



TravelSmart4Kids: A Regional Travel Strategy for Kids 12 & Under

PREPARED BY:

TransLink

WITH SUPPORT FROM:

Urban Systems Ltd.

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TransLink's TDM Team, with support from Urban Systems would like to acknowledge the contributions of many individuals and groups who provided input and support for the development of this document. This includes representatives from the region's municipalities, the Government of British Columbia, regional Health Authorities, and other community and nonprofit organizations working in health and transportation.

Thank you to all for your assistance in the development of this strategy and please continue to support this work through your networks, lives, and communities.

Executive Summary

TravelSmart4Kids: A Regional Travel Strategy for Kids 12 & Under. This Strategy takes a coordinated approach in Metro Vancouver, to enable and encourage children between the ages of 0–12 to travel by active and sustainable modes of transportation in Metro Vancouver, including walking, cycling, rolling, and taking transit.

The Strategy was developed based on the understanding that active and sustainable transportation creates many immediate and long-term benefits for our region. It also recognizes that transportation issues are complex and continuing to support active school travel initiatives, as well as continuing to develop partnerships and share information/resources, will achieve the best results and long-term impact.

The development of the Strategy was a regional effort lead by TransLink, along with school districts, municipalities, health authorities, regional and provincial governments, and many others. These groups came together to better understand how kids 12 and under are getting around in the region and how encouragement initiatives are resulting in more trips by sustainable modes of transportation.

An initial focus of this study was to look specifically at initiatives like school travel planning, how they change behaviour, and how we as a region can create greater uptake of active and sustainable transportation modes in children. Through research and engagement, a better understanding of the issues and opportunities the Strategy was determined to be the best approach. The Strategy is built around the foundational understanding that:

- Healthy habits and development start in an individual's early years.
- Promoting active and sustainable travel early can result in positive outcomes for individuals and their community.
- Benefits for children include higher rates of physical activity, stronger mental health, growing independence, stronger academic performance, and deeper social connections.
- Promoting walking, cycling, rolling, and taking transit within a community can result in an improved transportation safety, a more affordable and equitable community, reduced traffic congestion, better air quality, reduced noise from motor vehicles, and lower greenhouse gas emissions.



Photo credit: TransLink

Existing policy and guiding documents within the region, including Transport 2050, highlight the region’s commitment to provide more safe, healthy, and sustainable travel choices for all residents with a particular focus on vulnerable users.

Through dialogue and collaboration, a framework for the Strategy was developed that includes a clear vision and goals for children’s travel in the region. The themes are supported by strategies and actions to work towards the vision and goals.

Theme 1: Culture and Behaviour – Recognizes the need to create a culture for healthy and safe active and sustainable transportation. Various levels of governments and organizations can help to create this culture through engagement, education, policy, planning, and infrastructure design. Monitoring this progress through consistent regional data collection will help to better understand how children travel, inform decision-making, and monitor our progress as a region.

Theme 2: Sustainability and Legacy – Recognizes that there are limited measures, including systems-level integration with regional goals, in place to support the sustainability and legacy of active and sustainable travel initiatives that focus on children. This theme highlights the need to formalize a regional approach and commitment across levels of government, incorporating more elements within the education curriculum, implementing pilot programs, and monitoring.

Theme 3: Resources and Funding – This theme builds on the need for additional resources and funding to sustain programs, initiatives, and infrastructure that support sustainable travel for children. This includes the need to develop and share resources and information throughout the region and province. Additionally, it was noted that there is a lack of funding for staff, program implementation, and infrastructure.

Under these three themes the Strategy has identified many actions to support the vision and goals. Developing a coordinated, regional approach to implementation was an important component of the Strategy. The stakeholders with a responsibility and role to implement the Strategy are identified for each of the actions. Stakeholders are identified as either leading or supporting the implementation of the actions. To ensure the implementation of the Strategy is monitored, each action has been assigned at least one key performance indicator and a timeline for implementation (0-1 year, 1-5 years, 5+ years, or ongoing).

Four priority actions were identified that would have the greatest impact in the short-term and lay the foundations for future years.

1. Regional coordination roles created to lead this work
2. Establish a Regional Working Group
3. Consolidate resources
4. Establish a formal commitment for the implementation of the Strategy

The actions listed as part of the Strategy were identified through collaboration and are intended to help guide investment, coordination, programming, and resourcing in the region. The long-term goal is more children between the ages of 0-12 to travel by active and sustainable modes of transportation. This document describes how the Strategy will support the region and stakeholders in achieving its mode share goals and is open to review as new opportunities arise. As implementation and monitoring occurs, it is recognized that additional studies and work will be required to identify gaps and opportunities and to bring new ideas to light. For example, in future iterations, the Strategy may include broader age groups (13-18) and encompass more regions in British Columbia or the entire province.

The Strategy aims to continue to build and grow partnerships within and outside of the region and bring groups and stakeholders together. The purpose is to act as a joint call to action for a coordinated approach and a commitment to fund the implementation of the Strategy, enabling and encouraging children to travel by active and sustainable modes of transportation in Metro Vancouver.



Photo credit: City of Vancouver

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Land Acknowledgment

TransLink recognizes the rights of Indigenous Peoples and respects and celebrates the Indigenous Nations on whose treaty lands and unceded territories we are fortunate to live, work, and operate, and recognizes that, in planning and managing the region's transportation system, we have a role to play in advancing reconciliation with Indigenous Peoples.



Photo credit: TransLink

Testimonials

Sarah Ross, Vice President Planning and Policy, TransLink

“The region’s new 30-year transportation strategy, Transport 2050, aims to support more convenient, reliable, affordable, safe & comfortable, and carbon-free transportation options, with access for everyone. In my current role at TransLink, I know that expanding the network of safe infrastructure across the region and championing programs that address barriers for children are key to encouraging sustainable transportation. As a mother of two with five soccer events to attend per week, I’m happy to say our electric cargo bike gets us there more often than we drive. My kids are growing up knowing that any trips under 5 km can be made by walking, cycling or just a short ride on transit. It’s critical to instill these healthy travel habits at an early age to prepare the next generation for a world that is oriented around healthy, safe, and sustainable transportation options.”

Rose Gardner, Director of Bike Education, HUB Cycling

“Increasing cycling and active transportation use among children and families improves kids mental and physical health, and helps them better understand their community and arrive at schools ready to learn. Cycling education in schools increases active transportation use among students, reduces congestion and safety concerns in school zones, improving parent well-being as well. HUB Cycling is excited to support the TravelSmart4Kids Strategy to ensure our communities become happier, healthier, and more connected.”

Karen Klein, ICBC Road Safety Community Coordinator

“Active and sustainable transportation is shaping the future of mobility in B.C. and highlights the importance of road safety awareness and education for all British Columbians. Road safety education aimed at parents and their children to help them become safer road users is critical to fostering a sustainable road safety culture.”

Jennifer Draper, Deputy Director, Planning, City of North Vancouver

“This vision of a region where children can easily travel in a safe and active way aligns well with the City of North Vancouver’s Mobility Strategy vision of “healthy streets that work for everyone,” and supports our ongoing efforts to encourage safe and active school travel habits. Regional coordination puts each municipality in a stronger position to continue this important work that addresses vehicle congestion, climate action, and safety.”

Dr. Emily Newhouse, Medical Health Officer, Fraser Health

“Fraser Health acknowledges the need for inclusive and equitable programming and infrastructure investment that encourages active transportation, as active transportation improves health among our children of all abilities and backgrounds. We endorse this strategy that promotes social connections, physical activity, safe and climate friendly travel for children in our communities.”

Dr. Michel Schwandt, Medical Health Officer, Vancouver Coastal Health

“Children benefit from safe, active and sustainable transportation. Research and experience show us physical and mental health benefits when children travel by walking, biking, rolling or using public transportation. A strategic approach can deliver the plans, infrastructure and healthy policies we need to support all children in moving through our communities.”

Paul Storer, Director of Transportation, City of Vancouver

“There are many benefits to encouraging children at an early age to use active and sustainable modes of transportation. TransLink’s Strategy highlights how a coordinated effort among all levels of government can positively serve our region, help reduce vehicle congestion and carbon pollution around schools and make streets safer for our children. We will continue to encourage walking, biking, rolling and transit as the modes of choice as we work towards our climate emergency goals.”

1.0 Introduction

A Regional Strategy

This Strategy takes a coordinated approach to encourage more children between the ages of 0-12 to travel by active and sustainable modes of transportation in Metro Vancouver, including walking, cycling, rolling, and taking transit.

Metro Vancouver stakeholders and residents have supported active travel programs and initiatives in the past without fully understanding the impact. The development of the Strategy was a regional effort lead by TransLink, along with school districts, municipalities, health authorities, regional and provincial governments, and many others. Stakeholders came together to better understand the impact and state of initiatives like school travel planning, how they promote behaviour change, and how we can create greater uptake of active and sustainable transportation modes in children. The Strategy is the result of this regional work which builds upon the foundations of traditional school travel planning, considering all trips and all modes. The Strategy is intended to be implemented over the short- (0 to 5 years) to medium-term (5+ years), and to align with TransLink's Regional Transportation Strategy.

Recognizing the many benefits of active and sustainable transportation for children, families and our region, the Strategy builds off the foundations that have been laid by our partners for years, including (and not limited to) school travel planning, Safe and Active Schools programs, traffic safety education, children's independent mobility, physical and mental health improvement, and climate change awareness and mitigation.

Active and sustainable transportation is any form of human-powered transportation, such as walking, cycling, rolling, and taking transit.

This can include scooters, e-scooters, bicycles, e-bicycles, skateboards, and in-line skates.

Photo credit: TransLink

The Strategy establishes an innovative and holistic approach to active and sustainable travel, marrying traditional aspects of school travel planning such as planning, policy, infrastructure, programming, engagement, and education with a regional health, climate, safety, and equity lens.

While the Strategy addresses some of the current barriers and challenges of active and sustainable travel that children are facing in our region, the Strategy also looks forward and aims to create changes in culture, convenience, and feasibility of children travelling by walking, cycling, rolling or transit. The Strategy seeks to create a region that is safe, healthy, sustainable, and ensures future generations know how to navigate a multi-modal transportation network.

The Strategy is divided into the following six sections:

1. **Introduction** highlights the Strategy’s purpose and goals.
2. **Background** provides context for the Strategy, including benefits of active transportation, how the Strategy was developed, and who was involved.
3. **Setting the Context** outlines the existing programs, policies, and initiatives in Metro Vancouver that support and encourage active and sustainable children’s travel, and challenges and opportunities that helped to shape the Strategy.
4. **Vision, Goals, & Themes** outlines the vision and goals for the Strategy, and the conceptual themes the strategies, actions, and tactics are organized into.
5. **Strategies and Actions** identifies the strategies and actions of the Strategy.
6. **Implementation** provides a framework for the Strategy’s implementation, including responsibilities, and key performance indicators to measure progress.



Photo credit: City of Vancouver

2.0 Background

2.1 Why Develop the Strategy?

HEALTHY HABITS AND DEVELOPMENT START EARLY.

Health is critical for all of us, and children require healthy lifestyles to grow into thriving adults. We know that active and sustainable transportation creates many immediate and long-term benefits for our region, including more physical activity, better mental health, cleaner air quality, safer roads, and more. Despite this, over half of all children in our region are driven to and from school every day. Research has shown that children lay the foundation for their travel habits and perceptions of the different ways to travel in their childhood¹, which serves as an opportunity to create positive relationships with healthy, safe, and sustainable travel habits. In addition, allowing our children to learn how to navigate and play on their own is important for development, self-esteem, and growing into independent, competent adults. As health is a key pillar of the Strategy, public health is a key partner in the development and implementation of the Strategy.

KIDS FACE DIFFERENT CHALLENGES.

Through our engagement with children, we know that over 59% of kids wish they were able to walk, cycle, roll, or take transit to and from school.² Targeted (especially age targeted) strategies, are effective when it comes to promoting active and sustainable transportation for children. A strategy that is specific to children better addresses barriers such as physical and cognitive ability, behaviour, injury risk, parental influence and decision-making, and personal safety concerns, and creates recommendations that are age appropriate to sustain long-term habits.

Children lay the foundation for their travel habits and perceptions of modes in their childhood.

Over 59% of kids wish they were able to walk, cycle, roll or take transit to and from school.



Photo credit: Urban Systems Ltd.

1 Lanzendorf, M. (2003). Mobility biographies: A new perspective for understanding travel behaviour. Paper Presented at the 10th International Conference on Travel Behaviour Research, Lucerne, August 2003, Mackett, R. L., Lucas, L., Paskins, J., & Turbin, J. (2002). Understanding the car dependency impacts of children's car use. Retrieved from: https://www.researchgate.net/publication/240618796_Understanding_the_car_dependency_impacts_of_children's_car_use

2 UBC Human Early Learning Partnership. Middle Years Development Instrument (2020-2021).

We also know that children have a lot to gain when they are meaningfully engaged – when they feel included and heard, it empowers them to make a difference in their community. Investing in children today creates long-term benefits for our region.

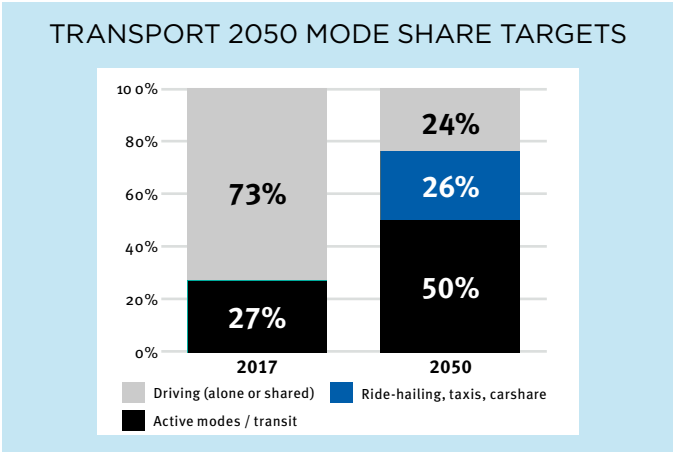
WE'RE MORE EFFECTIVE TOGETHER.

