A (N=81)	4.48	0.0	0.0	13.6	24.7	61.7	100.0
West Fargo B (N=44)	4.45	0.0	4.5	13.6	13.6	68.2	99.9
<b>MINNESOTA (N=182)</b>	<b>4.29</b>	<b>0.5</b>	<b>3.3</b>	<b>15.9</b>	<b>26.9</b>	<b>53.3</b>	<b>99.9</b>
Moorhead District (N=137)	4.26	0.7	3.6	15.3	29.9	50.4	99.9
Moorhead A (N=86)	4.17	1.2	3.5	18.6	30.2	46.5	100.0
Moorhead B (N=51)	4.39	0.0	3.9	9.8	29.4	56.9	100.0
Dilworth/Glyndon District (N=45)	4.40	0.0	2.2	17.8	17.8	62.2	100.0
Dilworth (N=27)**	---	---	---	---	---	---	---
Glyndon (N=18)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all informed" and five being "Very well informed."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 17b. How informed child is regarding safety rules related to bicycling by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all informed (1)	(2)	(3)	(4)	Very well informed (5)	
<i>Overall (N=465)</i>	3.83	1.1	12.3	24.7	26.7	35.3	100.1
<b>NORTH DAKOTA (N=284)</b>	<b>3.94</b>	<b>0.7</b>	<b>9.9</b>	<b>22.9</b>	<b>28.2</b>	<b>38.4</b>	<b>100.1</b>
Fargo District (N=159)	3.94	0.6	10.1	22.0	28.9	38.4	100.0
Fargo A (N=58)	4.28	0.0	5.2	17.2	22.4	55.2	100.0
Fargo B (N=57)	3.70	0.0	14.0	29.8	28.1	28.1	100.0
Fargo C (N=44)	3.82	2.3	11.4	18.2	38.6	29.5	100.0
West Fargo District (N=125)	3.93	0.8	9.6	24.0	27.2	38.4	100.0
West Fargo A (N=82)	3.88	1.2	7.3	28.0	29.3	34.1	99.9
West Fargo B (N=43)	4.02	0.0	14.0	16.3	23.3	46.5	100.1
<b>MINNESOTA (N=181)</b>	<b>3.66</b>	<b>1.7</b>	<b>16.0</b>	<b>27.6</b>	<b>24.3</b>	<b>30.4</b>	<b>100.0</b>
Moorhead District (N=137)	3.66	1.5	16.1	27.0	26.3	29.2	100.1
Moorhead A (N=85)	3.51	1.2	20.0	30.6	23.5	24.7	100.0
Moorhead B (N=52)	3.90	1.9	9.6	21.2	30.8	36.5	100.0
Dilworth/Glyndon District (N=44)	3.66	2.3	15.9	29.5	18.2	34.1	100.0
Dilworth (N=26)**	---	---	---	---	---	---	---
Glyndon (N=18)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all informed" and five being "Very well informed."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 18. Whether child has taken a bicycle safety training course by group

Group	Percentage of responses			TOTAL
	Yes, several years ago	Yes, within the last two years	No	
<i>Overall (N=451)</i>	16.4	7.5	76.1	100.0
<b>NORTH DAKOTA (N=275)</b>	<b>20.0</b>	<b>8.0</b>	<b>72.0</b>	<b>100.0</b>
Fargo District (N=148)	25.7	5.4	68.9	100.0
Fargo A (N=55)	30.9	3.6	65.5	100.0
Fargo B (N=51)	21.6	3.9	74.5	100.0
Fargo C (N=42)	23.8	9.5	66.7	100.0
West Fargo District (N=127)	13.4	11.0	75.6	100.0
West Fargo A (N=80)	10.0	15.0	75.0	100.0
West Fargo B (N=47)	19.1	4.3	76.6	100.0
<b>MINNESOTA (N=176)</b>	<b>10.8</b>	<b>6.8</b>	<b>82.4</b>	<b>100.0</b>
Moorhead District (N=131)	12.2	7.6	80.2	100.0
Moorhead A (N=85)	5.9	4.7	89.4	100.0
Moorhead B (N=46)	23.9	13.0	63.0	99.9
Dilworth/Glyndon District (N=45)	6.7	4.4	88.9	100.0
Dilworth (N=26)*	---	---	---	---
Glyndon (N=19)*	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 19. Number of times a week parent and child participate in physical activity together by group

Group	Percentage of responses					
	None	Less than once a week	1 to 2 times a week	3 to 4 times a week	5 to 7 times a week	TOTAL
<i>Overall (N=473)</i>	3.2	18.6	32.1	30.0	16.1	100.0
<b>NORTH DAKOTA (N=287)</b>	<b>3.1</b>	<b>21.3</b>	<b>31.0</b>	<b>31.7</b>	<b>12.9</b>	<b>100.0</b>
Fargo District (N=161)	2.5	22.4	32.3	31.1	11.8	100.1
Fargo A (N=60)	1.7	23.3	31.7	30.0	13.3	100.0
Fargo B (N=57)	3.5	28.1	33.3	26.3	8.8	100.0
Fargo C (N=44)	2.3	13.6	31.8	38.6	13.6	99.9
West Fargo District (N=126)	4.0	19.8	29.4	32.5	14.3	100.0
West Fargo A (N=81)	3.7	16.0	28.4	37.0	14.8	99.9
West Fargo B (N=45)	4.4	26.7	31.1	24.4	13.3	99.9
<b>MINNESOTA (N=186)</b>	<b>3.2</b>	<b>14.5</b>	<b>33.9</b>	<b>27.4</b>	<b>21.0</b>	<b>100.0</b>
Moorhead District (N=140)	1.4	12.9	34.3	30.7	20.7	100.0
Moorhead A (N=88)	2.3	6.8	38.6	36.4	15.9	100.0
Moorhead B (N=52)	0.0	23.1	26.9	21.2	28.8	100.0
Dilworth/Glyndon District (N=46)	8.7	19.6	32.6	17.4	21.7	100.0
Dilworth (N=26)*	---	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 20. Importance of adults serving as role models for physical activity by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all important (1)	(2)	(3)	(4)	Very important (5)	
<i>Overall (N=474)</i>	4.58	0.6	0.4	7.6	22.8	68.6	100.0
<b>NORTH DAKOTA (N=286)</b>	<b>4.59</b>	<b>1.0</b>	<b>0.7</b>	<b>5.9</b>	<b>22.4</b>	<b>69.9</b>	<b>99.9</b>
Fargo District (N=159)	4.57	1.3	1.3	5.0	24.5	67.9	100.0
Fargo A (N=59)	4.51	3.4	0.0	6.8	22.0	67.8	100.0
Fargo B (N=56)	4.57	0.0	1.8	5.4	26.8	66.1	100.1
Fargo C (N=44)	4.64	0.0	2.3	2.3	25.0	70.5	100.1
West Fargo District (N=127)	4.63	0.8	0.0	7.1	19.7	72.4	100.1
West Fargo A (N=81)	4.59	1.2	0.0	7.4	21.0	70.4	100.0
West Fargo B (N=46)	4.70	0.0	0.0	6.5	17.4	76.1	100.0
<b>MINNESOTA (N=188)</b>	<b>4.56</b>	<b>0.0</b>	<b>0.0</b>	<b>10.1</b>	<b>23.4</b>	<b>66.5</b>	<b>100.0</b>
Moorhead District (N=141)	4.62	0.0	0.0	8.5	21.3	70.2	100.0
Moorhead A (N=89)	4.60	0.0	0.0	9.0	22.5	68.5	100.0
Moorhead B (N=52)	4.65	0.0	0.0	7.7	19.2	73.1	100.0
Dilworth/Glyndon District (N=47)	4.40	0.0	0.0	14.9	29.8	55.3	100.0
Dilworth (N=27)**	---	---	---	---	---	---	---
Glyndon (N=20)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all important" and five being "Very important."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 21. Parent's perception of grade level at which child can safely walk or bicycle to and from school *without* an adult by group

Group	Percentage of respondents										
	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	TOTAL
<i>Overall (N=422)</i>	0.5	0.9	7.1	18.0	21.8	21.1	18.2	7.3	3.8	1.2	99.9
<b>NORTH DAKOTA (N=264)</b>	<b>0.8</b>	<b>0.8</b>	<b>5.3</b>	<b>20.8</b>	<b>23.9</b>	<b>19.3</b>	<b>18.2</b>	<b>8.3</b>	<b>2.3</b>	<b>0.4</b>	<b>100.1</b>
Fargo District (N=145)	1.4	0.0	4.1	23.4	24.8	22.8	13.8	5.5	3.4	0.7	99.9
Fargo A (N=55)	0.0	0.0	3.6	34.5	30.9	14.5	9.1	3.6	3.6	0.0	99.8
Fargo B (N=50)	2.0	0.0	2.0	14.0	18.0	32.0	20.0	6.0	4.0	2.0	100.0
Fargo C (N=40)	2.5	0.0	7.5	20.0	25.0	22.5	12.5	7.5	2.5	0.0	100.0
West Fargo District (N=119)	0.0	1.7	6.7	17.6	22.7	15.1	23.5	11.8	0.8	0.0	99.9
West Fargo A (N=75)	0.0	0.0	9.3	16.0	13.3	13.3	32.0	14.7	1.3	0.0	99.9
West Fargo B (N=44)	0.0	4.5	2.3	20.5	38.6	18.2	9.1	6.8	0.0	0.0	100.0
<b>MINNESOTA (N=158)</b>	<b>0.0</b>	<b>1.3</b>	<b>10.1</b>	<b>13.3</b>	<b>18.4</b>	<b>24.1</b>	<b>18.4</b>	<b>5.7</b>	<b>6.3</b>	<b>2.5</b>	<b>100.1</b>
Moorhead District (N=118)	0.0	1.7	11.9	12.7	20.3	19.5	18.6	7.6	5.9	1.7	99.9
Moorhead A (N=72)	0.0	1.4	12.5	15.3	26.4	20.8	12.5	5.6	4.2	1.4	100.1
Moorhead B (N=46)	0.0	2.2	10.9	8.7	10.9	17.4	28.3	10.9	8.7	2.2	100.2
Dilworth/Glyndon District (N=40)	0.0	0.0	5.0	15.0	12.5	37.5	17.5	0.0	7.5	5.0	100.0
Dilworth (N=23)*	---	---	---	---	---	---	---	---	---	---	---
Glyndon (N=17)*	---	---	---	---	---	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 22. Likelihood of utilizing a Walking School Bus if it was integrated into the neighborhood by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all likely (1)	(2)	(3)	(4)	Very likely (5)	
<i>Overall (N=439)</i>	2.75	35.5	12.3	15.7	14.4	22.1	100.0
<b>NORTH DAKOTA (N=266)</b>	<b>2.83</b>	<b>32.0</b>	<b>11.3</b>	<b>19.5</b>	<b>15.8</b>	<b>21.4</b>	<b>100.0</b>
Fargo District (N=148)	2.93	28.4	12.2	20.9	14.9	23.6	100.0
Fargo A (N=57)	3.12	28.1	10.5	14.0	15.8	31.6	100.0
Fargo B (N=51)	2.71	31.4	11.8	27.5	13.7	15.7	100.1
Fargo C (N=40)	2.95	25.0	15.0	22.5	15.0	22.5	100.0
West Fargo District (N=118)	2.71	36.4	10.2	17.8	16.9	18.6	99.9
West Fargo A (N=76)	2.95	30.3	9.2	18.4	19.7	22.4	100.0
West Fargo B (N=42)	2.29	47.6	11.9	16.7	11.9	11.9	100.0
<b>MINNESOTA (N=173)</b>	<b>2.62</b>	<b>41.0</b>	<b>13.9</b>	<b>9.8</b>	<b>12.1</b>	<b>23.1</b>	<b>99.9</b>
Moorhead District (N=133)	2.64	42.1	13.5	7.5	12.0	24.8	99.9
Moorhead A (N=84)	2.56	42.9	15.5	8.3	9.5	23.8	100.0
Moorhead B (N=49)	2.78	40.8	10.2	6.1	16.3	26.5	99.9
Dilworth/Glyndon District (N=40)	2.58	37.5	15.0	17.5	12.5	17.5	100.0
Dilworth (N=21)**	---	---	---	---	---	---	---
Glyndon (N=19)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all likely" and five being "Very likely."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 23. Likelihood of volunteering time for a Walking School Bus if it was integrated into the neighborhood by group

