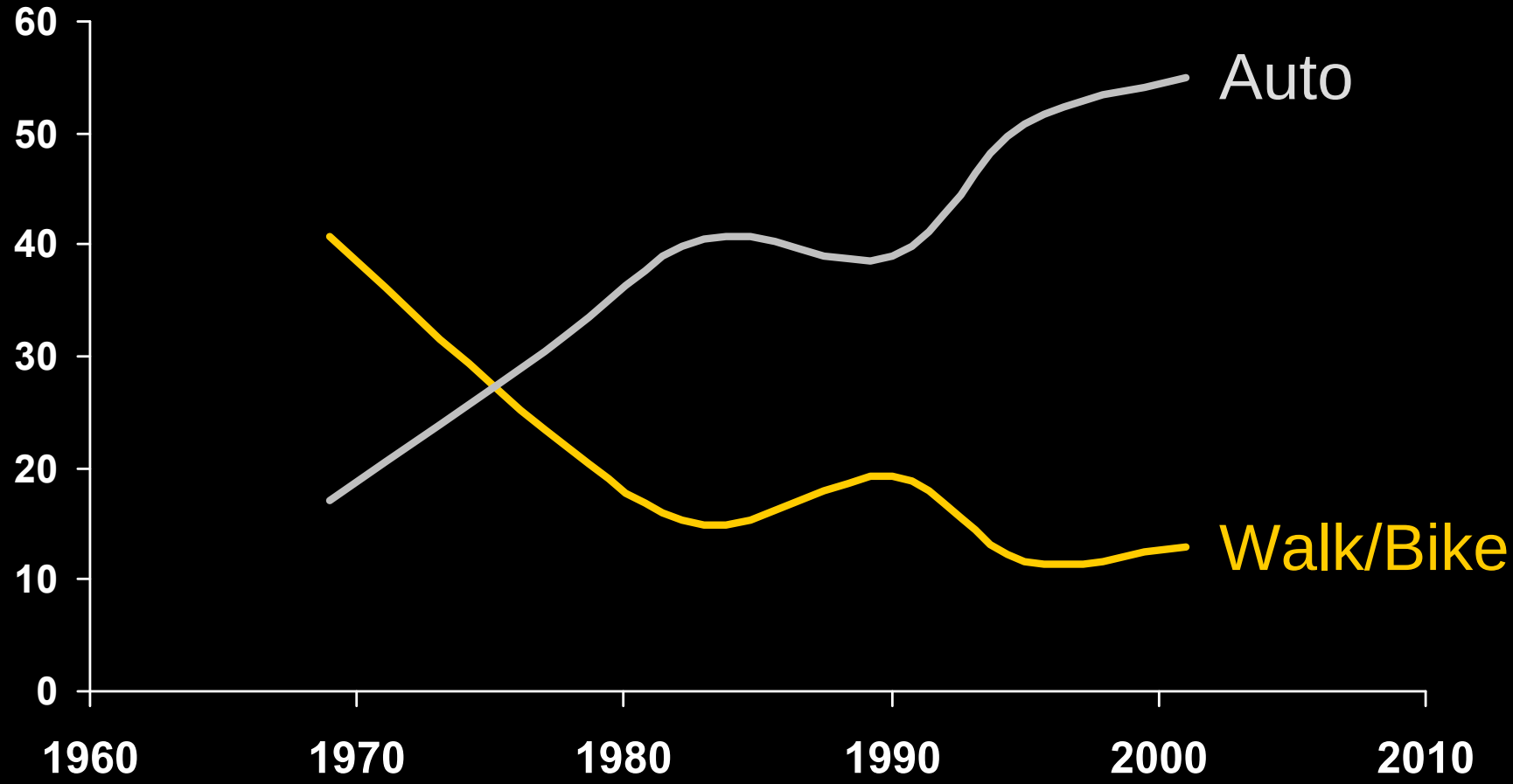
Influence of the Social Environment on Children's School Travel in Walkable Neighborhoods

Noreen C. McDonald, UNC Chapel Hill
Annette E. Aalborg, Kaiser Permanente
Elizabeth A. Deakin, UC Berkeley