Transportation issues are complex. Thanks to the many players in our region, Metro Vancouver is a leader in active and sustainable transportation, but it takes all of us to address issues related to community design, infrastructure, safety, health, and the environment.

81% of Metro Vancouver municipalities believe a regional strategy is an effective next step.

We found that 81% of municipalities believe a regional travel strategy is an effective next step to increase access to resources, share knowledge, and outline clear objectives, as well as establish a regional commitment and mandate. Nonprofit organizations and transportation consulting firms have developed school travel plans across the region for years. However, there is a limited understanding of how effective these efforts and programs have been at a regional scale, especially given the lack of regional support and capacity. With all levels of government in our region pushing to grow active transportation mode share, the Strategy is an opportunity to streamline these efforts, while also reducing congestion and greenhouse gas emissions, making our streets safer, and our children healthier, and more independent.

AS A TOOL TO ADDRESS SAFETY, EQUITY, AND RECONCILIATION.



Our region is diverse – by age, ability, ancestry, geographically, culturally, and more – the Strategy takes a regional approach to children’s active and sustainable travel to better employ an equity lens to ensure access for everyone. The Strategy recognizes that children often have fewer transportation options compared to middle-aged adults, and that those with lower income households have even fewer options. Active and sustainable travel may be difficult for those who are limited by their mobility options in their community, with some living in rural settings with limited transit service, sidewalks, or safe cycling infrastructure. The Strategy aims to address these gaps and create context-specific solutions that will open the doors to mobility options for all. The Strategy aims to support a diverse cross section of children in the Metro Vancouver region, recognizing the role we all play in advancing equity and reconciliation.

2.2 Benefits of Active and Sustainable Transportation



Increased Safety

With less vehicles on the road and near schools and improvements to infrastructure, children using active and sustainable transportation will be safer. With more children traveling on the road, there will be safety in numbers, with drivers expecting to see children on the road, and bigger groups that slow drivers down. According to ICBC, in the Lower Mainland, 300 children walking or cycling are involved in crashes every year, and most (62%) child pedestrian collisions occur outside of school travel times. Dangerous driver behaviour at school pick-up and drop-off is a common concern.



More Physical Activity

Active travel helps to meet the goal for school-aged children of at least 60 minutes per day of moderate to vigorous physical activity, which is linked with improved cardiovascular health. Currently, only 39% of children and youth meet the physical activity recommendation within the Canadian 24-Hour Movement Guidelines.¹ Insufficient physical activity is linked to adverse health effects such as injury, as well as chronic diseases including cancer, type II diabetes, and stroke.



Stronger Mental Health

Active travel can support mental health benefits such as reduced stress, depression, anxiety, and increased happiness. Lack of physical activity is also linked to poor mental health. The effects of poor mental health can touch upon many aspects of a child's life, and can have lasting impacts on their developmental skills, school performance and capacity to build social relationships.



Growing Independence

Various studies have shown that children who walk or cycle to school independently and engage in unstructured play develop skills such as safety awareness, risk assessment, wayfinding and spatial-mapping skills, self-confidence and self-esteem, improved interactions with peers, enhanced sense of community, and anticipation of traffic that competent adults require.² Supporting independent transportation is critical to the development of lifelong travel habits. In addition, independent children meet the physical activity recommendation more often than children who are driven to school.³



Stronger Academic Performance

Active transportation supports healthy brain development, which can lead to improved learning and academic outcomes. Research proves that kids who move more tend to have increased brain activity, do better academically, behave better in class and miss fewer days of school.⁴ The increased physical activity specifically associated with the school journey has been found to increase alertness and attention during the school day.



Reduced Noise

Traffic noise generated by vehicles represents a major public health issue, and increased use of active and sustainable transportation can significantly reduce the level of noise pollution.⁵

1 ParticipACTION. The Role of the Family in the Physical Activity, Sedentary and Sleep Behaviours of Children and Youth. The 2020 ParticipACTION Report Card on Physical Activity for Children and Youth. Toronto: ParticipACTION; 2020. https://participation.cdn.prismic.io/participation/f6854240-ef7c-448c-ae5c-5634c41a0170_2020_Report_Card_Children_and_Youth_Full_Report.pdf

2 Riazi et al. "Well, You Feel More Responsible When You're Unsupervised": Exploring Family Perspectives on Children's Independent Mobility". Children. 2021.

3 Larouche R, Barnes JD, Blanchette S, Faulkner G, Riazi NA, Trudeau F, Tremblay MS. Relationships Among Children's Independent Mobility, Active Transportation, and Physical Activity: A Multisite Cross-Sectional Study. *Pediatr Exerc Sci.* 2020 Jun 21;32(4):189-196. doi: 10.1123/pes.2019-0238. PMID: 32570211.

4 Donnelly JE, Hillman CH, Castelli D, et al. Physical Activity, Fitness, Cognitive Function, and Academic Achievement in Children: A Systematic Review. *Med Sci Sports Exerc.* 2016;48(6):1197-1222. doi:10.1249/MSS.0000000000000901

5 Kim, Minho, et al. "Road traffic noise: annoyance, sleep disturbance, and public health implications." *American journal of preventive medicine* 43.4 (2012): 353-360.

BENEFITS OF ACTIVE AND SUSTAINABLE TRANSPORTATION



Affordability and Equity

Walking, cycling, rolling, and taking transit is more affordable for households than driving or owning a vehicle. Transportation costs disproportionately impact low-income households, who have to spend a larger portion of their budget on transportation. Active and sustainable transportation can be a tool to increase affordability and equity. It has also been proven that school zones and other community environments that support walking and rolling with walking programs, high quality sidewalks, and reduced speeds are more inviting and accessible to people with different needs.



Deeper Social Connections

Communities with more active transportation foster opportunities for face-to-face interactions, and build trust, respect, understanding, and a sense of cooperation among neighbours. High participation in active transportation in a community is a strong indicator of sustainability and livability. Kids develop better social connections with their peers when they interact with each other on the way to school, as well as with neighbours and others in their community, so the benefits reach far beyond the school. And it's FUN!



Congestion Reductions

In Metro Vancouver, over half of all grade school trips are by vehicle. Congestion costs the region \$1.5 billion annually, in addition to worsening public health, climate change and road safety. Despite this, 75% of Canadian parents prevent their children from walking and cycling due to fears over speeding cars and traffic transportation issue. Congestion is not unique to Metro Vancouver, a study from Toronto found that school commute traffic is estimated to be about 20%.⁶ By switching these trips to active and sustainable transportation, our roads will move more efficiently for those who need them, becoming safer and cleaner.



Better Air Quality

Reducing the number of vehicles on the road and children being driven improves air quality and reduces associated risks of lung and cardiovascular diseases. The number of vehicles on the road also reduces the congestion on our roads and decreases the number of idling vehicles. Air pollution can also impact cognitive development: children are particularly vulnerable, experiencing negative impacts at lower levels of exposure than adults.



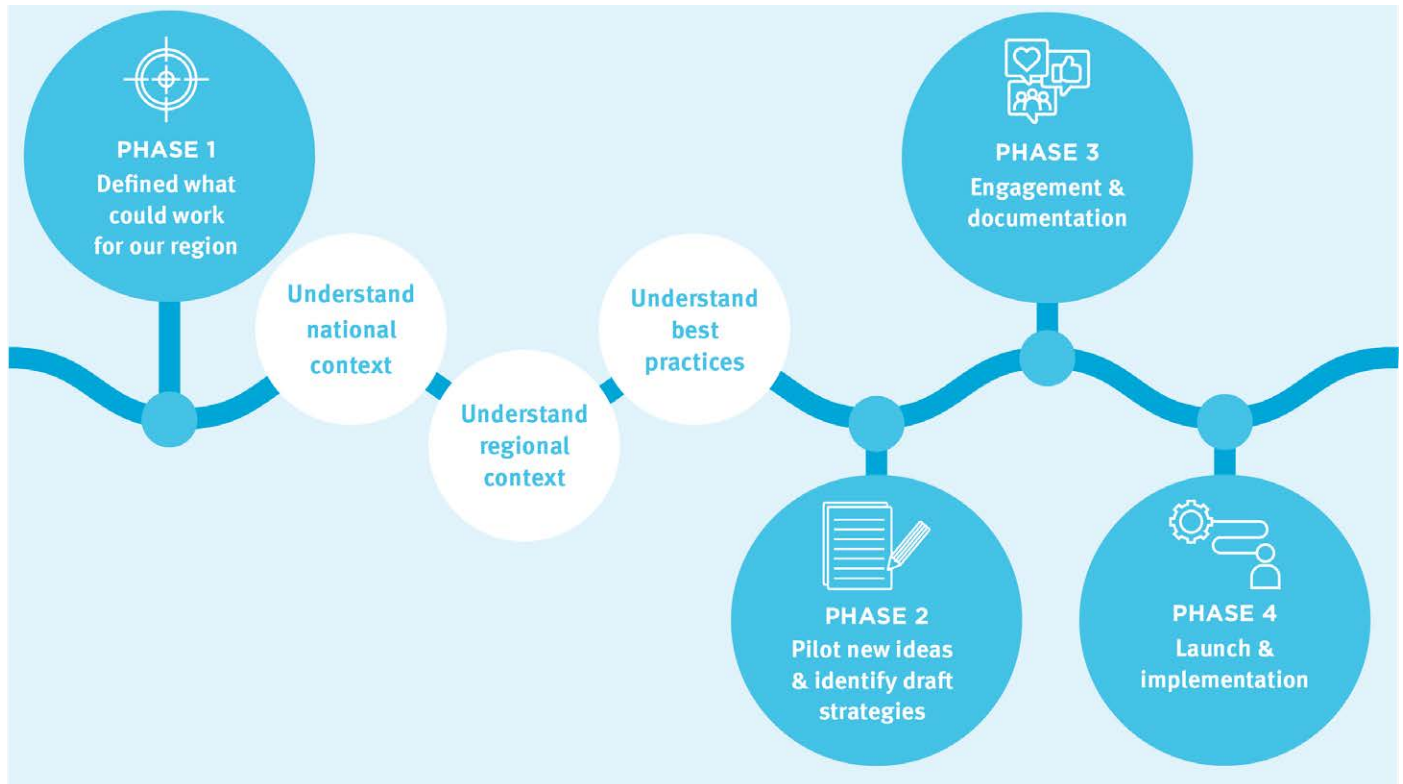
Lower Greenhouse Gas Emissions

Those who switch just one trip per day from car driving to cycling reduce their carbon footprint by about 0.5 tonnes over a year, representing a substantial share of average per capita CO₂ emissions.⁷ 35% of all greenhouse gas emissions in Metro Vancouver are from on-road transportation. Significant action by all levels of government is needed for Metro Vancouver to achieve its 2030 GHG reduction target and become a carbon neutral region by 2050.

⁶ Metrolink (2016). Smart Commute: School Travel Trends.

⁷ University of Oxford (2021). Get on Your Bike: Active Transport Makes a Significant Impact on Carbon Emissions. <https://www.ox.ac.uk/news/2021-02-02-get-your-bike-active-transport-makes-significant-impact-carbon-emissions>

2.3 How was the Strategy Developed?



COLLABORATIVELY.

The Strategy was led by TransLink and developed collaboratively with stakeholders across the region. Initial discussions and research began in 2018 and continued over an iterative, four-phase process. To ensure the Strategy was relevant to, and supportive of existing regional efforts, an important component of the development of the Strategy was ongoing conversation and engagement with stakeholders. Dialogue and action planning between stakeholders was a key component of the planning process throughout all phases and will continue throughout implementation.

BUILT ON LOCAL KNOWLEDGE.

The development of the Strategy involved reviewing literature, exploring options, data collection, workshops with stakeholders across the region, and implementing pilot projects and initiatives. Those leading research, program delivery, and initiatives related to active and sustainable travel for children provided information that formed the foundations of the Strategy. This included a broad understanding of the key opportunities and challenges for active and sustainable travel for children. Collecting input from stakeholders was done through a variety of methods and at different stages throughout the development of the Strategy, including surveys, workshops, interviews, and case studies.

RESPONSIVE TO LOCAL AND GLOBAL TRENDS.

The development of the Strategy was influenced by several regional, national, and global factors. Active and sustainable transportation has become the subject of much research, as well as its positive role in our day-to-day lives. The development of the Strategy was built on the findings of this research, but policy and world events made it a priority for our region. All levels of government have highlighted active transportation as a priority and committed funding for programs and infrastructure that support individuals to walk, roll, bicycle, and take transit more.

- The Province of BC launched *Move. Commute. Connect.: B.C.'s Active Transportation Strategy*,
- The Government of Canada released its first *National Active Transportation Strategy*,
- TransLink's *Transport 2050*, and Metro Vancouver's *Clean Air Plan* and *Metro 2050*.

These planning and policy documents set the stage to take action with world events and trends such as the COVID-19 pandemic, climate emergency, rising mental health issues, and physical inactivity rates. The Strategy was developed over the course of the COVID-19 pandemic, recognizing the importance of flexibility and incremental progress through pilot programs, and virtual engagement and initiatives.

HOW DID WE DO IT?