Group	Mean*	Percentage of respondents					TOTAL
		Not at all likely (1)	(2)	(3)	(4)	Very likely (5)	
<i>Overall (N=433)</i>	2.23	49.4	14.1	15.0	6.9	14.5	99.9
<b>NORTH DAKOTA (N=261)</b>	<b>2.28</b>	<b>47.9</b>	<b>13.4</b>	<b>16.1</b>	<b>7.7</b>	<b>14.9</b>	<b>100.0</b>
Fargo District (N=145)	2.54	40.0	13.8	17.2	9.7	19.3	100.0
Fargo A (N=57)	2.60	40.4	14.0	15.8	5.3	24.6	100.1
Fargo B (N=50)	2.66	36.0	12.0	22.0	10.0	20.0	100.0
Fargo C (N=38)	2.32	44.7	15.8	13.2	15.8	10.5	100.0
West Fargo District (N=116)	1.96	57.8	12.9	14.7	5.2	9.5	100.1
West Fargo A (N=74)	2.24	47.3	16.2	16.2	5.4	14.9	100.0
West Fargo B (N=42)	1.45	76.2	7.1	11.9	4.8	0.0	100.0
<b>MINNESOTA (N=172)</b>	<b>2.15</b>	<b>51.7</b>	<b>15.1</b>	<b>13.4</b>	<b>5.8</b>	<b>14.0</b>	<b>100.0</b>
Moorhead District (N=130)	2.15	53.1	14.6	11.5	5.4	15.4	100.0
Moorhead A (N=81)	2.15	49.4	17.3	14.8	6.2	12.3	100.0
Moorhead B (N=49)	2.16	59.2	10.2	6.1	4.1	20.4	100.0
Dilworth/Glyndon District (N=42)	2.14	47.6	16.7	19.0	7.1	9.5	99.9
Dilworth (N=23)**	---	---	---	---	---	---	---
Glyndon (N=19)**	---	---	---	---	---	---	---

\*Means are based on a one to five scale, with one being "Not at all likely" and five being "Very likely."

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 24. Number of children per family attending school in grades K through 12 by group

Group	Percentage of respondents				TOTAL
	One	Two	Three	Four or more	
<i>Overall (N=478)</i>	19.7	52.3	22.4	5.6	100.0
<b>NORTH DAKOTA (N=289)</b>	<b>19.4</b>	<b>51.2</b>	<b>22.1</b>	<b>7.3</b>	<b>100.0</b>
Fargo District (N=160)	20.0	47.5	23.8	8.8	100.1
Fargo A (N=59)	16.9	44.1	27.1	11.9	100.0
Fargo B (N=57)	26.3	47.4	19.3	7.0	100.0
Fargo C (N=44)	15.9	52.3	25.0	6.8	100.0
West Fargo District (N=129)	18.6	55.8	20.2	5.4	100.0
West Fargo A (N=82)	15.9	62.2	15.9	6.1	100.1
West Fargo B (N=47)	23.4	44.7	27.7	4.3	100.1
<b>MINNESOTA (N=189)</b>	<b>20.1</b>	<b>54.0</b>	<b>22.8</b>	<b>3.2</b>	<b>100.1</b>
Moorhead District (N=142)	19.7	53.5	23.2	3.5	99.9
Moorhead A (N=90)	16.7	57.8	21.1	4.4	100.0
Moorhead B (N=52)	25.0	46.2	26.9	1.9	100.0
Dilworth/Glyndon District (N=47)	21.3	55.3	21.3	2.1	100.0
Dilworth (N=27)*	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 25. Grade of child who took parent survey home by group

Group	Percentage of respondents							
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	TOTAL
<i>Overall (N=476)</i>	17.4	23.1	20.0	13.0	8.2	7.1	11.1	99.9
<b>NORTH DAKOTA (N=288)</b>	<b>16.7</b>	<b>20.5</b>	<b>18.8</b>	<b>11.5</b>	<b>9.4</b>	<b>7.6</b>	<b>15.6</b>	<b>100.1</b>
Fargo District (N=160)	16.2	20.0	16.9	10.6	11.9	10.6	13.8	100.0
Fargo A (N=59)	13.6	20.3	22.0	6.8	10.2	11.9	15.3	100.1
Fargo B (N=57)	19.3	24.6	12.3	12.3	0.0	8.8	22.8	100.1
Fargo C (N=44)	15.9	13.6	15.9	13.6	29.5	11.4	0.0	99.9
West Fargo District (N=128)	17.2	21.1	21.1	12.5	6.2	3.9	18.0	100.0
West Fargo A (N=81)	17.3	21.0	27.2	18.5	9.9	6.2	0.0	100.1
West Fargo B (N=47)	17.0	21.3	10.6	2.1	0.0	0.0	48.9	99.9
<b>MINNESOTA (N=188)</b>	<b>18.6</b>	<b>27.1</b>	<b>21.8</b>	<b>15.4</b>	<b>6.4</b>	<b>6.4</b>	<b>4.3</b>	<b>100.0</b>
Moorhead District (N=141)	22.7	29.1	24.8	10.6	4.3	4.3	4.3	100.1
Moorhead A (N=90)	28.9	40.0	31.1	0.0	0.0	0.0	0.0	100.0
Moorhead B (N=51)	11.8	9.8	13.7	29.4	11.8	11.8	11.8	100.1
Dilworth District (N=47)	6.4	21.3	12.8	29.8	12.8	12.8	4.3	100.2
Dilworth (N=27)*	---	---	---	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 26. Gender of child who took parent survey home by group

Group	Percentage of respondents		
	Male	Female	TOTAL
<i>Overall (N=469)</i>	46.3	53.7	100.0
<b>NORTH DAKOTA (N=282)</b>	<b>45.4</b>	<b>54.6</b>	<b>100.0</b>
Fargo District (N=156)	50.0	50.0	100.0
Fargo A (N=57)	54.4	45.6	100.0
Fargo B (N=57)	47.4	52.6	100.0
Fargo C (N=42)	47.6	52.4	100.0
West Fargo District (N=126)	39.7	60.3	100.0
West Fargo A (N=81)	38.3	61.7	100.0
West Fargo B (N=45)	42.2	57.8	100.0
<b>MINNESOTA (N=187)</b>	<b>47.6</b>	<b>52.4</b>	<b>100.0</b>
Moorhead District (N=140)	47.9	52.1	100.0
Moorhead A (N=89)	48.3	51.7	100.0
Moorhead B (N=51)	47.1	52.9	100.0
Dilworth/Glyndon District (N=47)	46.8	53.2	100.0
Dilworth (N=27)*	---	---	---
Glyndon (N=20)*	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 27. Whether child has any physical disabilities that make it difficult for them to walk or ride a bicycle to school by group

Group	Percentage of respondents		
	Yes	No	TOTAL
<i>Overall (N=472)</i>	1.1	98.9	100.0
<b>NORTH DAKOTA (N=285)</b>	<b>0.7</b>	<b>99.3</b>	<b>100.0</b>
Fargo District (N=157)	0.6	99.4	100.0
Fargo A (N=60)	0.0	100.0	100.0
Fargo B (N=53)	1.9	98.1	100.0
Fargo C (N=44)	0.0	100.0	100.0
West Fargo District (N=128)	0.8	99.2	100.0
West Fargo A (N=82)	1.2	98.8	100.0
West Fargo B (N=46)	0.0	100.0	100.0
<b>MINNESOTA (N=187)</b>	<b>1.6</b>	<b>98.4</b>	<b>100.0</b>
Moorhead District (N=141)	2.1	97.9	100.0
Moorhead A (N=90)	3.3	96.7	100.0
Moorhead B (N=51)	0.0	100.0	100.0
Dilworth/Glyndon District (N=46)	0.0	100.0	100.0
Dilworth (N=26)*	---	---	---
Glyndon (N=20)*	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 28a. Activities/organizations, available within child's school or community, in which parent or child is involved by group

Group	Percentage of respondents*				
	Early morning or after school programs	School activities (band, drama, athletics, etc.)	Free or reduced lunch program	Gifted program	Special Education program
<i>Overall (N=479)</i>	37.4	65.3	17.7	24.0	10.2
<b>NORTH DAKOTA (N=290)</b>	<b>41.0</b>	<b>65.2</b>	<b>14.1</b>	<b>21.0</b>	<b>9.3</b>
Fargo District (N=161)	47.8	70.2	16.1	22.4	6.8
Fargo A (N=60)	48.3	80.0	13.3	30.0	8.3
Fargo B (N=57)	42.1	57.9	24.6	22.8	7.0
Fargo C (N=44)	54.5	72.7	9.1	11.4	4.5
West Fargo District (N=129)	32.6	58.9	11.6	19.4	12.4
West Fargo A (N=82)	36.6	63.4	9.8	20.7	9.8
West Fargo B (N=47)	25.5	51.1	14.9	17.0	17.0
<b>MINNESOTA (N=189)</b>	<b>31.7</b>	<b>65.6</b>	<b>23.3</b>	<b>28.6</b>	<b>11.6</b>
Moorhead District (N=142)	31.7	62.0	19.0	31.0	10.6
Moorhead A (N=90)	34.4	48.9	24.4	31.1	13.3
Moorhead B (N=52)	26.9	84.6	9.6	30.8	5.8
Dilworth/Glyndon District (N=47)	31.9	76.6	36.2	21.3	14.9
Dilworth (N=27)**	---	---	---	---	---
Glyndon (N=20)**	---	---	---	---	---

\*Percentages do not equal 100.0 due to multiple responses.