Phase 1: Define what could work for our region

Phase 1 summarized the region's school travel programs, initiatives, partners, and agencies working on promoting active school travel in Metro Vancouver. The project team reviewed policies and strategies, spoke with municipalities through a survey, and conducted interviews to understand the work being done at a municipal level, including policy directives. Regional agencies and school principals were also surveyed. To guide this work, individual phone calls, meetings, and discussions with non-profit organizations and community groups were also conducted.

Phase 1 included case studies and interviews with five organizations that reflected a range of jurisdictions, operational scales, and geographies:

- Capital Regional District (Victoria, BC)
- Metrolinx (Greater Toronto and Hamilton Area, ON)
- Quebec En Forme (Trois-Rivieres, QC)
- City of Winnipeg (Winnipeg, MB)
- City of Ottawa (Ottawa, ON).

Phase 2: Pilot new ideas & identify draft strategies

Phase 2 focused on digging deeper into the opportunities for promoting more active and sustainable trips to by children within Metro Vancouver. A series of interviews were conducted with principals from schools in the cities of Vancouver, North Vancouver, and New Westminster. Building on this, interviews were conducted with representatives (staff) from the City

of North Vancouver, Coquitlam, New Westminster, and Vancouver to learn more about how the municipalities were supporting and encouraging children to walk, bicycle, roll, and take transit.

Additionally, a series of workshops with regional and provincial stakeholders were held to discuss proposed goals, benefits, challenges, funding, partners, methodologies, and potential solutions, at the following workshops:

- Project Overview and Ideas Generation (Spring 2018)
- Identify Strategies and Pilot Projects (Fall 2019)
- Tactical Urbanism Toolkit – Online (Early 2020)
- Walking School Bus Pilot – Online (Spring 2020)

From these discussions some immediate actions emerged including the development of a Tactical Urbanism Toolkit. The Tactical Urbanism Toolkit is intended to provide ideas and tools to successfully plan, design, and implement tactical urbanism projects that can be used as a tool for community and stakeholder engagement. It has a dual purpose of supporting active school travel as well as more general application for improvements elsewhere.

The development of Kid Commute: A Walking School Bus Program was another regional initiative formed through discussions during Phase 2. In 2022, TransLink, the City of Vancouver, the City of North Vancouver, and the Dedicated Action for School Health (DASH) partnered to launch this program to encourage students to walk to and from school in groups known as walking school buses.

Phase 3: Engagement and documentation

In Spring of 2021, targeted engagement sessions with stakeholders were held to present the draft Strategy (including the vision, goals, strategies, and actions). The purpose of these sessions was to gather feedback on the draft and discuss priorities, roles, and responsibilities for implementation. Four sessions were held in total with each of the following stakeholder groups:

- Municipalities and regional agencies (Spring 2021)
- School districts and boards (Spring 2021)
- Relevant provincial ministries (Spring 2021)
- TransLink staff (Spring/Summer 2021)

In addition to these sessions the draft was circulated to municipal, health and provincial stakeholders for feedback and accuracy.

Phase 4: Launch & implementation

As the Strategy was being finalized, the Regional Working Group was initiated and is made up of many of the stakeholders involved in the development of the Strategy. The Regional Working Group meets quarterly starting in April 2022. This group will oversee the implementation and delivery of the Strategy.

To support the implementation of the Strategy, TransLink funded Year 1 of a coordinator role to finalize the Strategy and oversee its implementation. Looking forward, the Regional Working Group will determine the best model to fund the position, as well as the role's responsibilities and programs that support this work.

The project team presented the draft Strategy to other regional committees and launched at the Canadian Institute of Transportation Engineers (CITE/QUAD) Conference in Vancouver (Spring 2022).

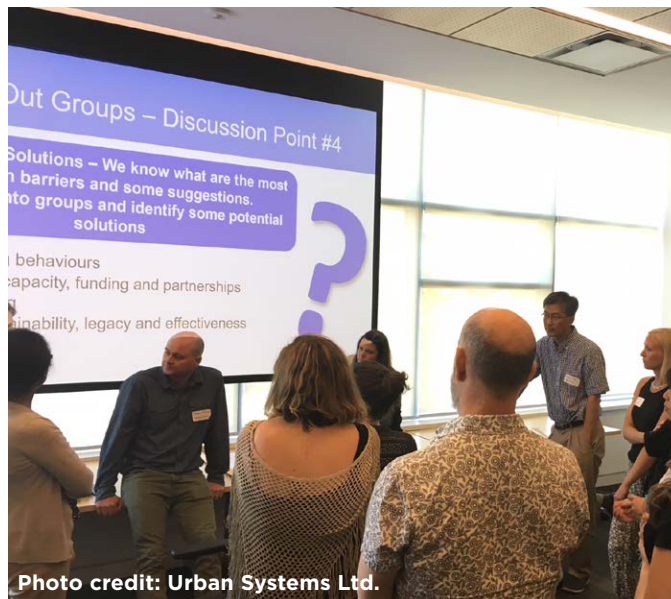


Photo credit: Urban Systems Ltd.



Photo credit: Urban Systems Ltd.



Photo credit: City of Vancouver

2.4 Who was Involved?

Stakeholders from across the region were involved in developing the Strategy. This included school districts, municipalities, and provincial ministries that have a mandate to grow active and sustainable transportation for children’s education, health, and well-being. Regional health authorities were also involved, as well as community organizations who are advancing active transportation road safety and injury prevention and other related organizations.

STAKEHOLDERS

- Municipalities
- School districts/boards
- Province of B.C. Ministries
- Health Authorities
- TransLink
- Metro Vancouver
- BCAA
- ICBC
- HUB Cycling
- University of British Columbia
- Other school programs (DASH, BCSEA, DreamRider)

HIGHLIGHTS FROM THE STRATEGY DEVELOPMENT PROCESS

TIMELINE OF MILESTONES AND EVENTS:			
PHASE 1: DEFINE WHAT COULD WORK FOR OUR REGION	PHASE 2: PILOT NEW IDEAS & IDENTIFY DRAFT STRATEGIES	PHASE 3: ENGAGEMENT & DOCUMENTATION	PHASE 4: LAUNCH & IMPLEMENT STRATEGY
<ul style="list-style-type: none"> • Regional and municipal survey (April 2018) • 5 national case studies and interviews (May 2018) • Workshop with 15 municipalities and 8 agencies (June 2018) 	<ul style="list-style-type: none"> • School principal interviews (April 2019) • Municipal interviews (May 2019) • TransLink discussions (October 2019) • Interviews and discussions with agencies and organizations (Winter 2019/2020) • Workshop to discuss and develop the Tactical Urbanism Toolkit (Spring 2020) • Workshop to discuss and develop a Walking School Bus Program pilot (Summer 2020) 	<ul style="list-style-type: none"> • Workshop with 13 municipalities and 10 agencies (April 2021) • Meeting with 11 school districts and boards (May 2021) • Meeting with 5 Province of B.C. ministries (June 2021) • Meeting with TransLink’s Transport 2050 planning team (June 2021) 	<ul style="list-style-type: none"> • TransLink hired a Coordinator role for year 1 (January 2022) • Launched the Regional Working Group (April 2022) • Launch of TravelSmart4Kids: A Regional Strategy for Kids 12 & Under (June 2022)

2.5 What have we learned?

BARRIERS ARE REAL.

The barriers that children, parents, school educators and administration, school districts, municipalities, and community organizations face, whether they are real or perceived, are a reality for the people perceiving them. We learned that for the Strategy to be successful, it will have to address all barriers identified by stakeholders.

DRIVING TO AND FROM SCHOOL HAS CONSEQUENCES.

Driving impacts human health, safety, air quality, and physical and mental health, among many others. We heard across the board that driving has increased over the years, and that shifting mode share to more active and sustainable modes is a very complex issue. We must consider the issue holistically, and work as a region.

INFRASTRUCTURE IS A KEY GAP.

There are many barriers to using active and sustainable transportation, and missing supporting infrastructure is a key gap. Infrastructure includes the lighting, sidewalks, trails, cycling facilities, transit amenities, and traffic calming that support people moving safely and comfortably. Parents and children do not always feel safe travelling by active modes, and governments are challenged to make infrastructure improvements. We cannot expect to see behaviour changes in drivers unless infrastructure is also implemented to slow their speeds.

BUILDING CAPACITY AND CHILDREN'S INDEPENDENT MOBILITY IS AN INVESTMENT.

Research shows that children's independent mobility is crucial to a child's development, but it is a missing component in many of our policies, programs, and interventions. Educators and parents need the capacity to be able to teach their children how to play and travel independently, and we have a role to equip educators and caregivers with these skills. While children's independent mobility should be a core component of active and sustainable travel initiatives, actions also need to start with younger children (0 to 5 years) so that by the time they are school aged they have the confidence, competence, and experience required to continue to use active modes of travel. By committing to building capacity for children's independent mobility within our region, and tracking our progress, we are investing in the next generation.

SYSTEMS THINKING IS SUPPORTED AND VALUABLE.

While significant implementation and legacy challenges exist for active travel programs, the region emphasized that continuing to support active school travel initiatives, as well as continuing to develop partnerships and share information/resources, is valuable for the region. Everyone recognized that behaviour change takes time and is difficult to continue without a coordinated approach, and that commitment and integration through cross-jurisdictional policies and mandates would support this work moving forward. In addition, expanding the scope beyond only school travel opens the door to greater impact.

CONTINUITY AND LONG-TERM MOMENTUM ARE KEY CHALLENGES.

Continuity and momentum of existing programs and initiatives were identified as key challenges to active school travel. It was repeatedly identified that there is a lack of consistent funding for programs, initiatives, and infrastructure to support long-term behaviour change or the implementation of school travel planning action items. In addition, at the school, school district, and municipal level, it was identified that there is a lack of adequate staff resources and designated roles to advance goals of active school travel, meaning there is a lack of ownership and follow up on completed school travel plans or initiatives that had initial momentum. With action items too broad and aspirational, and a lack of planning and engineering expertise on the implementation teams, it was difficult to make progress. This approach is reactive and focuses on a handful of schools at a time, rather than the entire municipality or region. We have the opportunity to scale up our efforts and be more consistent.

DATA COLLECTION AND MONITORING PROGRESS INFORMS DECISION-MAKING.

It was noted that there is a need for more data collection and monitoring to help support decision-making and measure progress. The current approach to data collection can include an array of sources, ranging from household travel surveys, if a question is asked about school travel, to classroom hands up surveys done as part of a school travel planning process. Data may also be collected from agencies on relevant health indicators or transportation safety. However, these are not always consistent or shared, making it difficult to track over time. This was consistently identified as a gap throughout this process, and it was clear that steps need to be taken to share data between organizations and track findings over time. Without this, it makes it hard to compare data or results from changes that may have been implemented.

NEED FOR MORE RELEVANT TOOLS AND RESOURCES.

To create meaningful change towards active and sustainable trips, everyone from educators to caregivers to municipal planners and engineers, to regional and provincial policy makers have a role to play. However, there are limited tools and resources to support the people at schools, school districts, and municipalities in implementing active travel plans, programs, and initiatives. So many people across our region are doing great work, but many are doing this work in siloes. There is limited peer support, or opportunities to share lessons learned, information and resources. A lack of tools and resources also means there is limited follow up and monitoring of the work that is being done.

TRY NEW THINGS, MONITOR, AND ADJUST.

The region welcomed new initiatives and programs that are implemented in tandem with longer-term policy and infrastructure changes. There is support for trying and developing new initiatives and pilot programs that range from programs like a Walking School Bus Program, development of a regional coordinator who is responsible for supporting the implementation of the Strategy and pilot programs, and developing new data collection processes. Stakeholders expressed a desire in piloting and implementing these new initiatives and programs at a regional level and to develop more support for the implementation of active travel policy, infrastructure, and programming. More regional coordination is vital for ensuring this work is successful across the region, streamlining our efforts, maintaining momentum, engaging with key stakeholders, and leveraging future opportunities.



3.0 Setting the Context

This section provides a snapshot of the existing programs, policies, and initiatives in Metro Vancouver that support and encourage active and sustainable children’s travel. It also includes some available data on how kids are travelling today and highlights a few challenges and opportunities that helped shape the Strategy.

3.1 How Kids Travel Today

One of the challenges highlighted through the development of the Strategy is a lack of clear understanding of how kids travel within the region. However, some data is available provincially and regionally that help to indicate how kids get around.

The Province’s 2020/2021 Active Transportation Report Card found that 33% of school-aged children use active transportation as their primary way of getting to/from school.¹



29% walking



5% cycling



27% public transit/ school bus

The results of TransLink’s 2017 Trip Diary indicates that within in the region, 24% of trips made by individuals aged 5 to 9 and 35% of trips made by individuals aged 10 to 18 are made by walking cycling and transit. Areas in the region with the highest percentage of walking, cycling, and transit trips made by children and youth include:



Photo credit: Urban Systems

¹ Government of BC. Move. Commute. Connect. Active Transportation Report Card 2019/2020. https://www2.gov.bc.ca/assets/gov/driving-and-transportation/environment/active-transportation/active_transportation_report_card.pdf

When looking at individuals aged 5 to 18, New Westminster has the highest percentage of trips by walking at 34%. The City of Vancouver has the highest percentage of trips made by bicycle at 8%. Transit trips make up 13% of all trips made by individuals aged 5 to 9 in New Westminster, Vancouver, and Burnaby.