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 28b. Activities/organizations, available within child's school or community, in which parent or child is involved by group

Group	Percentage of respondents*				
	Summer school/Transitions program	Parent-Teacher Association (PTA)	Neighborhood Association	English Language Learner program (ELL)	Other
<i>Overall (N=479)</i>	12.7	26.5	4.4	2.1	7.9
<b>NORTH DAKOTA (N=290)</b>	<b>13.4</b>	<b>35.2</b>	<b>5.2</b>	<b>1.0</b>	<b>7.2</b>
Fargo District (N=161)	16.8	39.1	7.5	0.6	3.7
Fargo A (N=60)	23.3	46.7	11.7	1.7	5.0
Fargo B (N=57)	12.3	31.6	3.5	0.0	1.8
Fargo C (N=44)	13.6	38.6	6.8	0.0	4.5
West Fargo District (N=129)	9.3	30.2	2.3	1.6	11.6
West Fargo A (N=82)	8.5	31.7	1.2	1.2	11.0
West Fargo B (N=47)	10.6	27.7	4.3	2.1	12.8
<b>MINNESOTA (N=189)</b>	<b>11.6</b>	<b>13.2</b>	<b>3.2</b>	<b>3.7</b>	<b>9.0</b>
Moorhead District (N=142)	14.1	12.0	4.2	3.5	8.5
Moorhead A (N=90)	16.7	12.2	2.2	4.4	8.9
Moorhead B (N=52)	9.6	11.5	7.7	1.9	7.7
Dilworth/Glyndon District (N=47)	4.3	17.0	0.0	4.3	10.6
Dilworth (N=27)*	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---

\*Percentages do not equal 100.0 due to multiple responses.

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 29. Age of parent/guardian by group

Group	Percentage of respondents					
	Less than 25 years of age	25 to 34	35 to 44	45 to 54	55 years of age or older	TOTAL
<i>Overall (N=472)</i>	1.3	18.2	56.8	22.5	1.3	100.1
<b>NORTH DAKOTA (N=284)</b>	<b>1.4</b>	<b>18.0</b>	<b>55.6</b>	<b>23.6</b>	<b>1.4</b>	<b>100.0</b>
Fargo District (N=156)	0.6	17.3	52.6	28.8	0.6	99.9
Fargo A (N=59)	0.0	13.6	55.9	30.5	0.0	100.0
Fargo B (N=53)	1.9	22.6	47.2	28.3	0.0	100.0
Fargo C (N=44)	0.0	15.9	54.5	27.3	2.3	100.0
West Fargo District (N=128)	2.3	18.8	59.4	17.2	2.3	100.0
West Fargo A (N=82)	3.7	23.2	56.1	14.6	2.4	100.0
West Fargo B (N=46)	0.0	10.9	65.2	21.7	2.2	100.0
<b>MINNESOTA (N=188)</b>	<b>1.1</b>	<b>18.6</b>	<b>58.5</b>	<b>20.7</b>	<b>1.1</b>	<b>100.0</b>
Moorhead District (N=141)	0.7	19.9	56.7	21.3	1.4	100.0
Moorhead A (N=89)	1.1	24.7	58.4	13.5	2.2	99.9
Moorhead B (N=52)	0.0	11.5	53.8	34.6	0.0	99.9
Dilworth/Glyndon District (N=47)	2.1	14.9	63.8	19.1	0.0	99.9
Dilworth (N=27)*	---	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.



Appendix Table 30. Educational level of parent/guardian by group

Group	Percentage of respondents							
	Less than high school	High school graduate or GED	Some vocational/ technical school, but no degree	Vocational/ technical degree	Some college, but no degree	College degree	Graduate school or professional degree	TOTAL
<i>Overall (N=464)</i>	1.3	5.6	5.2	11.0	12.1	48.1	16.8	100.1
<b>NORTH DAKOTA (N=280)</b>	<b>0.4</b>	<b>5.4</b>	<b>4.6</b>	<b>11.8</b>	<b>12.1</b>	<b>50.4</b>	<b>15.4</b>	<b>100.1</b>
Fargo District (N=153)	0.7	5.9	2.6	10.5	11.8	53.6	15.0	100.1
Fargo A (N=59)	0.0	6.8	0.0	8.5	13.6	52.5	18.6	100.0
Fargo B (N=52)	1.9	9.6	1.9	11.5	13.5	57.7	3.8	99.9
Fargo C (N=42)	0.0	0.0	7.1	11.9	7.1	50.0	23.8	99.9
West Fargo District (N=127)	0.0	4.7	7.1	13.4	12.6	46.5	15.7	100.0
West Fargo A (N=80)	0.0	6.2	10.0	12.5	12.5	42.5	16.2	99.9
West Fargo B (N=47)	0.0	2.1	2.1	14.9	12.8	53.2	14.9	100.0
<b>MINNESOTA (N=184)</b>	<b>2.7</b>	<b>6.0</b>	<b>6.0</b>	<b>9.8</b>	<b>12.0</b>	<b>44.6</b>	<b>19.0</b>	<b>100.1</b>
Moorhead District (N=138)	2.2	3.6	6.5	7.2	13.0	45.7	21.7	99.9
Moorhead A (N=87)	1.1	3.4	9.2	10.3	13.8	40.2	21.8	99.8
Moorhead B (N=51)	3.9	3.9	2.0	2.0	11.8	54.9	21.6	100.1
Dilworth/Glyndon District (N=46)	4.3	13.0	4.3	17.4	8.7	41.3	10.9	99.9
Dilworth (N=26)*	---	---	---	---	---	---	---	---
Glyndon (N=20)*	---	---	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 31. Gender of parent/guardian by group

Group	Percentage of respondents		
	Female	Male	TOTAL
<i>Overall (N=473)</i>	84.1	15.9	100.0
<b>NORTH DAKOTA (N=285)</b>	<b>87.0</b>	<b>13.0</b>	<b>100.0</b>
Fargo District (N=156)	84.6	15.4	100.0
Fargo A (N=59)	83.1	16.9	100.0
Fargo B (N=54)	83.3	16.7	100.0
Fargo C (N=43)	88.4	11.6	100.0
West Fargo District (N=129)	89.9	10.1	100.0
West Fargo A (N=82)	87.8	12.2	100.0
West Fargo B (N=47)	93.6	6.4	100.0
<b>MINNESOTA (N=188)</b>	<b>79.8</b>	<b>20.2</b>	<b>100.0</b>
Moorhead District (N=141)	79.4	20.6	100.0
Moorhead A (N=89)	82.0	18.0	100.0
Moorhead B (N=52)	75.0	25.0	100.0
Dilworth/Glyndon District (N=47)	80.9	19.1	100.0
Dilworth (N=27)*	---	---	---
Glyndon (N=20)*	---	---	---

\*Data are not displayed due to insufficient numbers.

## Student Appendix Tables

Appendix Table 32. How students usually get TO and FROM school by group

Group	Percentage of respondents*							
	Method used TO school				Method used FROM school			
	Walk	Bicycle	Bus	Car	Walk	Bicycle	Bus	Car
<i>Overall (N=1,553)</i>	13.3	7.5	49.0	52.4	23.2	7.9	57.1	39.8
<b>NORTH DAKOTA (N=893)</b>	<b>13.8</b>	<b>8.0</b>	<b>44.9</b>	<b>52.3</b>	<b>21.9</b>	<b>8.2</b>	<b>53.6</b>	<b>40.8</b>
Fargo District (N=478)	18.8	12.6	30.1	69.2	31.8	12.3	42.7	52.7
Fargo A (N=174)	27.0	16.1	18.4	74.7	42.5	16.1	23.0	56.3
Fargo B (N=167)	13.8	7.8	33.5	68.3	27.5	9.0	49.1	55.1
Fargo C (N=137)	14.6	13.9	40.9	63.5	23.4	11.7	59.9	45.3
West Fargo District (N=415)	8.0	2.7	61.9	32.8	10.6	3.4	66.3	27.0
West Fargo A (N=238)	10.9	1.3	53.4	37.4	14.7	2.1	60.9	27.3
West Fargo B (N=177)	4.0	4.5	73.4	26.6	5.1	5.1	73.4	26.6
<b>MINNESOTA (N=660)</b>	<b>12.7</b>	<b>6.8</b>	<b>54.5</b>	<b>52.6</b>	<b>24.8</b>	<b>7.4</b>	<b>61.7</b>	<b>38.5</b>
Moorhead District (N=498)	10.6	6.6	55.4	50.6	20.9	7.4	61.2	38.2
Moorhead A (N=273)	16.1	8.8	45.4	56.4	28.2	8.8	50.2	41.8
Moorhead B (N=225)	4.0	4.0	67.6	43.6	12.0	5.8	74.7	33.8
Dilworth/Glyndon District (N=162)	19.1	7.4	51.9	58.6	37.0	7.4	63.0	39.5
Dilworth A (N=87)	26.4	12.6	48.3	64.4	56.3	12.6	60.9	42.5
Glyndon B (N=75)	10.7	1.3	56.0	52.0	14.7	1.3	65.3	36.0

\*Percentages do not equal 100.0 due to multiple responses.