The Middle Years Development Instrument (MDI) initiated through the University of British Columbia's Human Early Learning Partnership (HELP) is a questionnaire that asks children in Grades 4 through 8 about their experiences and feelings towards school and their community. The input provided is self-reported and comes directly from the students. In the 2019-2020 survey, additional questions that asked children to report modes of transportation to and from school were added to the MDI Grade 4 & 7 surveys. The survey reported that 23,063 Grade 4 and 7 students from across the province completed the questionnaire.²The provincial results found that:



Over 50% of students in both grades reported they travel to/from school by car, with more students travelling by car to school than from school.



Walking was the next most common way to travel, with approximately 25% of both grades travelling by foot to school. 28% of Grade 4s and 35% of Grade 7s travelled home by foot.



Approximately 2% of Grade 4s and 3% of Grade 7s cycle, skateboard, scooter, or rollerblade.



Approximately 1% of Grade 4s and 5% of Grade 7s took public transportation at least one way (with most taking it home).



The remaining trips are made by school bus or other modes.



It was found that a larger percentage of older students travel by active modes.

The survey also asked how students would like to travel to and from school. The results found that many more students wished they travelled by active modes more often than they currently were.



more than 60% of students wish they could walk or cycle to school.

It was found that more than a third of students (43% of Grade 4's and 36% of Grade 7's) reported that they wished to use active transportation methods such as walking or cycling to get to/from school.²

In a review of 2020/2021 results specific to students attending schools in Metro Vancouver, similar trends to the provincial findings were observed.³



Over 50% of students travel to and from school by car, with walking being the second most common mode.

The percentage of walking trips in the region is higher than the provincial findings, averaging around 34% of trips (compared to 28% provincially).

The Metro Vancouver region has a lower percentage of school bus trips than the rest of the province.

An average of 4% of trips are made by cycling, skateboard, scooter, and rollerblades.

The increase in percentage of active mode trips home from school was also observed in the region, as was the wish of students to use active modes more, and older students are more likely to travel by active modes.

² UBC Human Early Learning Partnership. Middle Years Development Instrument 2019-20. <https://mdi.ubc.ca/static/pdfs/2019-20-mdi-data-trends.pdf>

³ UBC Human Early Learning Partnership. 2021-2022. Middle Years Development Instrument: Grade 7 School District and Community Reports for Metro Vancouver. <https://earlylearning.ubc.ca/reports/by-location/>

3.2 Existing Policy and Plans

The Strategy builds off the work our region and province has laid the foundations for. The Strategy considers federal, provincial, regional, and municipal programs, policies, and planning documents. This section outlines those key documents.

The Government of Canada’s **National Active Transportation Strategy** recognizes the benefits of active transportation on health, well-being, healthcare costs, vibrant and equitable communities, greenhouse gas emissions reductions, and support economic growth. The Strategy is supported by a fund to implement infrastructure and planning projects.



The Government of British Columbia has set a goal to double the number of trips by active transportation within **Move. Commute. Connect.: B.C.'s Active Transportation Strategy**, which has introduced programs like *Everyone Rides 4/5* bicycle skills education. The Ministry of Transportation and Infrastructure has also introduced the *Get on Board – Kids 12 & Under Ride Free* program (Transit is free). Other provincial initiatives include BC Hydro’s **PowerSmart** which offers educational resources and programs on energy and sustainable transportation.

Transport 2050, TransLink’s Regional Transportation Strategy, envisions a region where everyone can connect to the people, places, and opportunities that they need to thrive. A key principle of the strategy is; *Access for Everyone* which means supporting the needs of people of all ages, including children. Transport 2050’s five goals include:

- Convenient Choices for Everyone
- Reliable Choices for Everyone
- Affordable Choices for Everyone
- Safe & Comfortable Choices for Everyone
- Carbon-Free Choices for Everyone

All of these goals employ a child and youth-friendly lens. Transport 2050 references the Strategy, ensuring that skills training, resources, and support programs develop independent travel skills.

Transport 2050: 10-Year Priorities identifies expanding personal travel planning and incentives programs. This includes broadening the reach of the existing TravelSmart program with in-person travel planning consultations at the workplace, school, and neighbourhood levels.





The **Clean Air Plan** is Metro Vancouver’s air quality and greenhouse gas management plan. Actions in the Plan will reduce air contaminant emissions and impacts, including greenhouse gases, over the next 10 years, and in doing so support the 30-year commitment to a carbon neutral region by 2050. This management plan also helps improve air quality for the region, to protect human health and the environment. The Clean Air Plan focuses on actions that Metro Vancouver has the authority to implement, and also identifies actions for implementation by others.

The Plan specifies that air quality impacts from health-harming air contaminants, such as fine particulate matter and nitrogen dioxide, have significant health costs, and have the most impact on children, the elderly, and residents with underlying health conditions.

Child and youth travel initiatives are also mentioned in many **municipal planning and strategy documents**. Many of the municipalities in Metro Vancouver mention their commitment to school travel planning and other school travel initiatives in their municipal **Master/Community, Climate/Sustainability, Child/Youth, Transportation and Active Transportation Plans**.



3.3 Foundations

Our region is a leader in active and sustainable travel for children. Whether it's a grassroots school initiative (administration, Parent Advisory Council, student group), a result of policy direction at the school district or municipal level, regionally with community organizations, health authorities, or provincial, the Strategy builds off a solid foundation. Some of the work includes:

- School Travel Plans
- Bike Skills Education
- Bike/Walk to School Week
- School Streets
- Walking School Buses
- Transportation Challenges (e.g., Walking Wednesdays)
- Tactical Urbanism Projects

DID YOU KNOW?

The Kid Commute Walking School Bus program travelled 3,173 km collectively, avoiding 748 kg of GHG emissions between November 8, 2021– February 28, 2022.

A Walking School Bus brings groups of students from the same school together to walk under the supervision of designated leaders. These groups walk along predetermined routes each school day with planned stops to pick up or drop off kids, like a conventional school bus would.

59 families participated in Kid Commute, with 37 of these families no longer using their cars to get their kids to school.

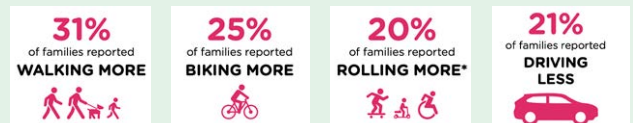
DID YOU KNOW?

Over 15 Metro Vancouver municipalities had implemented or were currently implementing school travel programs or initiatives.



CITY OF VANCOUVER SCHOOL STREETS

The City of Vancouver partnered with the Vancouver School Board to pilot School Streets at three elementary schools. A School Street is a car-free block beside a school open to walking, biking, and rolling during pick-up/drop-off (30 to 60 minutes depending on location). By providing a car-free street in front of the school, children, caregivers and teachers reported feeling safer as well as walking, biking or rolling to school more often.





HUB CYCLING & MINISTRY OF TRANSPORTATION & INFRASTRUCTURE

The Everyone Rides Grade 4/5 program provides British Columbia elementary students with skills, confidence, and the opportunity to learn to ride their bikes to and from school. Cycling education for elementary students helps:

- Reach goals related to Vision Zero, climate action, active transportation, and healthy communities
- Provide a safer way for students to get daily physical exercise and move within their community during the COVID-19 pandemic
- To raise a generation of sustainable transportation users and safe road users



Get on board!

KIDS 12 & UNDER RIDE FREE



GET MINISTRY OF TRANSPORTATION & INFRASTRUCTURE – GET ON BOARD!
KIDS 12 & UNDER RIDE FREE

As of September 1, 2021, children 12 and under can ride TransLink services free of charge as part of a new provincial program. This change makes it easier and more affordable for families in and around Metro Vancouver.

3.4 Key Opportunities

In summary, we learned that the key opportunities for children's active and sustainable travel in Metro Vancouver can be distilled into these key points:

PRACTICAL, FEASIBLE, RAPID, AND INEXPENSIVE SOLUTIONS.

- **We can better communicate our successes and lessons learned.** We have the opportunity to reinforce our learnings by sharing our successes on a broader platform, as well as sharing what did not work in a timely manner. We can share these successes beyond our industry with parents, educators, school districts, the region, and other jurisdictions outside of Metro Vancouver.
- **Sharing the benefits of active transportation on health, safety, children's independent mobility, and more.** We can better communicate the 'why' of active transportation for children to educators, parents, administrators, and other municipal staff. We should work with organizations and departments we do not typically work with. We can work with parents directly, either through Parent Advisory Councils groups or otherwise, identifying hotspots, 5-minute walking maps, and drop-off locations.
- **Leveraging and expanding upon existing programs and partnerships to encourage greater uptake of school travel planning.** We know that schools are interested in school travel planning, and we know that many organizations in our region, including health authorities, are currently supporting school travel planning. We can further improve and expand these connections, in addition to being more creative in seeking out innovative partnerships with non-traditional partners. For example, creating links with business partnerships, real estate foundations, and other private sector organizations where there is untapped potential for pilot opportunities.

CONSISTENT DATA TRACKING AT REGULAR INTERVALS THAT INCLUDES FOLLOW UP AND MONITORING.

- **Data tracking and action.** Across the region, we collect a lot of data but it is not shared across organizations or followed up on. There is an opportunity to make this data collection a regional effort with consistent data collected at regular intervals so progress can be measured.
- **Using technology or digital tools in monitoring or information gathering.** Using apps or online systems to upload results can help to better manage data and rely less on hands up surveys, qualitative information or school-by-school data collection.
- **Incorporating monitoring activities into existing health surveys.** As mentioned above, a lot of data is collected across the region. Adding additional questions about active and sustainable transportation to the Middle Years Development Instrument (MDI) survey or Adolescent Health Survey, which is currently administered to students in the province, would allow for a better understanding of issues, opportunities, and progress made in terms of active and sustainable transportation use, impacts, and perception.
- **A greater emphasis on monitoring and ownership on implementing the actions identified in the school travel plans.** While many schools did have school travel plans developed, many did not have the capacity or commitment to implement action items identified. By establishing a broader strategy with identified actions, roles and responsibilities, and an approach to tracking key performance indicators, we can determine if we are following up on the items that we have determined to be integral to our success.

REGIONAL COORDINATION TO CREATE AND MAINTAIN MOMENTUM.

- **Doing this work at the regional level would help to streamline our efforts.** We have the organizations and agencies within the region and province that have the knowledge and capacity to do this work. Economies of scale can be reached by sharing resources between organizations.
- **Increase capacity for regional coordination.** While there are many organizations, agencies, and individuals who are passionate and knowledgeable about this work, many are doing this work off the side of their desk. A coordinator to determine next steps, reach out to others, and hold the role of monitoring and tracking data and progress would ensure that we continue to move forward and build on our successes.



Photo credit: Urban Systems

4.0 Vision, Goals, & Themes

4.1 Strategy Framework

The Strategy’s framework ensures there is a clear vision and goals for children’s active and sustainable travel in the region. The themes are supported by strategies and actions to work towards the vision and goals. The vision is supported by **two goals**, with the support of **three themes**, and **six strategies**. Each of the six strategies have several actions that are further outlined in **Section 5.0**.

4.2 Vision and Goals

A vision and supporting goals shape the overall future direction of the Strategy. The vision and goals serve as a basis from which projects, initiatives, and investments are identified and prioritized. The Strategy’s vision and goals are aligned with the vision and goals of Transport 2050, the Regional Transportation Strategy.



Photo credit: Urban Systems



VISION

Children and families are healthy and safe on Metro Vancouver’s transportation system and streets. They are encouraged to travel by walking, biking, rolling, and transit with skills, confidence, and infrastructure that is accessible, and equitable for all, growing into confident and healthy adolescents.



GOAL 1

Improve transportation safety and equity for children



GOAL 2

Increase trips made by walking, cycling, rolling, and transit for children



THEME 1: CULTURE AND BEHAVIOUR

Strategy 1.A:

Understand How
Children are Travelling

Strategy 1.B: Influence

Children’s Travel
Through Policy,
Planning, and Design



THEME 2: SUSTAINABILITY AND LEGACY

Strategy 2.A: Ensure
Programs and Initiatives
Have a Lasting Impact

Strategy 2.B: Develop,
Monitor, and Enhance
Programs Focused on
Encouraging Children’s
Active Travel



THEME 3: RESOURCES AND FUNDING

Strategy 3.A: Fund
Children’s Active Travel
Resources

Strategy 3.B: Develop
and Share Resources
that Encourage
Children’s Active Travel

4.3 Themes

To meet the vision and goals of the Strategy, strategies and actions were developed based on three themes that were identified throughout the engagement process to address our region's challenges and opportunities. The three themes of the Strategy, and how strategies and actions are organized, are outlined below.

THEME 1: CULTURE AND BEHAVIOUR

This theme recognizes the need to create a culture for healthy and safe active and sustainable transportation. This includes understanding current travel patterns, and social and cultural norms and recognizing that changing travel patterns requires a change in an individual's behaviour and addressing barriers. Various levels of governments and organizations can help to create this culture through engagement, education, policy, planning, and infrastructure design.

THEME 2: SUSTAINABILITY AND LEGACY

There are limited measures, including systems-level integration with regional goals, in place to support the sustainability and legacy of active and sustainable travel initiatives that focus on children. Often programs are a one off and momentum is short lived due to a lack of resources, commitments, and coordinated, integrated, and evaluated programming. This theme looks to formalize a regional approach and commitment across levels of government, incorporating more elements within the education curriculum, implementing pilot programs, and monitoring.

THEME 3: RESOURCES AND FUNDING

This theme builds on the need for additional resources and funding to support programs, initiatives, and infrastructure that support sustainable travel for children. This includes the need to develop and share resources and information throughout the region and province. Additionally, it was noted that there is a lack of funding for staff, program implementation, and infrastructure.

5.0 Strategies and Actions

Theme 1: Culture and Behaviour

STRATEGY 1.1: UNDERSTAND HOW CHILDREN ARE TRAVELLING

While there has been a significant amount of funding directed to active school travel initiatives in the region (and across Canada), there is a pronounced lack of data collected to inform the efficacy of these initiatives. With little data to understand if past investments in programs, plans, and policies are effective, there is no guidance or buy-in to move forward with existing strategies or change direction. There is also a lack of understanding if existing funding is being used as effectively as it could be. With a regional data collection process, our region can collect consistent data to inform decision-making and monitor our progress as a region.

The Strategy recognizes that Metro Vancouver needs to work towards building and growing a culture of active and sustainable travel – especially for children. Understanding regional trends, instead of only school sites, as well as shared issues and opportunities, can support the first steps of implementation for the Strategy. This includes infrastructure, engagement processes, programs, and policies. Curating these to our region will better encourage and engage children and their families to use active transportation.

While datasets on travel patterns do exist within our region, many jurisdictions are collecting different datasets at different intervals through tools such as the Trip Diary, travel panel surveys, community surveys, and school travel plans. There is an opportunity to harmonize our efforts, streamline the process, and ensure that we understand the ‘why’ of travel patterns beyond mode share.

The following actions support developing and formalizing a regional data collection strategy and process to better understand travel patterns, the rationale behind mode choices, and shared trends, issues, and opportunities for active travel across the region. When we are equipped with a strong baseline and tools to measure our performance, we can better support children to travel by active and sustainable modes.

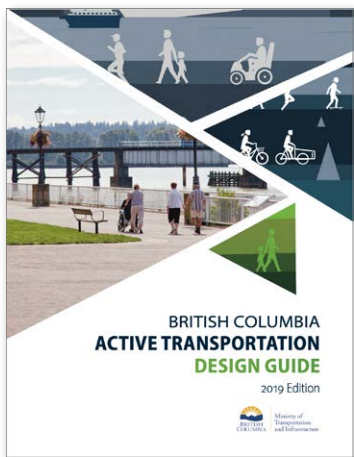


Photo credit: Urban Systems

Action 1.1A Formalize a Regional Data Collection Process to ensure a consistent, regional dataset exists and is updated at regular intervals, identifying issues, opportunities, and gaps, while informing decisions for the Strategy and children’s travel more generally.

1. Initiate an annual survey and develop a tool to track results to understand how children are travelling, including to and from school, and the level of parent/guardian awareness, engagement, equity considerations, and perception.
2. Explore partnerships with researchers and stakeholders who have existing surveys to understand active transportation, physical activity levels, and safety issues involving children, and establish consistent collection intervals and follow up for results (e.g., My Health My Community, Early/Middle Years Development Instrument, and ICBC collision data).
3. Collect information from other levels of government on parents travelling with children.
4. Incorporate questions regarding the travel of children in the TransLink Trip Diary and TravelSmart Employer Survey.
5. When required, work with School Districts to understand where students live in relation to the school by postal code to better understand opportunities to walk, roll, bicycle, and take transit.

STRATEGY 1.2: INFLUENCE CHILDREN’S TRAVEL THROUGH POLICY, PLANNING, AND DESIGN



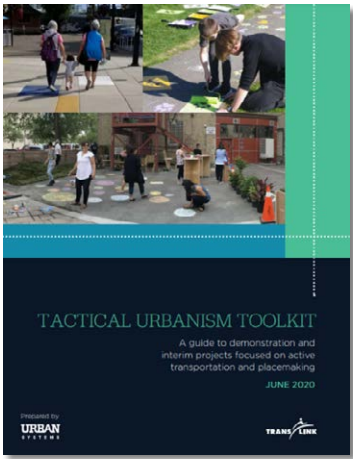
Often, children, parents, and school districts are not involved in the policy, planning, and design processes that relate to them. Research has shown that engagement is empowering, and that feeling empowered and making a difference leads to many benefits for children. Policies can target children to be familiar with active and sustainable modes starting with building capacity in the early years, to supportive school policies, and programs like free transit for kids 12 and under.

We can be creative with our designs and how we implement them. For example, the **BC Active Transportation Design Guide** outlines active transportation infrastructure that is considered All Ages and Abilities (AAA) or comfortable for most people. This infrastructure is the standard to make people of all ages and abilities feel safe and comfortable while travelling by active transportation. To make this infrastructure

child-friendly, it can be implemented with tools that allow children to make this infrastructure fun, exciting, and welcoming. Tactical urbanism, a method of low-cost project implementation, is a valuable tool that enables light, quick, and cheap implementation of projects that address safety issues, equity concerns, and infrastructure gaps while engaging with the community.

The **Tactical Urbanism Toolkit** outlines ways children can make infrastructure fun!

Prioritizing safe, comfortable, and healthy infrastructure enhancements around schools and sites where children like to gather and play are a quick win for Metro Vancouver. We understand there are ways stakeholders can work to re-prioritize infrastructure improvements, ensuring children reap the benefits of safe and comfortable infrastructure. In addition, we can use tools like a Healthy Development Assessment to ensure that new developments are compact, pedestrian-friendly, and transit-supportive.



The following actions are intended to centralize children and families in the decision-making structure for policy, planning, and design to support active and sustainable travel.

Action 1.2A Engage Children, Parents, and School Districts in the Planning and Design Process to understand the desires and needs of the users themselves, and to establish buy-in in the early stages, creating ‘made in community’ and right-sized solutions.

6. Conduct ongoing engagement with children to understand the issues they face in walking, rolling, cycling, or taking transit.
7. Look for opportunities to include children and parents as key stakeholders in the community planning process.
8. Use the schools as a hub for neighbourhood engagement.
9. Ensure school districts are considered stakeholders in the land use planning process and look for opportunities to incorporate schools with other community destinations (e.g., daycare, grocery stores, community centres, parks, etc.)

Action 1.2B Establish Policies and Initiatives that Support Active and Sustainable Transportation to ensure that school sites and the supporting infrastructure use planning processes that prioritize people, including active and sustainable transportation over vehicles and parking.

10. Establish support for children’s policy, planning, and infrastructure prioritization for active and sustainable modes.
11. Support more flexible and sustainable travel options for employers to support parents to have the time to take their children to school by walking, rolling, cycling, or transit.
12. Establish a Healthy Development Assessment to assist municipal planning staff and developers in creating healthy and supportive environments.
13. Establish and document policies and programs that support active and sustainable trips to school (e.g., school travel planning).
14. Establish criteria to prioritize active transportation infrastructure projects near schools.

Action 1.2C Work to Ensure Infrastructure is Child and Family Friendly by creating inviting and interesting places for children to explore and enjoy, and where parents and families feel confident that people of all ages and abilities can safely arrive at their destination.

15. Implement tactical urbanism projects that engage children in the design and installation (e.g., incorporating children’s artwork).
16. Plan and design transportation infrastructure for people of all ages and abilities based on existing design guidance.
17. Review the impact new mobility technologies will have on school and children’s travel in the region and conduct a study to explore this relationship.
18. Implement ‘child friendly streets’ and play streets policies that can create safer streets and engaging infrastructure for children and families (e.g., spaces to pause, stay, and play).
19. Identify consistent school siting guidance and best practice.

Action 1.2D Support the Provincial Get On Board (Kids 12 & Under Ride Free) Program to Encourage Children’s Travel on Transit to offer children another sustainable transportation option and gain exposure and confidence taking transit.

- 20. Develop and deliver transit training materials and programs for schools and parents (in the classroom and at home)
- 21. Provide group travel information and support for schools and teachers to use transit for field trips.
- 22. Engage with school districts/boards to support the Provincial initiative *Get on Board Kids 12 & Under Ride Free*

Action 1.2E Ensure School Catchment Geographies and Policies Promote Active Travel ensuring that most children live within walking or cycling distance of their schools and providing measures for those catchments that do not encourage active travel.

- 23. Review and update school catchment areas to encourage active trips. If existing catchments cannot be changed, develop strategies to address challenges and allow for active travel/physical activity.
- 24. Work to ensure future school catchment geographies and policies support active travel.

Action 1.2F Build the Foundations for Active Travel and Children’s Independent Mobility in the Early Years ensuring that children in the early years (ages 0-5) are learning the skills required to travel via active transportation, and that we are building the capacity of parents, educators, and caregivers to do so.

- 25. Include active travel and independent mobility capacity building in kindergarten orientations and activities.
- 26. Ensure messaging and information on children’s independent mobility is integrated with messaging and information on children’s active travel.
- 27. Raise awareness in local, regional, and provincial networks (early childhood networks, planner networks, etc.) of the importance of building capacity in the early years for active travel and independent mobility.
- 28. Provide Early Childhood Educators resources to support young children to build skills for active travel and independent mobility and outdoor and unstructured play.
- 29. Provide parents and caregivers resources to build their own comfort level and support their young children to learn about and build skills for active travel, independent mobility, and outdoor unstructured play.

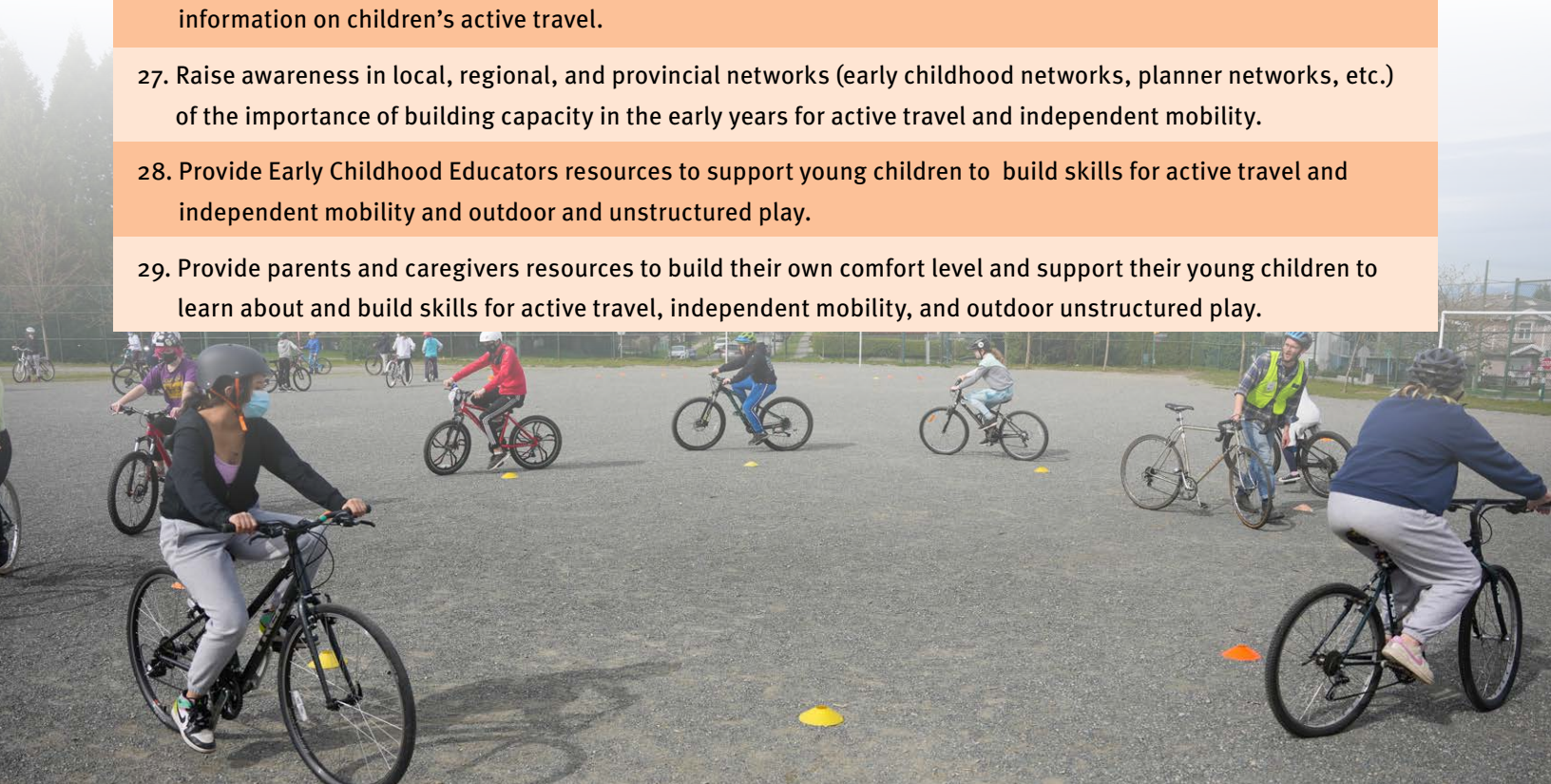


Photo credit: City of Vancouver

Theme 2: Sustainability and Legacy

STRATEGY 2.1: ENSURE PROGRAMS AND INITIATIVES HAVE A LASTING IMPACT

The approach to school travel planning in Metro Vancouver has been successful with Safe Routes to School being developed, a reduction in safety incidents and dangerous driving behaviours, but when students, parents, and school administration move on to new schools every few years, a systems-level approach will help to maintain the initial momentum, build more capacity across the region, and create a longer lasting impact. The Strategy aims to formalize existing relationships and create new commitments for supporting its implementation through tools like a Memorandum of Agreement (MOA) or Council endorsement. It creates an opportunity to work with all levels of government to weave active and sustainable transportation into their existing frameworks.