Appendix Table 33. How students would most like to get to and from school by group

Group	Percentage of respondents					
	Walk	Bicycle	Bus	Car	Other	TOTAL
<i>Overall (N=1,484)</i>	13.1	17.5	24.7	41.1	3.6	100.0
<b>NORTH DAKOTA (N=846)</b>	<b>13.1</b>	<b>16.2</b>	<b>21.6</b>	<b>44.2</b>	<b>4.8</b>	<b>99.9</b>
Fargo District (N=460)	15.7	15.7	19.6	43.3	5.9	100.2
Fargo A (N=167)	16.8	22.2	12.6	39.5	9.0	100.1
Fargo B (N=161)	15.5	12.4	20.5	49.1	2.5	100.0
Fargo C (N=132)	14.4	11.4	27.3	40.9	6.1	100.1
West Fargo District (N=386)	10.1	16.8	24.1	45.3	3.6	99.9
West Fargo A (N=221)	13.6	20.4	24.4	38.0	3.6	100.0
West Fargo B (N=165)	5.5	12.1	23.6	55.2	3.6	100.0
<b>MINNESOTA (N=638)</b>	<b>13.2</b>	<b>19.1</b>	<b>28.8</b>	<b>37.0</b>	<b>1.9</b>	<b>100.0</b>
Moorhead District (N=478)	11.7	20.9	31.0	34.1	2.3	100.0
Moorhead A (N=260)	18.5	23.5	24.6	31.9	1.5	100.0
Moorhead B (N=218)	3.7	17.9	38.5	36.7	3.2	100.0
Dilworth/Glyndon District (N=160)	17.5	13.8	22.5	45.6	0.6	100.0
Dilworth A (N=86)	20.9	16.3	14.0	48.8	0.0	100.0
Glyndon B (N=74)	13.5	10.8	32.4	41.9	1.4	100.0

Appendix Table 34. Number of times in an average week students walk or ride their bicycles to school by group

Group	Percentage of respondents						TOTAL
	None	Less than once a week	1 to 2 times a week	3 to 4 times a week	Every day	Not sure	
<i>Overall (N=1,461)</i>	66.9	5.7	5.9	5.0	10.8	5.6	99.9
<b>NORTH DAKOTA (N=853)</b>	<b>64.8</b>	<b>6.3</b>	<b>6.3</b>	<b>5.6</b>	<b>10.0</b>	<b>6.9</b>	<b>99.9</b>
Fargo District (N=459)	54.7	8.3	10.2	6.8	12.4	7.6	100.0
Fargo A (N=170)	44.1	10.0	11.2	8.2	17.6	8.8	99.9
Fargo B (N=158)	64.6	4.4	8.9	6.3	9.5	6.3	100.0
Fargo C (N=131)	56.5	10.7	10.7	5.3	9.2	7.6	100.0
West Fargo District (N=394)	76.6	4.1	1.8	4.3	7.1	6.1	100.0
West Fargo A (N=223)	72.6	4.9	1.8	5.4	7.6	7.6	99.9
West Fargo B (N=171)	81.9	2.9	1.8	2.9	6.4	4.1	100.0
<b>MINNESOTA (N=608)</b>	<b>69.9</b>	<b>4.9</b>	<b>5.3</b>	<b>4.1</b>	<b>12.0</b>	<b>3.8</b>	<b>100.0</b>
Moorhead District (N=458)	72.5	3.7	5.0	2.8	11.4	4.6	100.0
Moorhead A (N=249)	64.3	3.2	6.0	4.0	16.5	6.0	100.0
Moorhead B (N=209)	82.3	4.3	3.8	1.4	5.3	2.9	100.0
Dilworth/Glyndon District (N=150)	62.0	8.7	6.0	8.0	14.0	1.3	100.0
Dilworth A (N=78)	52.6	10.3	9.0	11.5	15.4	1.3	100.1
Glyndon B (N=72)	72.2	6.9	2.8	4.2	12.5	1.4	100.0

Appendix Table 35. Whether students have taken a bicycle safety training course by group

Group	Percentage of respondents			TOTAL
	Yes	No	Not sure	
<i>Overall (N=1,506)</i>	19.5	50.5	30.1	100.1
<b>NORTH DAKOTA (N=868)</b>	<b>22.6</b>	<b>48.8</b>	<b>28.6</b>	<b>100.0</b>
Fargo District (N=470)	20.9	50.6	28.5	100.0
Fargo A (N=171)	23.4	54.4	22.2	100.0
Fargo B (N=165)	19.4	47.3	33.3	100.0
Fargo C (N=134)	19.4	50.0	30.6	100.0
West Fargo District (N=398)	24.6	46.7	28.6	99.9
West Fargo A (N=225)	25.8	44.9	29.3	100.0
West Fargo B (N=173)	23.1	49.1	27.7	99.9
<b>MINNESOTA (N=638)</b>	<b>15.2</b>	<b>52.7</b>	<b>32.1</b>	<b>100.0</b>
Moorhead District (N=484)	15.9	51.7	32.4	100.0
Moorhead A (N=265)	15.5	56.6	27.9	100.0
Moorhead B (N=219)	16.4	45.7	37.9	100.0
Dilworth/Glyndon District (N=154)	13.0	55.8	31.2	100.0
Dilworth A (N=84)	13.1	56.0	31.0	100.1
Glyndon B (N=70)	12.9	55.7	31.4	100.0

Appendix Table 36. Grade level of students who participated by group

Group	Percentage of respondents							
	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	TOTAL
<i>Overall (N=1,513)</i>	15.5	19.8	17.8	11.5	12.2	7.7	15.7	100.2
<b>NORTH DAKOTA (N=873)</b>	<b>14.1</b>	<b>17.0</b>	<b>15.5</b>	<b>10.5</b>	<b>14.3</b>	<b>8.2</b>	<b>20.4</b>	<b>100.0</b>
Fargo District (N=470)	14.5	17.0	16.8	10.6	16.6	10.0	14.5	100.0
Fargo A (N=173)	11.0	19.7	24.3	8.7	13.3	10.4	12.7	100.1
Fargo B (N=165)	12.1	18.8	9.7	10.3	10.3	10.9	27.9	100.0
Fargo C (N=132)	22.0	11.4	15.9	13.6	28.8	8.3	0.0	100.0
West Fargo District (N=403)	13.6	16.9	13.9	10.4	11.7	6.2	27.3	100.0
West Fargo A (N=231)	15.6	16.5	18.6	18.2	20.3	10.8	0.0	100.0
West Fargo B (N=172)	11.0	17.4	7.6	0.0	0.0	0.0	64.0	100.0
<b>MINNESOTA (N=640)</b>	<b>17.3</b>	<b>23.6</b>	<b>20.9</b>	<b>12.8</b>	<b>9.2</b>	<b>6.9</b>	<b>9.2</b>	<b>99.9</b>
Moorhead District (N=480)	19.4	24.8	25.0	10.0	7.9	5.4	7.5	100.0
Moorhead A (N=262)	29.0	38.5	32.4	0.0	0.0	0.0	0.0	99.9
Moorhead B (N=218)	7.8	8.3	16.1	22.0	17.4	11.9	16.5	100.0
Dilworth/Glyndon District (N=160)	11.2	20.0	8.8	21.2	13.1	11.2	14.4	99.9
Dilworth A (N=86)	0.0	20.9	16.3	17.4	24.4	20.9	0.0	99.9
Glyndon B (N=74)	24.3	18.9	0.0	25.7	0.0	0.0	31.1	100.0

Appendix Table 37a. Barriers to walking or riding a bicycle to and from school by group

Group	Percentage of respondents*					
	Bullying/teasing from other kids	Scary people	Scary dogs	Cars that drive too fast in my neighborhood	Cars that drive too fast by my school	Crossing intersections with lots of traffic
<i>Overall (N=1,553)</i>	10.8	19.4	11.1	17.8	14.4	24.9
<b>NORTH DAKOTA (N=893)</b>	<b>12.7</b>	<b>22.5</b>	<b>12.1</b>	<b>20.4</b>	<b>17.1</b>	<b>28.0</b>
Fargo District (N=478)	12.6	22.2	11.7	21.8	17.8	25.5
Fargo A (N=174)	13.2	24.1	13.2	19.0	14.9	23.6
Fargo B (N=167)	12.6	21.6	11.4	28.1	23.4	29.9
Fargo C (N=137)	11.7	20.4	10.2	17.5	14.6	22.6
West Fargo District (N=415)	12.8	22.9	12.5	18.8	16.4	30.8
West Fargo A (N=238)	13.9	29.0	17.2	21.4	16.4	32.8
West Fargo B (N=177)	11.3	14.7	6.2	15.3	16.4	28.2
<b>MINNESOTA (N=660)</b>	<b>8.2</b>	<b>15.2</b>	<b>9.7</b>	<b>14.2</b>	<b>10.8</b>	<b>20.6</b>
Moorhead District (N=498)	8.2	16.9	11.4	15.3	11.0	24.5
Moorhead A (N=273)	10.6	21.6	12.8	17.9	13.2	25.3
Moorhead B (N=225)	5.3	11.1	9.8	12.0	8.4	23.6
Dilworth/Glyndon District (N=162)	8.0	9.9	4.3	11.1	9.9	8.6
Dilworth A (N=87)	10.3	10.3	8.0	6.9	5.7	8.0
Glyndon B (N=75)	5.3	9.3	0.0	16.0	14.7	9.3

\*Percentages do not equal 100.0 due to multiple responses.

Appendix Table 37b. Barriers to walking or riding a bicycle to and from school by group

Group	Percentage of respondents*					
	Having to walk or ride bicycle by myself	Broken or missing sidewalks	Weather – too cold in winter	Weather – icy or snow-covered sidewalks	Too much stuff to carry	Not having a safe place to leave my bicycle and helmet
<i>Overall (N=1,553)</i>	12.4	12.6	39.8	31.2	24.3	7.6
<b>NORTH DAKOTA (N=893)</b>	<b>14.3</b>	<b>13.7</b>	<b>44.7</b>	<b>36.5</b>	<b>27.7</b>	<b>8.1</b>
Fargo District (N=478)	13.8	11.3	45.2	38.9	28.7	7.5
Fargo A (N=174)	14.4	12.1	47.7	39.1	29.9	8.0
Fargo B (N=167)	13.8	12.0	43.7	39.5	26.9	6.6
Fargo C (N=137)	13.1	9.5	43.8	38.0	29.2	8.0
West Fargo District (N=415)	14.9	16.4	44.1	33.7	26.5	8.7
West Fargo A (N=238)	16.8	16.0	48.7	36.6	28.2	9.7
West Fargo B (N=177)	12.4	16.9	37.9	29.9	24.3	7.3
<b>MINNESOTA (N=660)</b>	<b>9.8</b>	<b>11.1</b>	<b>33.2</b>	<b>23.9</b>	<b>19.8</b>	<b>7.0</b>
Moorhead District (N=498)	11.8	10.0	32.5	23.9	18.7	8.2
Moorhead A (N=273)	12.8	8.8	26.7	21.2	12.5	9.5
Moorhead B (N=225)	10.7	11.6	39.6	27.1	26.2	6.7
Dilworth/Glyndon District (N=162)	3.7	14.2	35.2	24.1	23.5	3.1
Dilworth A (N=87)	5.7	13.8	43.7	31.0	35.6	1.1
Glyndon B (N=75)	1.3	14.7	25.3	16.0	9.3	5.3

\*Percentages do not equal 100.0 due to multiple responses.