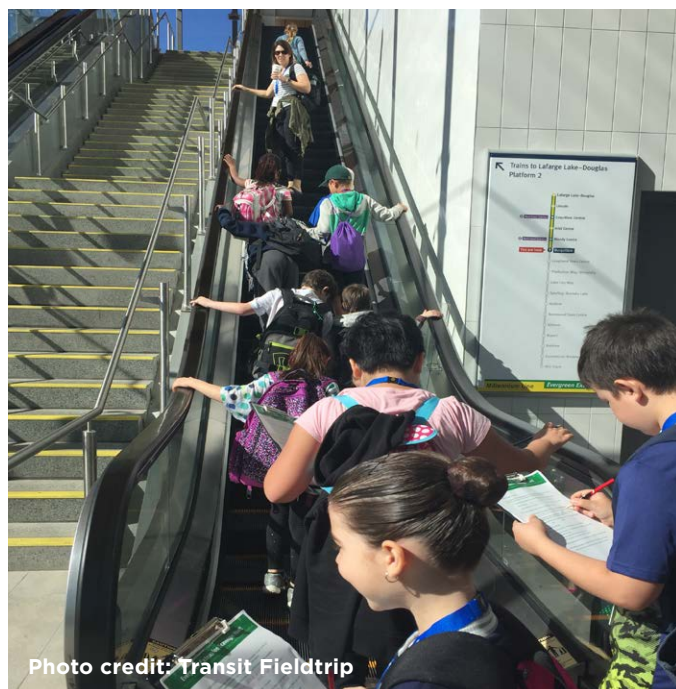
Beyond a formal commitment, all levels of government in our province and region have a role to play to prioritize children's independent mobility and active and sustainable transportation. Children's independent mobility is the freedom of children to move around their neighbourhood without adult supervision and is closely related to overall physical activity participation, and helps children grow and develop important social, motor, and safety skills. By providing clarity on child supervision laws and developing tools for parents like checklists, governments signal to parents that children's independent mobility is accepted and encouraged.

We know that education is a key component of successful policies and programs, and necessary for creating behaviour change. In a survey by Parachute Canada, 75% of Canadian parents said they prevent their kids from walking or cycling

to school due to fears over speeding cars and traffic.¹¹⁴

There is a compounding effect when parents fear speeding cars and traffic, as they drive more and create more dangerous situations themselves. By building capacity for our children and educators, and finding safety in numbers, we can give parents the comfort they need that their children are safe when using active and sustainable transportation. Through lesson plans, school travel planning toolkits, field trips on transit, or cycling education, we can work together to make our roads safer and grow the next generation of active and sustainable transportation users.

The following actions take a systems-level approach to active and sustainable travel for children to ensure that they are more sustainable in the long run, focusing on education, policy, and formalized commitments.



1 <https://www.parachutecanada.org/fr/news-release/speeding-cars-and-traffic-top-child-pedestrian-safety-concerns-for-parents/>

Action 2.1 A Establish a Formal Relationship and Commitment for Supporting the Implementation of the TravelSmart4Kids Strategy ensuring that all levels of government and stakeholders are in agreement around next steps for the implementation of the Strategy, and have the policy direction needed to put funding and people resources behind it.

30. Establish an MOA or Council endorsement signed by municipalities, provincial and federal governments, and partners to support the implementation of the TravelSmart4Kids Strategy.

Action 2.1 B Incorporate Active and Sustainable Travel into the Education Curriculum to support educators in teaching best practices to their students, and ensuring that students gain the skills and foundations they need in a formalized environment.

31. Work with the Ministry of Education to incorporate active travel into the school curriculum and professional development for educators.

32. Support and promote existing programs that incorporate active travel into lesson plans (e.g. Physical Education for Transportation, Green Schools Program, Healthy Schools Program, and Eco Schools Program).

Action 2.1 C Support and Encourage Children’s Independent Mobility within Government as research has shown how important children’s independent mobility is to the development of our future generations, and a systems-level approach is the best way to achieve positive outcomes.

33. Provide guidance on benefits and techniques for encouraging/supporting children to travel to school independently.

34. Develop a formal program/checklist parents can use to determine if their children are prepared to travel independently.

35. Provide clarification of existing laws on child supervision under the *Child and Family Services Act*.

STRATEGY 2.2: DEVELOP, MONITOR, AND ENHANCE PROGRAMS FOCUSED ON ENCOURAGING CHILDREN’S ACTIVE TRAVEL

Throughout the study process, we heard that stakeholders across the region are interested in being more innovative, dynamic, and flexible, and that pilot programs would be the most effective way to achieve this. Before the Strategy was finalized, TransLink and the Ministry of Transportation and Infrastructure worked together with community organizations like HUB Cycling, DASH, and BC Healthy Communities to set up and deliver pilot programs like Kid Commute: A Walking School Bus, the Tactical Urbanism Toolkit, Get on Board: Kids 12 & Under Ride Free, the Active School Travel Pilot Program, and Everyone Rides Grades 4/5. The programs gave children space to social distance and travel outside during the COVID-19 pandemic, but it also provided new insights into the opportunities for regional programming, and an opportunity to evaluate the impacts.

Monitoring and evaluating programs are key challenges for school travel planning in our region. We are unsure how cost-effective these programs were, let alone how effective they were at changing behaviour or resolving safety concerns over the long-term.



By setting up pilot programs and formalizing evaluation processes, we can test an approach and ensure it's effective before scaling up the program to the region. We can engage with children, families, schools, and municipalities to learn what worked, what did not work, and what they would like to see moving forward.

Two key indicators we never measured were air quality and collisions at school sites. We know that less vehicles around a school or in our community means better air quality and reduces associated risks of lung and cardiovascular diseases, damaging cognitive development in children. We also know that less vehicles means less collisions. The Strategy aims to better collect and report out on these two indicators to measure progress as well to better respond to emerging issues and concerns.



The following actions support continued investment and launching of pilot programs around the region with the intent of expanding them to a regional and provincial scale. The actions call for a formalized approach to monitoring and evaluation in order to track progress, and better understand our impact, and return on investment.

Action 2.2 A Set up and Evaluate Regional and Provincial Pilot Programs to try new initiatives, evaluate the impact, tweak based on challenges and lessons learned, and look to expand to create more impact.

36. Set up, deliver, and evaluate proposed short-term pilot programs (e.g., Walking School Bus Program, Tactical Urbanism Projects, the Active School Travel Pilot Program, and Everyone Rides 4/5).

37. Continue to identify, review, and evaluate pilot projects.

38. Expand existing pilots to include all school aged children regardless of institution type (e.g., private schools).

Action 2.2 B Formalize and Evaluate Existing Children and Family Active Travel Initiatives and Programs to create consistency in the way we implement and measure School Travel Planning, and a way to measure the outcomes.

39. Develop a template and conduct infrastructure audits at all schools in the region.

40. Develop a School Travel Plan evaluation criteria/methodology for use by municipalities.

41. Develop a post School Travel Plan process to ensure ongoing monitoring and sustainability, implementation, and completion of school travel plan action items.

42. Develop Transportation Demand Management initiatives and tactics to encourage behaviour change and shift travel patterns for families (all family members) and monitor the impacts of initiatives.

Action 2.2 C Monitor Overall Health, Environment, and Safety in School Zones to track progress in two key indicators for children's active travel: air quality and safety in school zones.

43. Explore air quality monitoring around schools throughout the region.

44. Monitor collisions, injuries, and traffic safety concerns at school zones throughout the region. Develop a program to audit hot spot locations and identify mitigation measures.

Theme 3: Resources and Funding

STRATEGY 3.1: FUND CHILDREN'S ACTIVE TRAVEL RESOURCES

Funding and people resources are the lifeline of encouraging behaviour change, building awareness and skills, maintaining momentum, bringing stakeholders together, and implementing a successful Strategy. The Strategy seeks to build upon the foundations that have been laid in our region, and elevate their skills, capacity, and reach across the region.

We heard throughout the process that a dedicated staff position to coordinate a regional approach to active and sustainable transportation for children and the implementation of the Strategy is essential to seeing progress. Capacity is a challenge across stakeholder groups, and a dedicated person to steer the Strategy would help immensely.

While historically there has been a lot of funding available for programming and school travel planning processes, there has been less funding available for infrastructure projects for children around school sites. The Strategy recognizes the importance of funding and prioritizing these projects to make environments safer and more inviting to children.

The following actions recognize the ongoing work in our region and aims to enhance the capacity and resources to achieve regional impact in the form of infrastructure and programs.

Action 3.1A Develop Dedicated Staff Position(s) with Funding that Encourage Active and Sustainable Children's Travel to maintain momentum, coordinate a regional approach, and ensure consistency and follow up across the region.

- 45. Define funding for regional coordinator role responsible for implementing the Strategy.
- 46. Establish a School Board/District role dedicated to active kids travel.
- 47. Establish a municipal role dedicated to kids travel and/or Transportation Demand Management.

Action 3.1B Provide Dedicated Funding for Programs and Infrastructure that Support Active and Sustainable Travel to spur investments in educational, encouragement, awareness programs, and infrastructure.

- 48. Ensure grant funding of active transportation infrastructure prioritizes projects around schools and for children.
- 49. Ensure grant funding of active transportation programs prioritizes projects for children.

Action 3.1C Support Community Organizations with Delivery and Implementation of the TravelSmart4Kids Strategy to continue to support the work that is already being done across the region.

- 50. Work with and support community organizations with the delivery and implementation of the TravelSmart4Kids Strategy.
- 51. Establish a funding program and grants for community organizations.



STRATEGY 3.2: DEVELOP AND SHARE RESOURCES THAT ENCOURAGE CHILDREN'S ACTIVE TRAVEL

School travel planning resources are ubiquitous, and provide a lot of great tips for parents, educators, administrators, and municipal staff to implement programs and infrastructure. However, the number of resources can be overwhelming – both to sift through and as they may not be applicable to the Metro Vancouver context. The Strategy aims to consolidate these resources, work with stakeholders to identify gaps for new resources and updates to existing resources, and develop a website that becomes a key regional resource. This is a place where updates can be shared, reference materials can be stored, and interested parties can access information.

Similarly to the fact there are a lot of different resources available, there are a lot of people doing this work across the region. We also heard that it would be valuable to bring these people together in a Regional Working Group and network to amplify their voices, provide a platform to them to share information and resources, workshop challenges and lessons learned, and offer a source of inspiration. The Regional Working Group will be place where regional stakeholders can learn from one another, and highlight work from outside of Metro Vancouver.

The following actions support the development of a network of people and resources for active and sustainable travel for children that are easily accessed, offer learnings and inspiration, and are updated regularly.

Action 3.2A Establish a Regional Working Group and Network to create a platform for those who have the same goals of sharing information, resources, lessons learned, and workshop their next steps together.

52. Establish a Regional Working Group to bring stakeholders together to share information and resources that focus on children's active travel.

53. Publish and provide quarterly updates on lessons learned, projects such as tactical urbanism, resources, funding opportunities, research, and case studies.

Action 3.2B Consolidate Existing and Create New Resource Materials to make implementation of programs and lessons easy to find, implement, and share, as well as context appropriate.

54. Consolidate existing resource materials.

55. Continue to work with partners and stakeholders to develop new and update existing resources.

56. Launch a website to share new and existing resources, reference materials, industry updates, and other relevant information in one publicly accessible location.

6.0 Implementation

6.1 Principles

FLEXIBLE AND LIVING DOCUMENT.

The Strategy was developed through a collaborative and iterative process, and the implementation process is intended to take a similar approach. The Strategy is meant to be a document that supports the region and stakeholders in achieving its mode share goals, which means it is flexible and open to review as new opportunities arise.

THE STRATEGY IS THE FIRST REGIONAL APPROACH.

The Strategy is the first attempt to bring the entire region together. In future iterations, the Strategy can include broader age groups (13-18), and encompass more regions in British Columbia or the entire province. As more programs and policies are implemented and monitored, there will be a need for additional discussions. The Strategy recognizes that additional studies and work is required to identify gaps and opportunities, and is keen to bring new ideas to light.