Appendix Table 37c. Barriers to walking or riding a bicycle to and from school by group

Group	Percentage of respondents*					
	Parent or other adult drops me off on their way to work or picks me up on their way home	Distance – too far from school	Too dark outside	After school activities	Getting sweaty	Other people don't think it's "cool"
<i>Overall (N=1,553)</i>	15.2	33.9	9.3	12.2	3.5	2.3
<b>NORTH DAKOTA (N=893)</b>	<b>14.6</b>	<b>30.1</b>	<b>10.1</b>	<b>12.8</b>	<b>3.8</b>	<b>2.1</b>
Fargo District (N=478)	18.8	22.8	9.8	14.4	3.8	1.9
Fargo A (N=174)	21.8	24.7	9.8	19.0	3.4	1.7
Fargo B (N=167)	17.4	24.0	13.2	12.0	4.8	2.4
Fargo C (N=137)	16.8	19.0	5.8	11.7	2.9	1.5
West Fargo District (N=415)	9.6	38.6	10.4	10.8	3.9	2.4
West Fargo A (N=238)	10.1	32.8	10.5	11.3	2.9	2.1
West Fargo B (N=177)	9.0	46.3	10.2	10.2	5.1	2.8
<b>MINNESOTA (N=660)</b>	<b>16.1</b>	<b>38.9</b>	<b>8.3</b>	<b>11.5</b>	<b>3.0</b>	<b>2.4</b>
Moorhead District (N=498)	16.5	42.4	11.0	10.6	3.2	2.6
Moorhead A (N=273)	16.5	37.0	12.5	5.9	3.3	2.9
Moorhead B (N=225)	16.4	48.9	9.3	16.4	3.1	2.2
Dilworth/Glyndon District (N=162)	14.8	28.4	0.0	14.2	2.5	1.9
Dilworth A (N=87)	19.5	21.8	0.0	20.7	1.1	2.3
Glyndon B (N=75)	9.3	36.0	0.0	6.7	4.0	1.3

\*Percentages do not equal 100.0 due to multiple responses.

Appendix Table 37d. Barriers to walking or riding a bicycle to and from school by group

Group	Percentage of respondents*				
	My parents will not let me	I do not have a bicycle (or one that works)	I do not want to walk or ride a bicycle to school	Other	Prefer to not answer
<i>Overall (N=1,553)</i>	14.4	3.5	18.2	5.6	8.8
<b>NORTH DAKOTA (N=893)</b>	<b>13.2</b>	<b>3.6</b>	<b>19.0</b>	<b>6.0</b>	<b>9.0</b>
Fargo District (N=478)	11.7	4.4	16.9	4.0	7.5
Fargo A (N=174)	6.9	5.2	13.8	2.9	6.9
Fargo B (N=167)	14.4	4.2	16.8	3.6	7.8
Fargo C (N=137)	14.6	3.6	21.2	5.8	8.0
West Fargo District (N=415)	14.9	2.7	21.4	8.4	10.6
West Fargo A (N=238)	19.3	2.1	17.6	8.0	12.2
West Fargo B (N=177)	9.0	3.4	26.6	9.0	8.5
<b>MINNESOTA (N=660)</b>	<b>16.1</b>	<b>3.5</b>	<b>17.0</b>	<b>5.0</b>	<b>8.6</b>
Moorhead District (N=498)	18.7	3.6	18.3	5.6	9.4
Moorhead A (N=273)	16.8	3.7	15.4	5.9	12.8
Moorhead B (N=225)	20.9	3.6	21.8	5.3	5.3
Dilworth/Glyndon District (N=162)	8.0	3.1	13.0	3.1	6.2
Dilworth A (N=87)	10.3	3.4	11.5	3.4	6.9
Glyndon B (N=75)	5.3	2.7	14.7	2.7	5.3

\*Percentages do not equal 100.0 due to multiple responses.

Appendix Table 38a. Things that would assist students in walking or riding their bicycle to and from school more often by group

Group	Percentage of respondents*				
	More parents and adults walking on my route	More help, such as a crossing guard or traffic signal, crossing the street	Sidewalk or path	A drop-off place closer to school so I can walk part of the way	Fewer things to carry
<i>Overall (N=1,553)</i>	7.6	13.5	5.0	7.1	20.5
<b>NORTH DAKOTA (N=893)</b>	<b>8.5</b>	<b>16.3</b>	<b>5.3</b>	<b>7.4</b>	<b>23.0</b>
Fargo District (N=478)	8.6	15.5	3.6	8.6	25.3
Fargo A (N=174)	10.9	16.7	4.0	6.9	25.9
Fargo B (N=167)	6.6	12.6	3.6	10.8	24.0
Fargo C (N=137)	8.0	17.5	2.9	8.0	26.3
West Fargo District (N=415)	8.4	17.3	7.2	6.0	20.2
West Fargo A (N=238)	10.1	21.0	5.9	5.5	24.8
West Fargo B (N=177)	6.2	12.4	9.0	6.8	14.1
<b>MINNESOTA (N=660)</b>	<b>6.4</b>	<b>9.5</b>	<b>4.7</b>	<b>6.7</b>	<b>17.1</b>
Moorhead District (N=498)	7.4	10.8	3.2	6.8	15.9
Moorhead A (N=273)	10.3	10.3	4.0	7.0	9.5
Moorhead B (N=225)	4.0	11.6	2.2	6.7	23.6
Dilworth/Glyndon District (N=162)	3.1	5.6	9.3	6.2	21.0
Dilworth A (N=87)	3.4	4.6	8.0	6.9	29.9
Glyndon B (N=75)	2.7	6.7	10.7	5.3	10.7

\*Percentages do not equal 100.0 due to multiple responses.

Appendix Table 38b. Things that would assist students in walking or riding their bicycle to and from school more often by group

Group	Percentage of respondents*				
	No scary dogs	Sidewalks that are clean and not broken	Slower traffic speeds	More considerate drivers	Nothing, I prefer to get a ride for SAFETY
<i>Overall (N=1,553)</i>	10.0	15.1	20.5	16.9	7.7
<b>NORTH DAKOTA (N=893)</b>	<b>10.1</b>	<b>17.6</b>	<b>22.7</b>	<b>19.0</b>	<b>7.8</b>
Fargo District (N=478)	10.9	17.2	24.3	20.7	7.5
Fargo A (N=174)	10.9	17.8	20.7	19.0	5.7
Fargo B (N=167)	10.8	19.2	25.7	22.2	10.2
Fargo C (N=137)	10.9	13.9	27.0	21.2	6.6
West Fargo District (N=415)	9.2	18.1	21.0	17.1	8.2
West Fargo A (N=238)	12.6	18.9	27.7	21.8	9.2
West Fargo B (N=177)	4.5	16.9	11.9	10.7	6.8
<b>MINNESOTA (N=660)</b>	<b>9.8</b>	<b>11.8</b>	<b>17.4</b>	<b>13.9</b>	<b>7.6</b>
Moorhead District (N=498)	11.8	12.0	19.7	14.5	8.8
Moorhead A (N=273)	13.6	15.8	20.5	12.8	10.3
Moorhead B (N=225)	9.8	7.6	18.7	16.4	7.1
Dilworth/Glyndon District (N=162)	3.7	11.1	10.5	12.3	3.7
Dilworth A (N=87)	4.6	14.9	9.2	16.1	3.4
Glyndon B (N=75)	2.7	6.7	12.0	8.0	4.0

\*Percentages do not equal 100.0 due to multiple responses.

Appendix Table 38c. Things that would assist students in walking or riding their bicycle to and from school more often by group

Group	Percentage of respondents*				
	Nothing, I prefer to get a ride for CONVENIENCE	Nothing, I live too far from the school	Nothing, I do not want to walk or ride my bicycle to school	Other	Prefer to not answer
<i>Overall (N=1,553)</i>	7.5	25.1	14.0	4.4	10.4
<b>NORTH DAKOTA (N=893)</b>	<b>8.0</b>	<b>21.9</b>	<b>14.0</b>	<b>4.4</b>	<b>9.9</b>
Fargo District (N=478)	8.4	16.5	12.8	4.2	9.2
Fargo A (N=174)	9.2	19.5	9.2	5.2	9.2
Fargo B (N=167)	7.8	16.8	16.8	3.0	8.4
Fargo C (N=137)	8.0	12.4	12.4	4.4	10.2
West Fargo District (N=415)	7.5	28.2	15.4	4.6	10.6
West Fargo A (N=238)	6.3	21.8	11.8	4.6	11.8
West Fargo B (N=177)	9.0	36.7	20.3	4.5	9.0
<b>MINNESOTA (N=660)</b>	<b>7.0</b>	<b>29.4</b>	<b>14.1</b>	<b>4.5</b>	<b>11.1</b>
Moorhead District (N=498)	6.8	30.9	14.9	4.8	12.7
Moorhead A (N=273)	3.7	28.2	12.5	4.0	16.1
Moorhead B (N=225)	10.7	34.2	17.8	5.8	8.4
Dilworth/Glyndon District (N=162)	7.4	24.7	11.7	3.7	6.2
Dilworth A (N=87)	9.2	20.7	9.2	2.3	5.7
Glyndon B (N=75)	5.3	29.3	14.7	5.3	6.7

\*Percentages do not equal 100.0 due to multiple responses.

OF STUDENTS WHO HAVE WALKED OR RIDDEN THEIR BICYCLE TO SCHOOL, on their *most recent* walk or bicycle ride to school....

Appendix Table 39. Whether students had a sidewalk or path for the whole trip by group

Group	Percentage of respondents			
	Yes	No	Not sure	TOTAL
<i>Overall (N=358)</i>	74.9	20.7	4.5	100.1
<b>NORTH DAKOTA (N=217)</b>	<b>82.0</b>	<b>12.0</b>	<b>6.0</b>	<b>100.0</b>
Fargo District (N=158)	85.4	7.6	7.0	100.0
Fargo A (N=74)	89.2	5.4	5.4	100.0
Fargo B (N=42)	81.0	9.5	9.5	100.0
Fargo C (N=42)	83.3	9.5	7.1	99.9
West Fargo District (N=59)	72.9	23.7	3.4	100.0
West Fargo A (N=41)	80.5	14.6	4.9	100.0
West Fargo B (N=18)*	---	---	---	---
<b>MINNESOTA (N=141)</b>	<b>63.8</b>	<b>34.0</b>	<b>2.1</b>	<b>99.9</b>
Moorhead District (N=90)	77.8	20.0	2.2	100.0
Moorhead A (N=62)	80.6	17.7	1.6	99.9
Moorhead B (N=28)*	---	---	---	---
Dilworth/Glyndon District (N=51)	39.2	58.8	2.0	100.0
Dilworth A (N=35)	42.9	54.3	2.9	100.1
Glyndon B (N=16)*	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 40. Number of times students had to walk off the sidewalk or path because someone was in their way by group

Group	Percentage of respondents					
	None	One	Two	Three or more	Not sure	TOTAL
<i>Overall (N=352)</i>	42.0	13.1	9.4	15.3	20.2	100.0
<b>NORTH DAKOTA (N=213)</b>	<b>38.0</b>	<b>15.0</b>	<b>13.1</b>	<b>15.0</b>	<b>18.8</b>	<b>99.9</b>
Fargo District (N=156)	38.5	16.7	15.4	12.8	16.7	100.1
Fargo A (N=71)	40.8	14.1	9.9	16.9	18.3	100.0
Fargo B (N=42)	40.5	14.3	16.7	9.5	19.0	100.0
Fargo C (N=43)	32.6	23.3	23.3	9.3	11.6	100.1
West Fargo District (N=57)	36.8	10.5	7.0	21.1	24.6	100.0
West Fargo A (N=41)	34.1	14.6	7.3	14.6	29.3	99.9
West Fargo B (N=16)*	---	---	---	---	---	---
<b>MINNESOTA (N=139)</b>	<b>48.2</b>	<b>10.1</b>	<b>3.6</b>	<b>15.8</b>	<b>22.3</b>	<b>100.0</b>
Moorhead District (N=89)	44.9	11.2	2.2	19.1	22.5	99.9
Moorhead A (N=61)	45.9	9.8	3.3	23.0	18.0	100.0
Moorhead B (N=28)*	---	---	---	---	---	---
Dilworth/Glyndon District (N=50)	54.0	8.0	6.0	10.0	22.0	100.0
Dilworth A (N=35)	51.4	5.7	5.7	14.3	22.9	100.0
Glyndon B (N=15)*	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.