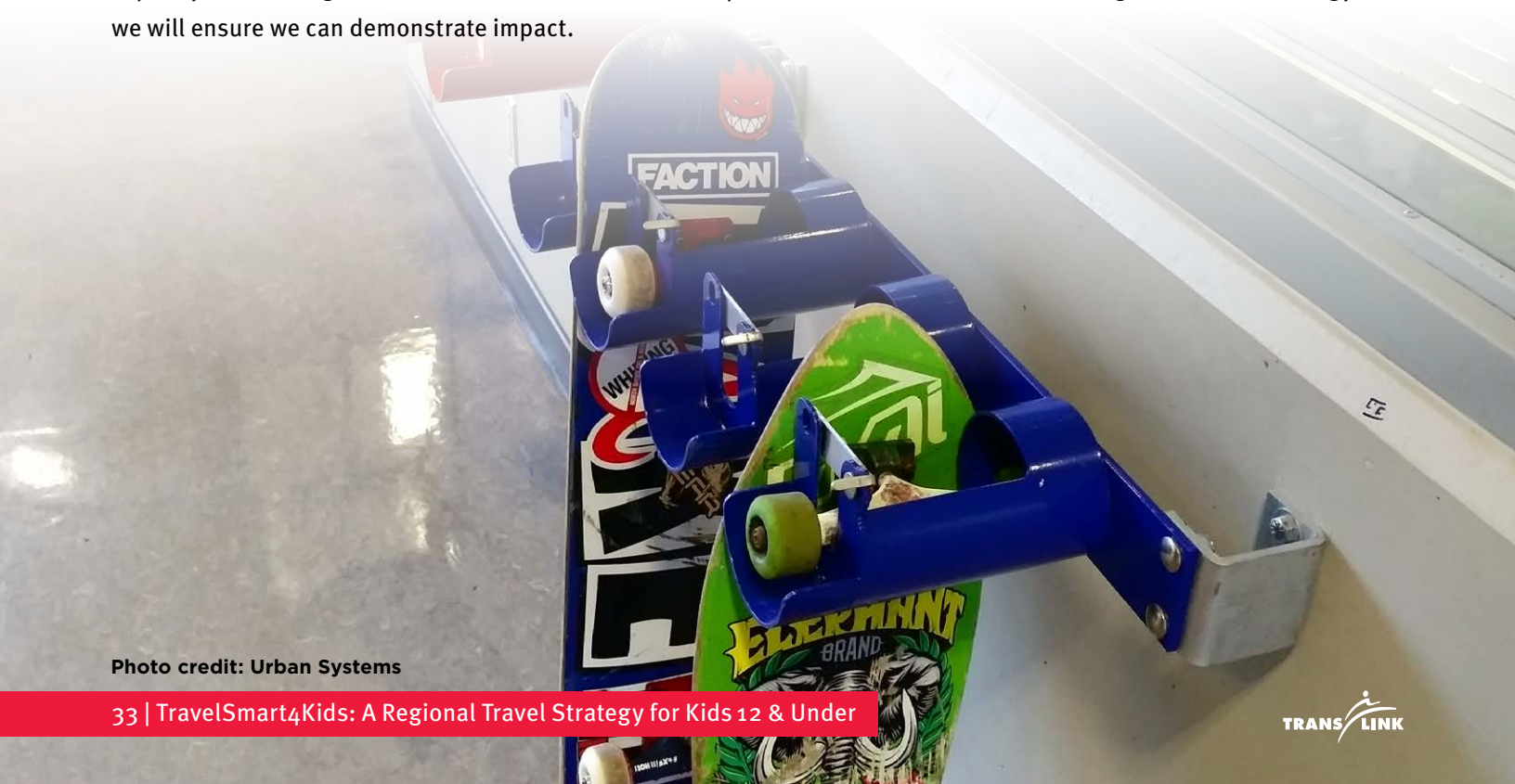
CONTINUING TO BUILD AND GROW PARTNERSHIPS.

The Strategy aims to continue to build and grow partnerships within and outside of the region. The Strategy brings together groups and stakeholders who did not have regular communications in the past such as community organizations and municipal staff to the Regional Working Group. The purpose is to continue to share information and invest in the Strategy.

SHARED INVESTMENT.

We are looking to leverage funding opportunities, align strategies and actions with the existing work amongst our stakeholders, and share the investment as a region. The Strategy identifies existing grant opportunities, as well as the capacity of some organizations as funders of active transportation initiatives. As momentum grows for the Strategy, we will ensure we can demonstrate impact.

Photo credit: Urban Systems



FOCUSING ON HIGH PRIORITY STRATEGIES AND ACT.

The Strategy summarizes what we learned throughout the study process, and focuses on quick wins for Metro Vancouver. The Strategy identified the priority actions as:

1. Regional coordination roles created to lead this work
2. Establish a Regional Working Group
3. Consolidate resources
4. Establish a formal commitment for the implementation of the Strategy

These priority actions were determined to provide the most short-term impact and lay the foundations for future years.

6.2 Roles and Responsibilities

Stakeholders are key to the success of the Strategy. The following section outlines the key stakeholders identified in the Strategy, and their role with children's active and sustainable travel.

- **Regional Coordinator:** is responsible for the implementation of the Strategy.
- **Local Government:** are responsible for land use and development and many parts of the transportation system, including sidewalks, bikeways, local roads, bus stops, parking, and curb space.
 - *The Strategy includes all 21 Metro Vancouver municipalities including Village of Anmore, Village of Belcarra, Bowen Island Municipality, City of Burnaby, City of Coquitlam, City of Delta, Electoral Area A, City of Langley, Township of Langley, Village of Lions Bay, City of Maple Ridge, City of New Westminster, City of North Vancouver, District of North Vancouver, City of Pitt Meadows, City of Port Coquitlam, City of Port Moody, City of Richmond, City of Surrey, Tsawwassen First Nation, City of Vancouver, District of West Vancouver, and City of White Rock.*
- **School Districts / Boards:** purpose is to enable learners to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and a prosperous and sustainable economy.
 - *The Strategy includes the Metro Vancouver school districts including Langley, Surrey, Vancouver, Burnaby, Coquitlam, Maple Ridge-Pitt Meadows, Richmond, North Vancouver, West Vancouver, and New Westminster.*
- **TransLink:** is the region's integrated, multi-modal transportation authority and is mandated to plan, manage, and provide a regional transportation system that moves people and goods.
- **Metro Vancouver:** is the regional district that collaboratively plans for and delivers regional-scale services including water, sewers, waste, affordable housing, and regional parks.
- **Health Authorities:** provide health evidence on the health benefits of active transportation, apply an equity and broad population-health lens to transportation and urban planning plans, and strategies, and raise awareness of the benefits of active transportation.
 - *The Strategy includes Fraser Health and Vancouver Coastal Health.*
- **Provincial Government:** is responsible for many aspects including the education curriculum, planning and improving transportation networks, ensuring that quality, appropriate, cost effective and timely health services, and support all children in British Columbia to live in safe, healthy and nurturing families.
 - *The Strategy includes; Ministry of Education and Child Care, Ministry of Health, Ministry of Municipal Affairs, and Ministry of Transportation and Infrastructure, as well as ICBC.*
- **Private or community organizations and academia:** play many roles including advocacy, research, and program delivery.
 - *The Strategy includes BCAA, DASH BC, DreamRider, BCSEA, BC Healthy Communities, HUB Cycling, and researchers, among many others.*

STRATEGY 1.1: UNDERSTAND HOW CHILDREN ARE TRAVELLING

Action 1.1A Formalize a Regional Data Collection Process

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
1	Annual survey and tool to track results	●		○	●				
2	Partnerships with existing surveys	●					●	●	●
3	Collect information from other levels of government	●			○			●	
4	Trip Diary and TravelSmart Employer Survey	●			○				
5	Work with school districts to understand where students live		●	●	○				

STRATEGY 1.2: INFLUENCE CHILDREN'S TRAVEL THROUGH POLICY, PLANNING, AND DESIGN

Action 1.2A Engage Children, Parents, and School Districts in the Planning and Design Process

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
6	Conduct engagement to understand child/youth issues	●	○	●	●	●	●+○	●	●
7	Include children, youth, and parents as stakeholders	●	●	●	●	●	●+○	●	●
8	Use schools as a hub for neighbourhood engagement	●	●	●+○	●	●	●+○	●	●
9	Ensure school districts are stakeholders in land use planning process			○			●	●	

Action 1.2B Establish Policies and Initiatives that Support Active and Sustainable Transportation

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
10	Establish support for children and youth policy, planning, and infrastructure prioritization for active and sustainable modes.	●+○	●+○	○	●+○	○	○	○	○
11	Support flexible and sustainable travel for employers		●		●		○		
12	Establish a Healthy Development Assessment		●		●		●+○		○
13	Establish and document policies and programs that support active and sustainable trips to school	●	●	●	●	●	●+○	●	●
14	Establish criteria to prioritize infrastructure projects near schools	●	●		●		○	●	

Action 1.2C Work to Ensure the Design of Infrastructure is Child and Family Friendly

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
15	Implement tactical urbanism projects	●	●	●	●	●	●+○	●	●
16	Plan and design AAA infrastructure	●	●	●	●	●	●+○	●	●
17	Review the impact of new mobility technologies on school and youth travel				●		○		○
18	Implement ‘child friendly streets’		●		○		●+○	○	
19	Develop school siting guidance and best practice		●	○			○	●	

Action 1.2D Support the Provincial Get on Board (Kids 12 and Under Ride Free) Program to Encourage Children to Travel on Transit

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
20	Develop transit training materials for schools and parents			○	●		○	●+○	
21	Information and support for field trips via transit			○	●		○	●+○	
22	Engage with school districts to support Get on Board			○	●		○	●	

Action 1.2E Ensure School Catchment Geographies and Policies Promote Active Travel

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
23	Review and update school catchments		●	●	●		○	●	
24	Work to ensure future school catchments promote active travel		●		●		○	●	

Action 1.2F Build the Foundation for Active Travel and Children’s Independent Mobility in the Early Years

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
25	Active travel in kindergarten orientations and activities		●		●		○	●	
26	Link messaging for children’s independent mobility and active travel	●	●	●	●	●	●	●	●
27	Raise awareness of the importance of building capacity in the early years				●		●		
28	Provide early childhood educators with resources						●		
29	Provide parents and caregivers resources						●		

STRATEGY 2.1: ENSURE PROGRAMS AND INITIATIVES HAVE A LASTING IMPACT

Action 2.1A Establish a Formal Relationship and Commitment for Supporting the Implementation of the TravelSmart 4 Kids Strategy

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
30	Establish commitment for the implementation of the Strategy	●	○	○	●	○	○	○	○

Action 2.1B Incorporate Active and Sustainable Travel into the Education Curriculum

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
31	Work with the Ministry of Education to incorporate active travel into the curriculum and professional development	●		○				●	
32	Support and promote programs in lesson plans	●					●	●,○	

Action 2.1C Support and Encourage Children's Independent Mobility within Government

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
33	Provide guidance on benefits and techniques for independent travel				●		●	○	
34	Develop a formal program/checklist for parents				●				
35	Provide clarification on child supervision laws							●	

STRATEGY 2.2: DEVELOP, MONITOR, AND ENHANCE PROGRAMS FOCUSED ON ENCOURAGING ACTIVE CHILDREN'S TRAVEL

Action 2.2A Set up and Evaluate Regional and Provincial Pilot Programs

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
36	Set up, deliver, and evaluate pilot programs	●	●	○	●			●	
37	Continue to identify, review, and evaluate pilot projects	●	●	○	●			●	
38	Expand existing pilots to include all school aged children	●	●	○	●			●	

Action 2.2B Formalize and Evaluate Existing Children and Family Active Travel Initiatives and Programs

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
39	Develop a template for school infrastructure audits	●	●	○	●		○		
40	Develop a school travel plan evaluation		●	○	●		○		
41	Develop a post school travel plan process		●	○	●		○		
42	Develop TDM initiatives		●	○	●				

Action 2.2C Monitor Overall Health, Environments and Safety in School Zones

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
43	Monitor air quality in school zones				●	●	●		○
44	Monitor collisions, injuries, and traffic safety concerns in school zones		●		●		●	●	○

STRATEGY 3.1: FUND CHILDREN'S ACTIVE TRAVEL RESOURCES

Action 3.1A Develop Dedicated Staff Position(s) with Funding that Encourage Active and Sustainable Children's Travel

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
45	Define funding for the Regional Coordinator role	●			●				
46	Establish a school board/district role			●				○	
47	Establish a municipal role		●					○	

Action 3.1B Provide Dedicated Funding for Programs and Infrastructure that Support Active and Sustainable Travel

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
48	Ensure grant funding for infrastructure for children				●			●	
49	Ensure grant funding of projects for children				●			●	

Action 3.1C Support Community Organizations with Delivery and Implementation of the TravelSmart 4 Kids Strategy

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
50	Work with community organizations to deliver the Strategy				●			●	
51	Establish a formal funding program for community organizations				●			●	

STRATEGY 3.2: DEVELOP AND SHARE RESOURCES THAT ENCOURAGE CHILDREN’S ACTIVE TRAVEL

Action 3.2A Establish a Regional Working Group and Network

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
52	Establish a Regional Working Group	●			●				
53	Publish and provide quarterly updates	●							

Action 3.2B Consolidate Existing and Create New Resource Materials

Action	Short Description	RC*	Local Govt	School District/ Board	TransLink	Metro Vancouver	Health Authorities	Provincial (inc. ICBC)	Private/ NPO/ Academia
54	Consolidate existing resources	●							
55	Work with partners to develop new and update resources	●							
56	Launch a provincial website	●			●			●	

6.3 Monitoring and Key Performance Indicators

Monitoring and key performance indicators are metrics that allow us to measure the progress and impacts of the Strategy on the region.

The approach to measuring the Strategy’s success must include a monitoring plan that is:

- **Specific.** With specific indicators that are narrow in scope.
- **Measurable.** Monitoring needs to establish criteria that are measurable and for which data or information can be readily obtained.
- **Attainable.** Monitoring implementation needs to consider resource limitations and identify measures where information is accessible, or data is simple to collect.
- **Relevant.** Align with Transport 2050, the goals of the Strategy, and the region.
- **Time-based.** Have a realistic end-date for prioritization.

The following table highlights each action’s key performance indicator and implementation timeline.