Appendix Table 41. Number of streets students had to cross to get to school by group

Group	Percentage of respondents						
	One	Two	Three	Four	Five or more	Not sure	TOTAL
<i>Overall (N=348)</i>	18.4	17.0	18.4	16.7	20.1	9.5	100.1
<b>NORTH DAKOTA (N=213)</b>	<b>16.4</b>	<b>18.8</b>	<b>18.8</b>	<b>16.4</b>	<b>22.5</b>	<b>7.0</b>	<b>99.9</b>
Fargo District (N=154)	15.6	16.9	18.8	16.2	24.0	8.4	99.9
Fargo A (N=72)	13.9	16.7	22.2	11.1	27.8	8.3	100.0
Fargo B (N=40)	5.0	10.0	15.0	25.0	30.0	15.0	100.0
Fargo C (N=42)	28.6	23.8	16.7	16.7	11.9	2.4	100.1
West Fargo District (N=59)	18.6	23.7	18.6	16.9	18.6	3.4	99.8
West Fargo A (N=41)	17.1	24.4	19.5	22.0	17.1	0.0	100.1
West Fargo B (N=18)*	---	---	---	---	---	---	---
<b>MINNESOTA (N=135)</b>	<b>21.5</b>	<b>14.1</b>	<b>17.8</b>	<b>17.0</b>	<b>16.3</b>	<b>13.3</b>	<b>100.0</b>
Moorhead District (N=87)	25.3	9.2	14.9	17.2	21.8	11.5	99.9
Moorhead A (N=59)	25.4	10.2	11.9	20.3	16.9	15.3	100.0
Moorhead B (N=28)*	---	---	---	---	---	---	---
Dilworth/Glyndon District (N=48)	14.6	22.9	22.9	16.7	6.2	16.7	100.0
Dilworth A (N=33)	6.1	21.2	21.2	21.2	9.1	21.2	100.0
Glyndon B (N=15)*	---	---	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 42. Things that helped students cross the busiest street by group

Group	Percentage of respondents*						
	Crossing guard	Stop sign	Cross-walk	Traffic signal	Other people crossing the street	Nothing	Other
<i>Overall (N=401)</i>	8.5	15.7	16.0	16.7	8.7	30.9	5.7
<b>NORTH DAKOTA (N=241)</b>	<b>2.1</b>	<b>17.4</b>	<b>18.7</b>	<b>20.3</b>	<b>10.0</b>	<b>33.6</b>	<b>6.2</b>
Fargo District (N=173)	1.2	17.3	18.5	22.0	9.8	35.3	4.6
Fargo A (N=80)	0.0	18.8	16.2	21.2	10.0	41.2	5.0
Fargo B (N=46)	0.0	21.7	23.9	21.7	10.9	28.3	4.3
Fargo C (N=47)	4.3	10.6	17.0	23.4	8.5	31.9	4.3
West Fargo District (N=68)	4.4	17.6	19.1	16.2	10.3	29.4	10.3
West Fargo A (N=44)	4.5	15.9	22.7	22.7	9.1	34.1	11.4
West Fargo B (N=24)**	---	---	---	---	---	---	---
<b>MINNESOTA (N=160)</b>	<b>18.1</b>	<b>13.1</b>	<b>11.9</b>	<b>11.2</b>	<b>6.9</b>	<b>26.9</b>	<b>5.0</b>
Moorhead District (N=105)	20.0	15.2	11.4	10.5	8.6	20.0	5.7
Moorhead A (N=74)	23.0	17.6	14.9	6.8	8.1	16.2	6.8
Moorhead B (N=31)	12.9	9.7	3.2	19.4	9.7	29.0	3.2
Dilworth/Glyndon District (N=55)	14.5	9.1	12.7	12.7	3.6	40.0	3.6
Dilworth A (N=36)	19.4	5.6	11.1	19.4	2.8	38.9	5.6
Glyndon B (N=19)**	---	---	---	---	---	---	---

\*Percentages do not equal 100.0 due to multiple responses.

\*\*Data are not displayed due to insufficient numbers.

Appendix Table 43a. Actions of drivers: How many drivers drove slowly and safely by group

Group	Percentage of respondents				
	None	Some	Many	Not sure	TOTAL
<i>Overall (N=356)</i>	6.7	50.0	35.4	7.9	100.0
<b>NORTH DAKOTA (N=219)</b>	<b>7.3</b>	<b>56.2</b>	<b>28.8</b>	<b>7.8</b>	<b>100.1</b>
Fargo District (N=161)	6.8	55.9	29.8	7.5	100.0
Fargo A (N=76)	10.5	56.6	26.3	6.6	100.0
Fargo B (N=42)	2.4	54.8	38.1	4.8	100.1
Fargo C (N=43)	4.7	55.8	27.9	11.6	100.0
West Fargo District (N=58)	8.6	56.9	25.9	8.6	100.0
West Fargo A (N=41)	7.3	53.7	26.8	12.2	100.0
West Fargo B (N=17)*	---	---	---	---	---
<b>MINNESOTA (N=137)</b>	<b>5.8</b>	<b>40.1</b>	<b>46.0</b>	<b>8.0</b>	<b>99.9</b>
Moorhead District (N=89)	4.5	39.3	46.1	10.1	100.0
Moorhead A (N=61)	4.9	39.3	45.9	9.8	99.9
Moorhead B (N=28)*	---	---	---	---	---
Dilworth/Glyndon District (N=48)	8.3	41.7	45.8	4.2	100.0
Dilworth A (N=34)	5.9	41.2	50.0	2.9	100.0
Glyndon B (N=14)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 43b. Actions of drivers: How many drivers waited for students to cross the street by group

Group	Percentage of respondents				
	None	Some	Many	Not sure	TOTAL
<i>Overall (N=354)</i>	9.6	42.7	43.2	4.5	100.0
<b>NORTH DAKOTA (N=215)</b>	<b>10.7</b>	<b>47.0</b>	<b>37.7</b>	<b>4.7</b>	<b>100.1</b>
Fargo District (N=160)	11.9	45.6	37.5	5.0	100.0
Fargo A (N=75)	13.3	46.7	33.3	6.7	100.0
Fargo B (N=42)	4.8	50.0	40.5	4.8	100.1
Fargo C (N=43)	16.3	39.5	41.9	2.3	100.0
West Fargo District (N=55)	7.3	50.9	38.2	3.6	100.0
West Fargo A (N=39)	10.3	46.2	38.5	5.1	100.1
West Fargo B (N=16)*	---	---	---	---	---
<b>MINNESOTA (N=139)</b>	<b>7.9</b>	<b>36.0</b>	<b>51.8</b>	<b>4.3</b>	<b>100.0</b>
Moorhead District (N=90)	7.8	33.3	53.3	5.6	100.0
Moorhead A (N=62)	3.2	35.5	56.5	4.8	100.0
Moorhead B (N=28)*	---	---	---	---	---
Dilworth/Glyndon District (N=49)	8.2	40.8	49.0	2.0	100.0
Dilworth A (N=34)	5.9	38.2	55.9	0.0	100.0
Glyndon B (N=15)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 43c. Actions of drivers: How many drivers blocked the sidewalk or crosswalk by group

Group	Percentage of respondents				
	None	Some	Many	Not sure	TOTAL
<i>Overall (N=351)</i>	43.3	31.1	16.5	9.1	100.0
<b>NORTH DAKOTA (N=214)</b>	<b>35.5</b>	<b>34.6</b>	<b>21.5</b>	<b>8.4</b>	<b>100.0</b>
Fargo District (N=157)	36.9	35.7	19.1	8.3	100.0
Fargo A (N=74)	36.5	31.1	24.3	8.1	100.0
Fargo B (N=41)	29.3	39.0	19.5	12.2	100.0
Fargo C (N=42)	45.2	40.5	9.5	4.8	100.0
West Fargo District (N=57)	31.6	31.6	28.1	8.8	100.1
West Fargo A (N=41)	26.8	36.6	26.8	9.8	100.0
West Fargo B (N=16)*	---	---	---	---	---
<b>MINNESOTA (N=137)</b>	<b>55.5</b>	<b>25.5</b>	<b>8.8</b>	<b>10.2</b>	<b>100.0</b>
Moorhead District (N=88)	50.0	27.3	10.2	12.5	100.0
Moorhead A (N=60)	46.7	30.0	11.7	11.7	100.1
Moorhead B (N=28)*	---	---	---	---	---
Dilworth/Glyndon District (N=49)	65.3	22.4	6.1	6.1	99.9
Dilworth A (N=34)	67.6	17.6	5.9	8.8	99.9
Glyndon B (N=15)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 43d. Actions of drivers: How many drivers sped through an intersection by group