STRATEGY 1.1: UNDERSTAND HOW CHILDREN ARE TRAVELLING

Action 1.1A Formalize a Regional Data Collection Process

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
1	Annual survey and tool to track results	Survey implementation / tool development. # of responses			●	
2	Partnerships with existing surveys	MOU with researchers / stakeholders Incorporation of children into My Health My Community, ICBC collision data			●	
3	Collect information from other levels of government	Questions regarding children’s travel incorporated in the 2022 Provincial Travel Survey		●	●	
4	Trip Diary and TravelSmart Employer Survey	Questions regarding children’s travel incorporated in the 2022 Trip Diary		●	●	
5	Work with school districts to understand where students live		●			

STRATEGY 1.2: INFLUENCE CHILDREN’S TRAVEL THROUGH POLICY, PLANNING, AND DESIGN

Action 1.2A Engage Children, Parents, and School Districts in the Planning and Design Process

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
6	Conduct engagement to understand child/youth issues	# of stakeholders that use children as a stakeholder	●			
7	Include children, youth, and parents as stakeholders	# of municipalities with children’s committees	●			
8	Use schools as a hub for neighbourhood engagement		●			
9	Ensure school districts are stakeholders in land use planning process	# of municipalities that include school districts as a stakeholder			●	

Action 1.2B Establish Policies and Initiatives that Support Active and Sustainable Transportation

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
10	Establish support for children and youth policy, planning, and infrastructure prioritization for active and sustainable modes.	# of stakeholders that implement supportive policies			●	
11	Support flexible and sustainable travel for employers	# of municipalities participating in TDM initiatives				●
12	Establish a Healthy Development Assessment	Healthy Development Assessment tool development / implementation				●
13	Establish and document policies and programs that support active and sustainable trips to school	# of municipalities tracking policies and programs			●	
14	Establish criteria to prioritize infrastructure projects near schools	# of municipalities with criteria prioritizing infrastructure near schools			●	

Action 1.2C Work to Ensure the Design of Infrastructure is Child and Family Friendly

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
15	Implement tactical urbanism projects	# of municipalities with tactical urbanism projects			●	
16	Plan and design AAA infrastructure	# of municipalities using the BC Active Transportation Design Guide			●	
17	Review the impact of new mobility technologies on school and youth travel	Study completed on new mobility technology impact on school and children’s travel in Metro Vancouver				●
18	Implement ‘child friendly streets’	Development of child friendly streets policy and tools # of municipalities with child friendly streets projects				●
19	Develop school siting guidance and best practice	Development and implementation of school siting guidance and best practice			●	

Action 1.2D Support the Provincial Get On Board (Kids 12 and Under Ride Free) Program to Encourage Children’s to Travel on Transit

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
20	Develop transit training materials for schools and parents	Send to 100% of school districts/boards # of downloads on TeachBC # of views on TransLink website		●		
21	Information and support for field trips via transit	Send to 100% of school districts/boards # of views on TransLink website		●		
22	Engage with school districts to support Get on Board	# of school districts/boards engaged Send to 100% of school districts/boards			●	

Action 1.2E Ensure School Catchment Geographies and Policies Promote Active Travel

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
23	Review and update school catchments	# of school districts reviewing school catchment areas # school districts policies to address existing school catchment challenges		●		
24	Work to ensure future school catchments promote active travel	% increase in active school travel			●	

Action 1.2F Build the Foundation for Active Travel and Children’s Independent Mobility in the Early Years

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
25	Active travel in kindergarten orientations and activities	# of school districts completing kindergarten orientations			●	
26	Link messaging for children’s independent mobility and active travel	# of organizations with messaging on children’s independent mobility			●	
27	Raise awareness of the importance of building capacity in the early years	# of presentations/workshops on children’s independent mobility			●	
28	Provide early childhood educators with resources	# of early childhood educator resources developed			●	
29	Provide parents and caregivers resources	# of parent/caregiver resources developed			●	

STRATEGY 2.1: ENSURE PROGRAMS AND INITIATIVES HAVE A LASTING IMPACT

Action 2.1A Establish a Formal Relationship and Commitment for Supporting the Implementation of the TravelSmart 4 Kids Strategy

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
30	Establish commitment for the implementation of the Strategy	# of MOA/Council endorsements signed to support the implementation of the TravelSmart 4 Kids Strategy		●		

Action 2.1B Incorporate Active and Sustainable Travel into the Education Curriculum

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
31	Work with the Ministry of Education to incorporate active travel into the curriculum and professional development	# of downloads on TeachBC # of professional development session			●	
32	Support and promote programs in lesson plans	# of school districts with active travel programs			●	

Action 2.1C Support and Encourage Children’s Independent Mobility within Government

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
33	Provide guidance on benefits and techniques for independent travel	# of downloads on TeachBC Send to 100% of school districts/boards			●	
34	Develop a formal program/ checklist for parents	# of downloads on TeachBC		●		
35	Provide clarification on child supervision laws	Clarification of existing laws			●	

STRATEGY 2.2: DEVELOP, MONITOR, AND ENHANCE PROGRAMS FOCUSED ON ENCOURAGING CHILDREN’S ACTIVE TRAVEL

Action 2.2A Set Up and Evaluate Regional and Provincial Pilot Programs

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
36	Set up, deliver, and evaluate pilot programs	# of municipalities participating in pilot programs		●		
37	Continue to identify, review, and evaluate pilot projects			●		
38	Expand existing pilots to include all school aged children				●	

Action 2.2B Formalize and Evaluate Existing Children and Family Active Travel Initiatives and Programs

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
39	Develop a template for school infrastructure audits	# of municipalities conducting audits				●
40	Develop a school travel plan evaluation	Development and implementation of school travel plan evaluation tool				●
41	Develop a post school travel plan process		# of municipalities conducting school travel plans			
42	Develop TDM initiatives	# of municipalities with TDM initiatives implemented ties participating in pilot programs				●

Action 2.2C Monitor Overall Health, Environments and Safety in School Zones

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
43	Monitor air quality in school zones	% change from year prior				●
44	Monitor collisions, injuries, and traffic safety concerns in school zones	# of collisions/safety concerns around school sites				●

STRATEGY 3.1: FUND CHILDREN'S ACTIVE TRAVEL RESOURCES

Action 3.1A Develop Dedicated Staff Position(s) with Funding that Encourage Active and Sustainable Children's Travel

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
45	Define funding for the Regional Coordinator role	\$ funding secured		●		
46	Establish a school board/district role	# of positions created			●	
47	Establish a municipal role				●	

Action 3.1B Provide Dedicated Funding for Programs and Infrastructure that Support Active and Sustainable Travel

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
48	Ensure grant funding for infrastructure for children	\$ allocated, % of budget			●	
49	Ensure grant funding of projects for children				●	

Action 3.1C Support Community Organizations with Delivery and Implementation of the TravelSmart 4 Kids Strategy

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
50	Work with community organizations to deliver the Strategy	# of community organizations delivering the TravelSmart 4 Kids Strategy				●
51	Establish a formal funding program for community organizations	\$ allocated, % of budget				●

STRATEGY 3.2: DEVELOP AND SHARE RESOURCES THAT ENCOURAGE CHILDREN'S ACTIVE TRAVEL

Action 3.2A Establish a Regional Working Group and Network

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
52	Establish a Regional Working Group	# of RWG participants, # of RWG meetings	●			
53	Publish and provide quarterly updates	# of downloads, # of newsletters	●			

Action 3.1B Provide Dedicated Funding for Programs and Infrastructure that Support Active and Sustainable Travel

Action	Short Description	Key Performance Indicator	Ongoing	0-1 year	1-5 years	5+ years
54	Consolidate existing resources	Develop and implement cloud-based file, # of views, # of downloads		●		
55	Work with partners to develop new and update resources	# of resources developed, # of downloads	●			
56	Launch a provincial website	Development and launch of website, # of views, # of downloads			●	

6.4 Funding Strategies

The Strategy can leverage several regional, provincial, and federal grant opportunities for active and sustainable transportation. The following funding opportunities are listed below.

REGIONAL.

TransLink administers several cost-share funding programs that support local governments in supporting multi-modal regional traffic, including walking, cycling, transit and goods movements trips. TransLink contributes up to 100% of eligible costs for infrastructure upgrades that will improve mobility options for people walking, rolling, and cycling. These cost-share programs continue to advance significant investments in regionally significant regional infrastructure that helps build stronger and more vibrant communities by making it easier for people to get around safely and efficiently, whatever their mode of travel.

PROVINCIAL.

The Provincial Government administers the **Active Transportation Infrastructure Grant** program (previously known as BikeBC) which promotes new, safe, and high-quality active transportation infrastructure through cost-sharing with local governments. Funded projects promote active transportation to work, school, or errands. Funded projects can also generate tourism-related traffic based on their proximity to amenities and points of interest for tourists and through linkages to other communities. To ensure maximum success at obtaining grant funding, the applicant should have grant-ready concepts pre-developed for application.

The Province provides cost-share funding of up to \$500,000 per project. Funding is offered based on applicant's community profile. Indigenous governments or partnership between local government(s) and an Indigenous government may apply for up to 80% of total projects. Municipal or regional governments may apply up to 70% of total eligible project costs depending on the community's population size.



Photo credit: Kids Posters

Union of BC Municipalities' **Community Works Fund** is one of three funding streams of the Renewed Gas Tax Agreement between Canada, British Columbia, and the Union of BC Municipalities. The fund provides predictable, long-term, and stable funding to local governments for investment in infrastructure and capacity building projects. Project examples include public transit, active transportation, parks, trails, bicycle facilities, cultural infrastructure, and long-term infrastructure plans. Funding is delivered twice annually to local governments, with the amount of funding determined by a per capita formula.

ICBC provides funding for road improvements, including pedestrian and bicycle infrastructure, particularly where these have the potential to reduce crashes, improve safety, and reduce claims costs to ICBC. Funding is available through **ICBC's Road Improvement Program**. Other ICBC programs include the Speed Watch Program (through the Community Policing Centres), Speed and Intersection Safety Program, Counter Attack, Operation Red Nose and Road Sense Speaker Program for Schools. Funding is available annually, with the application deadline typically in February.

Each municipality that has signed the **Climate Action Charter** receives an annual rebate based on completion of the Climate Action Revenue Incentive (CARIP) form. The municipality could choose to direct this funding towards sustainable transportation projects, such as funding bicycle, pedestrian, and transit infrastructure.

FEDERAL.

Green Municipal Funds are managed by the Federation of Canadian Municipalities, with a total allocation of \$550 million. This fund is intended to support municipal government efforts to reduce pollution, reduce greenhouse gas emissions and improve quality of life. The expectation is that knowledge and experience gained in best practices and innovative environmental projects will be applied to national infrastructure projects.

Infrastructure Canada manages several programs that provide funding for environmental and local transportation infrastructure projects in municipalities across Canada. Typically, the federal government contributes one-third of the cost of municipal infrastructure projects. Provincial and municipal governments contribute the remaining funds, and in some instances, there may be private sector investment as well. The Federal Government recently announced the **National Active Transportation Grant** program, which will fund \$400 million in active transportation across Canada over the next five years.

6.5 Glossary

1. **Active Transportation:** all human-powered forms of travel, such as walking, cycling, in-line skating, skateboarding, skiing, canoeing, and more. Walking and cycling are among the most popular and can be combined with other modes, such as public transit. Some examples are walking to the store or to school, or cycling to the recreation centre.
2. **Built Environment:** the human-made design and layout of the communities in which people live, work and play. The built environment is made up of neighbourhoods, homes, workplaces, schools, shops and services, sidewalks and cycle paths, streets and transit networks, green spaces, parks and playgrounds, buildings and other infrastructure.
3. **Children's Independent Mobility:** Children's independent mobility refers to the freedom of children to travel around their neighbourhood by themselves without adult supervision. Children's independent mobility
4. **Greenhouse Gas Emissions (GHGs):** like the glass of a greenhouse, gases in Earth's atmosphere trap the sun's heat. These "greenhouse gases" allow the sun's rays to pass through and warm the planet but prevent this warmth from escaping the atmosphere into space. Human activities like burning fossil fuels have added huge quantities of carbon dioxide, methane and nitrous oxide to our atmosphere, creating a "greenhouse effect" that traps energy from the sun and causes Earth's temperature to rise.
5. **Health:** a state of complete physical, mental, and social wellbeing and not merely the absence of disease or infirmity.
6. **Micromobility:** micromobility includes both human-powered mobility devices (bikes, kick scooters, etc.) and electric-assisted mobility devices, such as electric bikes and scooters, which can be personally owned or used in shared fleets.
7. **Mode Share:** is the percentage of trips being made by using a particular type of transportation (modes). Typical modes include, walking, cycling, transit, driving alone, driving with others, and an 'other' category that can include, taxi, motorcycle, etc.
8. **New Mobility:** A term that is often used to cover new and emerging forms of transportation, including autonomous vehicles, electric motor vehicles, mobility as a service, shared mobility, electric bicycles, and small, one-person electric vehicles.
9. **School Travel Planning:** Stakeholders work together to create an Action Plan, which outlines action items, and identifies responsibilities and deadlines. The school travel plan process is supported by data collection and evaluation to ensure effective implementation, monitoring, and success over time. Actions plans tend to focus on interventions that address the 6 E's, education, encouragement, engineering, enforcement, equity, and evaluation. Once developed, municipalities, the school community, other stakeholders and partners work together to implement the actions. This involvement and collaboration help to promote long term support and shift behaviours. Research and evaluation have proven school travel plans are both an effective and cost-efficient intervention to get more children walking and cycling on the way to school.

10. **Sustainable Transportation:** refers to any means of transportation that is ‘green’, meaning it produces zero or low emissions, and has low impact on the environment. For the purposes of the Strategy, sustainable transportation refers to public transportation.
11. **Systems Thinking:** Systems thinking is an approach to understanding complex questions by looking at things holistically rather than breaking them down into parts and addressing them individually.
12. **Tactical Urbanism:** enables light, quick, and cheap implementation of projects that address safety issues, equity concerns, and infrastructure gaps while engaging with the community. It consists of a series of rapid, low cost project implementation techniques that aim to test and showcase new ideas, enhance the public realm, and create lasting positive outcomes. Tactical urbanism projects can include pop-up bicycle lanes, temporary parklets, street closures, and a number of other fun and creative project types.
13. **Transportation Demand Management (TDM):** a set of strategies aimed at maximizing the utility of sustainable transportation choices. TDM is used to manage traffic and parking demands, and enhance the effectiveness of non-personal vehicle transportation.



Photo credit: City of Vancouver