Group	Percentage of respondents				
	None	Some	Many	Not sure	TOTAL
<i>Overall (N=351)</i>	32.5	33.9	21.9	11.7	100.0
<b>NORTH DAKOTA (N=217)</b>	<b>24.9</b>	<b>35.0</b>	<b>25.8</b>	<b>14.3</b>	<b>100.0</b>
Fargo District (N=160)	28.8	33.8	24.4	13.1	100.1
Fargo A (N=76)	27.6	38.2	23.7	10.5	100.0
Fargo B (N=42)	28.6	21.4	28.6	21.4	100.0
Fargo C (N=42)	31.0	38.1	21.4	9.5	100.0
West Fargo District (N=57)	14.0	38.6	29.8	17.5	99.9
West Fargo A (N=41)	12.2	39.0	34.1	14.6	99.9
West Fargo B (N=16)*	---	---	---	---	---
<b>MINNESOTA (N=134)</b>	<b>44.8</b>	<b>32.1</b>	<b>15.7</b>	<b>7.5</b>	<b>100.1</b>
Moorhead District (N=86)	45.3	27.9	15.1	11.6	99.9
Moorhead A (N=58)	50.0	25.9	15.5	8.6	100.0
Moorhead B (N=28)*	---	---	---	---	---
Dilworth/Glyndon District (N=48)	43.8	39.6	16.7	0.0	100.1
Dilworth A (N=33)	54.5	33.3	12.1	0.0	99.9
Glyndon B (N=15)*	---	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 44. When getting to school, whether there were cars or buses in student's way making it difficult to enter the school grounds by group

Group	Percentage of respondents			
	Yes	No	Not sure	TOTAL
<i>Overall (N=355)</i>	17.5	73.5	9.0	100.0
<b>NORTH DAKOTA (N=215)</b>	<b>20.9</b>	<b>68.4</b>	<b>10.7</b>	<b>100.0</b>
Fargo District (N=156)	19.9	69.2	10.9	100.0
Fargo A (N=72)	18.1	68.1	13.9	100.1
Fargo B (N=41)	24.4	68.3	7.3	100.0
Fargo C (N=43)	18.6	72.1	9.3	100.0
West Fargo District (N=59)	23.7	66.1	10.2	100.0
West Fargo A (N=42)	23.8	61.9	14.3	100.0
West Fargo B (N=17)*	---	---	---	---
<b>MINNESOTA (N=140)</b>	<b>12.1</b>	<b>81.4</b>	<b>6.4</b>	<b>99.9</b>
Moorhead District (N=91)	11.0	80.2	8.8	100.0
Moorhead A (N=63)	9.5	82.5	7.9	99.9
Moorhead B (N=28)*	---	---	---	---
Dilworth/Glyndon District (N=49)	14.3	83.7	2.0	100.0
Dilworth A (N=34)	14.7	82.4	2.9	100.0
Glyndon B (N=15)*	---	---	---	---

\*Data are not displayed due to insufficient numbers.

Appendix Table 45. What students liked best about their most recent walk or bicycle ride to school by group

Group	Percentage of respondents*				
	Getting exercise	Being outside	Being with friends or family	Helping the environment	Other
<i>Overall (N=401)</i>	38.4	50.6	31.2	15.7	11.2
<b>NORTH DAKOTA (N=241)</b>	<b>41.9</b>	<b>47.7</b>	<b>32.0</b>	<b>14.5</b>	<b>12.0</b>
Fargo District (N=173)	42.8	53.8	31.8	14.5	13.9
Fargo A (N=80)	41.2	52.5	33.8	17.5	16.2
Fargo B (N=46)	47.8	56.5	30.4	13.0	8.7
Fargo C (N=47)	40.4	53.2	29.8	10.6	14.9
West Fargo District (N=68)	39.7	32.4	32.4	14.7	7.4
West Fargo A (N=44)	43.2	38.6	29.5	11.4	9.1
West Fargo B (N=24)**	---	---	---	---	---
<b>MINNESOTA (N=160)</b>	<b>33.1</b>	<b>55.0</b>	<b>30.0</b>	<b>17.5</b>	<b>10.0</b>
Moorhead District (N=105)	36.2	53.3	29.5	21.0	10.5
Moorhead A (N=74)	41.9	51.4	33.8	21.6	9.5
Moorhead B (N=31)	22.6	58.1	19.4	19.4	12.9
Dilworth/Glyndon District (N=55)	27.3	58.2	30.9	10.9	9.1
Dilworth A (N=36)	33.3	63.9	30.6	16.7	13.9
Glyndon B (N=19)**	---	---	---	---	---

\*Percentages do not equal 100.0 due to multiple responses.

\*\*Data are not displayed due to insufficient numbers.

# **SURVEY INSTRUMENTS**

# Safe Routes to School - Parent/Guardian Survey

You are invited to participate in the 2008 Safe Routes to School study sponsored by a grant from North Dakota State University. You were randomly selected to participate and your participation is voluntary. The survey will take about 10 minutes. You are being asked to participate so that we may gather information about your attitudes and behaviors relating to your children walking and biking to and from school. The information you provide is strictly confidential. Please do not make any identifying marks on the survey. When you're finished, please return the survey in the enclosed pre-stamped envelope. If you have questions about this study, please call Dr. Richard Rathge at 701-231-8621. If you have questions about your rights as a human research subject or to report a problem, please call the North Dakota State University Institutional Review Board at 701-231-8908.

Q1. How many children do you have attending school in grades K through 12?

- One     Two     Three     Four or more

Q2. What is the grade of the child who brought home this survey? Please answer the survey questions with that child in mind.

- 3rd     4th     5th     6th     7th     8th     9th

Q3. Is the child who brought home this survey male or female?

- Male     Female

Q4. How far does your child live from school?

- Less than 1/2 mile  
 1/2 to 1 mile  
 More than 1 mile to 1 1/2 miles  
 More than 1 1/2 miles  
 Not sure

Q5. In an **average week**, how many times does your child walk or ride their bicycle to school?

- None  
 Less than once a week  
 One to two times a week  
 Three to four times a week  
 Every day  
 Not sure

Q6. On **most** days, how does your child **arrive at school** and **leave for home** after school?

Fill in ONE answer in EACH column.

**a. Arrive at school**

- Walk  
 Bicycle  
 School bus or shuttle  
 Family vehicle (driven by parents or older sibling)  
 Carpool (driven by other parents or students who drive)  
 Transit (city bus)  
 Other (please specify) \_\_\_\_\_

**b. Leave for home**

- Walk  
 Bicycle  
 School bus or shuttle  
 Family vehicle (driven by parents or older sibling)  
 Carpool (driven by other parents or students who drive)  
 Transit (city bus)  
 Other (please specify) \_\_\_\_\_

Q7. How long does it normally take your child to get to and from school by their most common method?

Fill in ONE answer in EACH column.

**a. Travel time TO school**

- Less than 5 minutes  
 5 to 10 minutes  
 11 to 20 minutes  
 More than 20 minutes  
 Not sure

**b. Travel time FROM school**

- Less than 5 minutes  
 5 to 10 minutes  
 11 to 20 minutes  
 More than 20 minutes  
 Not sure

Q8. How would you most prefer your child get to and from school?

- Walk             Car  
 Bicycle         Other (please specify) \_\_\_\_\_  
 Bus

Q9. On a one to five scale, with one being "Not at all safe" and five being "Very safe", please rate your child's overall safety when walking or bicycling to or from school.

- 1-Not at all safe     2     3     4     5-Very safe     6-Not sure or prefer to not answer



Q10. Listed in the table below are some reasons why your child may not be walking or riding their bicycle to and from school or could be walking/riding more often. On a one to five scale, with one being "Not at all" and five being "A great deal", please indicate how much each of the following reasons impacts whether your child walks or rides their bicycle to and from school. Fill in the oval that corresponds to your answer. (Not sure or prefer to not answer)

Reasons	Not at all				A great deal	(Not sure or prefer to not answer)
a. Traffic - too much traffic in neighborhood	①	②	③	④	⑤	<input type="radio"/>
b. Traffic - too much traffic at school	①	②	③	④	⑤	<input type="radio"/>
c. Traffic - safety concerns at intersections and crossings	①	②	③	④	⑤	<input type="radio"/>
d. Speed - cars drive too fast through the neighborhood	①	②	③	④	⑤	<input type="radio"/>
e. Speed - cars drive too fast by school	①	②	③	④	⑤	<input type="radio"/>
f. Crime	①	②	③	④	⑤	<input type="radio"/>
g. Bullying or teasing from other kids	①	②	③	④	⑤	<input type="radio"/>
h. Scary dogs	①	②	③	④	⑤	<input type="radio"/>
i. Sidewalks/bikeways - missing or are not adequate	①	②	③	④	⑤	<input type="radio"/>
j. Distance - school is too far away	①	②	③	④	⑤	<input type="radio"/>
k. Weather - no protection from the weather	①	②	③	④	⑤	<input type="radio"/>
l. Weather - sidewalks are covered with snow/ice	①	②	③	④	⑤	<input type="radio"/>
m. Theft - no place to safely leave bicycle and helmet at school	①	②	③	④	⑤	<input type="radio"/>
n. Child's after school activities	①	②	③	④	⑤	<input type="radio"/>
o. Convenience	①	②	③	④	⑤	<input type="radio"/>
p. Child would be walking/riding bicycle alone to school	①	②	③	④	⑤	<input type="radio"/>
q. Child does not like to walk or ride their bicycle to school	①	②	③	④	⑤	<input type="radio"/>
r. Child does not have a bicycle (or one that works)	①	②	③	④	⑤	<input type="radio"/>

Q11. If there are other reasons why your child may not be walking or riding their bicycle back and forth to school, please specify \_\_\_\_\_

Q12. On a one to five scale, with one being "Not at all important" and five being "Very important", please indicate how important each of the following areas are regarding your child walking or bicycling to school:

Areas	Not at all important				Very important	(Not sure or prefer to not answer)
a. Getting exercise	①	②	③	④	⑤	<input type="radio"/>
b. Being outside	①	②	③	④	⑤	<input type="radio"/>
c. Being with friends or family	①	②	③	④	⑤	<input type="radio"/>
d. Helping the environment	①	②	③	④	⑤	<input type="radio"/>

Q13. On a one to five scale, with one being "Not at all informed" and five being "Very well informed", how informed is your child about the following safety rules?

	Not at all informed				Very well informed	(Not sure or prefer to not answer)
a. Safety rules related to walking (not crossing on red light, crossing only in crosswalk, etc.)	①	②	③	④	⑤	<input type="radio"/>
b. Safety rules related to bicycling ("Rules of the Road", etc.)	①	②	③	④	⑤	<input type="radio"/>

Q14. Has your child taken a bicycle safety training course (administered through the school, police department, church, or other community group)?

- Yes, several years ago
- Yes, within the last two years
- No
- Not sure

Q15. How many times a week do you and your child participate in some form of physical activity together (play in the yard, go to the park, take a walk, go swimming, go for a bicycle ride, etc.)?

- None
- Less than once a week
- 1 to 2 times a week
- 3 to 4 times a week
- 5 to 7 times a week
- Not sure

Q16. On a one to five scale, with one being "Not at all important" and five being "Very important", how important is it that adults serve as role models for physical activity?

	Not at all important				Very important	(Not sure or prefer to not answer)
	①	②	③	④	⑤	<input type="radio"/>

## WALKABLE ROUTES TO SCHOOL

To the best of your recollection (or take a quick walk through your neighborhood), tell us how safe and easy it is to be a pedestrian in your neighborhood. Fill in the oval next to all of the potential problems on the route to and from school that apply.

### Q17. Sidewalks

- a. There are no sidewalks at this location \_\_\_\_\_
- b. There are sidewalks, but they are not continuous.
- c. Sidewalks are broken or cracked, making them unsafe or difficult to walk on.
- d. Cars or trucks are blocking the sidewalk.
- e. Sidewalks are blocked with poles, signs, shrubbery, dumpsters, etc.
- f. Sidewalks are too close to fast-moving traffic.
- g. Sidewalks are covered with ice/compacted snow during winter months.
- h. There is not enough room for two people to walk side-by-side.
- i. Sidewalks do not have ramps (curb cuts) for wheelchairs, strollers, and wagons.
- j. Other (please specify) \_\_\_\_\_

Q18. On a one to five scale, with one being "Poor" and five being "Excellent", what is your overall rating of the **sidewalks** in your neighborhood?

- 1-Poor     2     3     4     5-Excellent     6-Not sure

### Q19. Street Crossings

- a. Roads are too wide to cross safely.
- b. Need traffic signals.
- c. Traffic signals make pedestrians wait too long before crossing.
- d. Need pedestrian crossing signals/audible signals.
- e. Too many distracted drivers (passing through intersections, not watching for pedestrians or bikers, etc.).
- f. Pedestrian crossing signals are not long enough for pedestrians to reach the other side of the street.
- g. Need marked pedestrian crosswalks.
- h. View of traffic is blocked by parked cars on the street.
- i. View of traffic is blocked by trees, plants, utility poles, snow, signs, etc.
- j. Other (please specify) \_\_\_\_\_

Q20. On a one to five scale, with one being "Poor" and five being "Excellent", what is your overall rating of the **street crossings** in your neighborhood?

- 1-Poor     2     3     4     5-Excellent     6-Not sure

## TRAFFIC FLOW AT SCHOOL SITE DURING DROP-OFF AND PICK-UP

Q21. On a scale from one to five, with one being "Not at all congested" and five being "Very congested", please tell us how congested traffic is at school when dropping off and picking up your child.

	Not at all congested		Very congested			(Not sure or no experience with this)
a. Dropping off my child	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Picking up my child	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>

## "WALKING SCHOOL BUS"

A "walking school bus" is a group of children walking to school with one or more adults. It can be as informal as two families taking turns walking their children to school, or as structured as a planned route with meeting points, a timetable, and a schedule of trained volunteers.

Q22. At what grade do you think a child could safely walk or bicycle to/from school *without* an adult?

- K     1st     2nd     3rd     4th     5th     6th     7th     8th     9th     Not sure

Q23. On a scale from one to five, with one being "Not at all likely" and five being "Very likely", if a "Walking School Bus" was integrated into your neighborhood, how likely would your child be to utilize it and how likely would you be to volunteer your time?

	Not at all likely		Very likely			(Not sure)
a. Likelihood child would utilize "Walking School Bus"	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>
b. Likelihood I would volunteer time	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/>



**Please tell us about you:**

Q24. Below is a list of activities/organizations that are available within your children's schools or your community. Please indicate all the activities in which you or your child(ren) are involved.

- Early morning or after school programs
- School activities (band, drama, athletics, etc.)
- Free or reduced lunch program
- Gifted program
- Special Education program
- Summer school/Transitions program
- Parent-Teacher Association (PTA)
- Neighborhood Association
- English Language Learner (ELL) program
- Other (please specify) \_\_\_\_\_

Q25. Does your child have any physical disabilities that make it difficult for them to walk or ride their bicycle to school?

- Yes
- No
- Not sure
- Prefer to not answer

Q26. What is your age?

- Less than 25 years of age
- 25 to 34 years of age
- 35 to 44 years of age
- 45 to 54 years of age
- 55 years of age or older
- Prefer to not answer

Q27. Which category describes your current level of education?

- Less than high school
- High school graduate or GED
- Some vocational/technical school, but no degree
- Vocational/technical degree
- Some college, but no degree
- College degree
- Graduate school or professional degree
- Prefer to not answer

Q28. What is your gender?

- Female
- Male
- Prefer to not answer

**COMMENTS:** Please feel free to comment on walking or bicycling to and from school.

*Thank you for helping us with this important study.*

## Safe Routes to School - Student Survey

You are invited to participate in a research study that is about safe ways to walk or bicycle to and from school. The research study involves a survey and your class was chosen to participate. This survey will help us understand reasons why you may or may not be walking or riding your bicycle to and from school. Your answers will help us understand ways in which changes can be made so that you can walk or ride your bicycle to and from school more often. You do not have to take the survey if you do not want to. If you decide to take the survey, you can leave blank any question that you do not want to answer and you may quit the survey at any time. Please do not write your name on the survey. If you have any questions, raise your hand and I will answer them.

### Please tell us about you:

Q1. What grade are you in?    3rd    4th    5th    6th    7th    8th    9th

Q2. How do you usually get TO and FROM school?

**TO school?**

- Walk
- Bicycle
- Bus
- Car

**FROM school?**

- Walk
- Bicycle
- Bus
- Car

Q3. If you had a choice, how would you most like to get to and from school?

- Walk
- Bicycle
- Bus
- Car
- Other (please tell us) \_\_\_\_\_

Q4. In an average week, how many times do you walk or ride your bicycle to school?

- None
- Less than once a week
- One to two times a week
- Three to four times a week
- Every day
- Not sure

Q5. Here is a list of things that may make it hard for you to go back and forth to school by walking or riding your bicycle. Read through the list and fill in the bubbles of all the things that may make it hard for you to walk or ride your bicycle.

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li><input type="radio"/> Bullying/teasing from other kids</li> <li><input type="radio"/> Scary people</li> <li><input type="radio"/> Scary dogs</li> <li><input type="radio"/> Cars that drive too fast in my neighborhood</li> <li><input type="radio"/> Cars that drive too fast by my school</li> <li><input type="radio"/> Crossing intersections with lots of traffic</li> <li><input type="radio"/> Having to walk or ride bicycle by myself</li> <li><input type="radio"/> Broken or missing sidewalks</li> <li><input type="radio"/> Weather - too cold in winter</li> <li><input type="radio"/> Weather - icy or snow-covered sidewalks</li> <li><input type="radio"/> Too much stuff to carry (books, equipment, instrument)</li> <li><input type="radio"/> Not having a safe place to leave my bicycle and helmet</li> </ul> | <ul style="list-style-type: none"> <li><input type="radio"/> Parent or other adult drops me off on their way to work or picks me up on their way home</li> <li><input type="radio"/> Distance - too far from school</li> <li><input type="radio"/> Too dark outside</li> <li><input type="radio"/> After school activities</li> <li><input type="radio"/> Getting sweaty</li> <li><input type="radio"/> Other people don't think it's "cool"</li> <li><input type="radio"/> My parents will not let me</li> <li><input type="radio"/> I do not have a bicycle (or one that works)</li> <li><input type="radio"/> I do not want to walk or ride a bicycle to school</li> <li><input type="radio"/> Other (please tell us) _____</li> <li><input type="radio"/> Prefer to not answer _____</li> </ul> |
|---|---|

Q6. Which of the following things would help you to walk or ride your bicycle to and from school more often? Fill in the bubbles of all that apply to you.

- More parents and adults walking on my route
- More help, such as a crossing guard or traffic signal, crossing the street at this location \_\_\_\_\_
- Sidewalk or path at this location \_\_\_\_\_
- A drop-off place closer to school so I can walk part of the way \_\_\_\_\_
- Fewer things to carry (books, equipment, instrument)
- No scary dogs
- Sidewalks that are clean and not broken
- Slower traffic speeds
- More considerate drivers
- Nothing, I prefer to get a ride for SAFETY
- Nothing, I prefer to get a ride for CONVENIENCE
- Nothing, I live too far from the school
- Nothing, I do not want to walk or ride my bicycle to school
- Other (please tell us) \_\_\_\_\_
- Prefer to not answer \_\_\_\_\_

Q7. Have you ever had a bicycle safety training course, such as "Rules of the Road", "McGruff - Riding Right", a police department training course, or others?

- Yes
- No
- Not sure

**OVER ▶**



For the following questions, please answer the questions based on the **MOST RECENT** time that you walked or rode your bicycle to school. If you never walk or ride your bicycle to school, you may skip to the “Comments” section at the end of the survey.

Q8. Did you have a sidewalk or path for the whole trip?

- Yes
- No
- Not sure

Q9. How many times did you have to walk off the sidewalk or path because someone was in your way?

- None
- One
- Two
- Three or more times
- Not sure

Q10. How many streets did you cross to get to school?

- One
- Two
- Three
- Four
- Five or more
- Not sure

Q11. Who or what helped you cross the busiest street? Fill in the bubbles of all that apply to you.

- Crossing guard
- Stop sign
- Crosswalk
- Traffic signal
- Other people crossing the street
- Nothing
- Other (please tell us) \_\_\_\_\_

Q12. Fill in the oval in each row to show us how many drivers drove slowly and safely, waited for you to cross the street, blocked the sidewalk or crosswalk, or sped through an intersection.

**How many drivers...**

- |                                      |                            |                            |                            |                                |
|--------------------------------------|----------------------------|----------------------------|----------------------------|--------------------------------|
| a. Drove slowly and safely           | <input type="radio"/> None | <input type="radio"/> Some | <input type="radio"/> Many | <input type="radio"/> Not sure |
| b. Waited for me to cross the street | <input type="radio"/> None | <input type="radio"/> Some | <input type="radio"/> Many | <input type="radio"/> Not sure |
| c. Blocked the sidewalk or crosswalk | <input type="radio"/> None | <input type="radio"/> Some | <input type="radio"/> Many | <input type="radio"/> Not sure |
| d. Sped through an intersection      | <input type="radio"/> None | <input type="radio"/> Some | <input type="radio"/> Many | <input type="radio"/> Not sure |

Q13. Please tell us if there were other things that drivers did \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Q14. When you get to school, are there cars or buses in your way that make it hard for you to enter the school grounds?

- Yes
- No
- Not sure

Q15. What did you like best about your most recent walk or bicycle ride to school? Fill in the bubbles of all that apply to you.

- Getting exercise
- Being outside
- Being with friends or family
- Helping the environment
- Other (please tell us) \_\_\_\_\_

**COMMENTS:** Please feel free to comment on walking or bicycling to and from school.

Thank you for helping us with this important study.