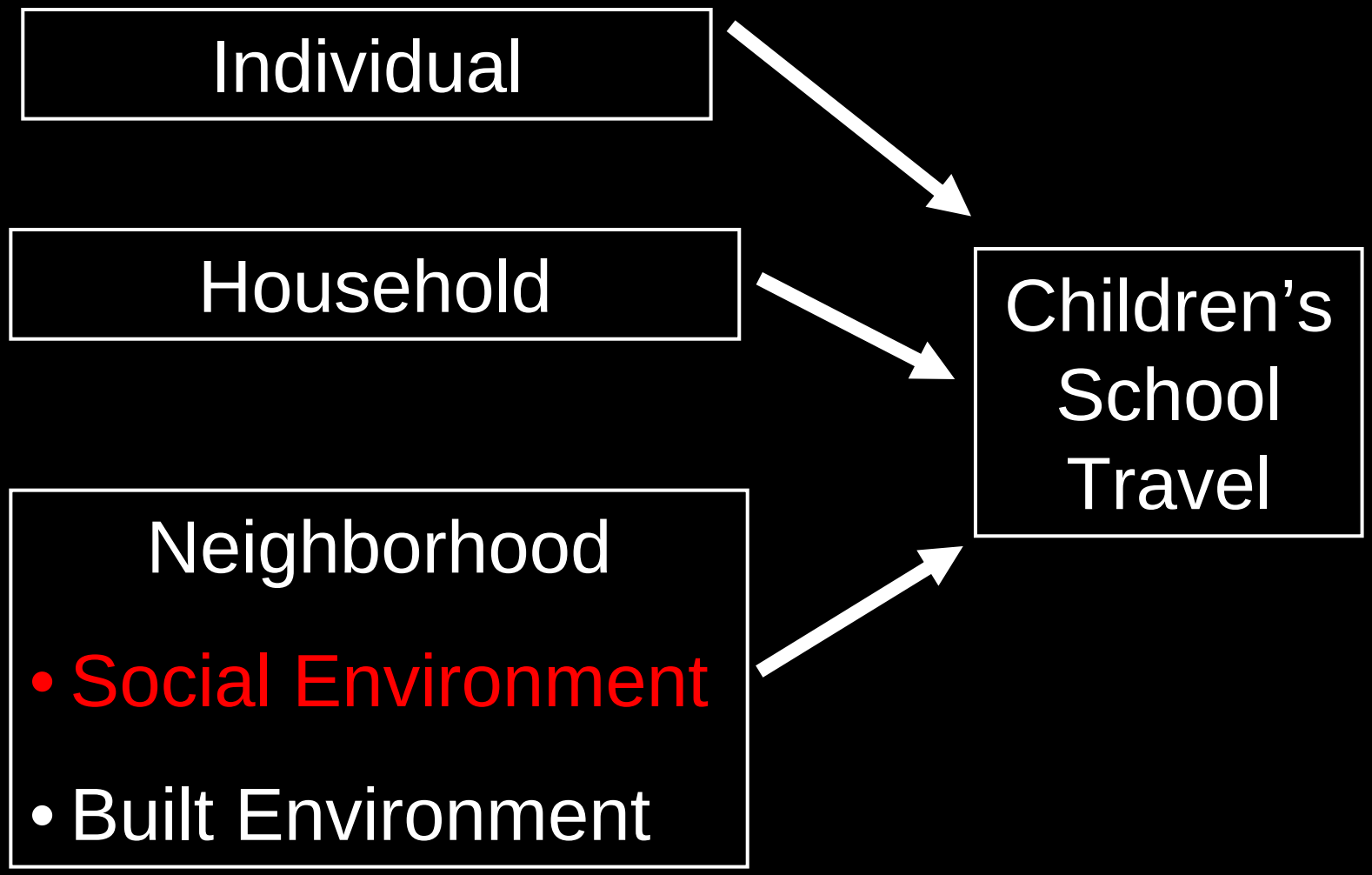
Declining Walking to School

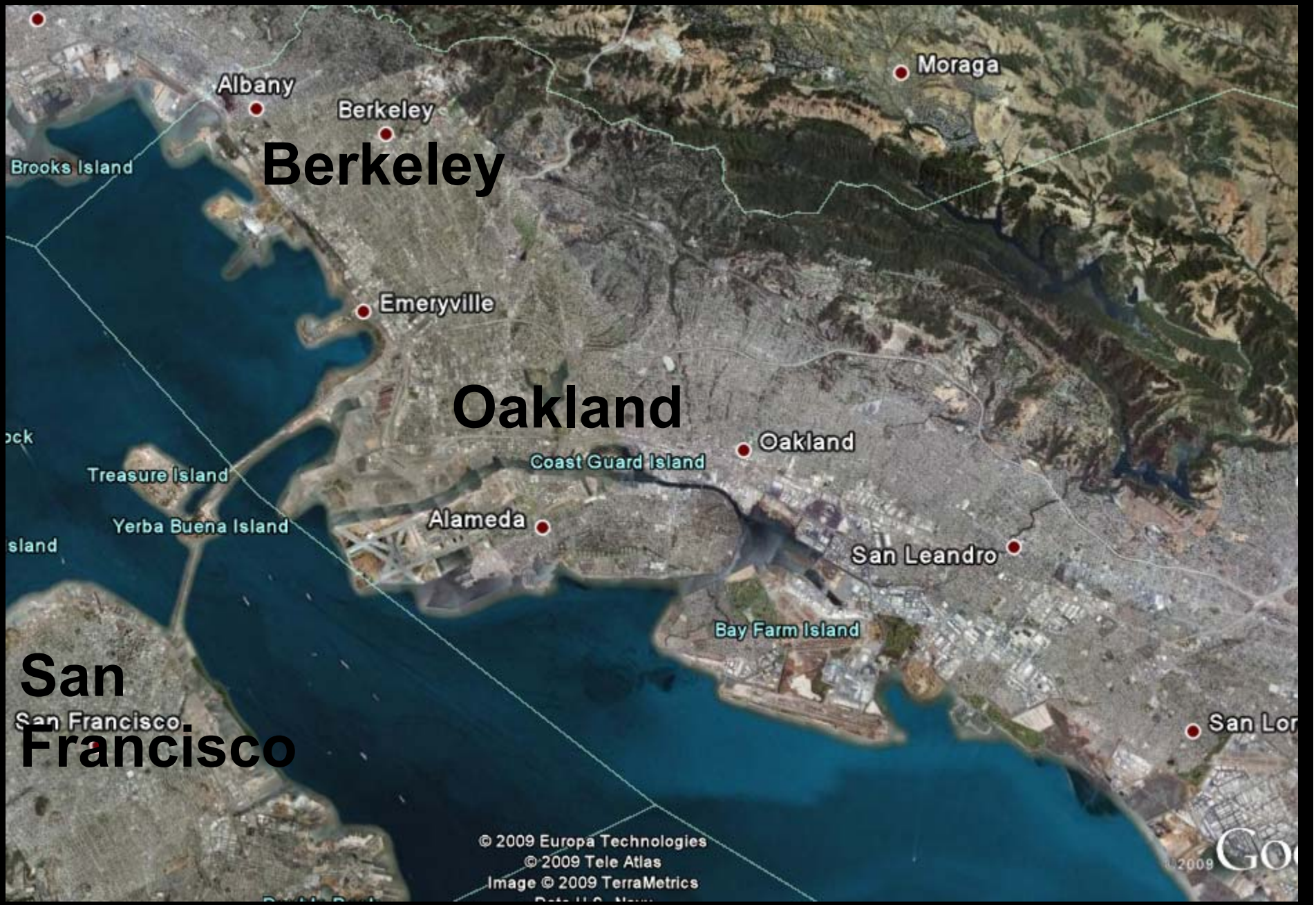


Research Question

- How do parental views of the social environment affect rates of walking or biking to school?

Conceptual Framework




Albany
Berkeley
Berkeley
Brooks Island
Moraga
Emeryville
Oakland
Oakland
Coast Guard Island
Treasure Island
Yerba Buena Island
Alameda
San Leandro
Bay Farm Island
San
San Francisco
Francisco
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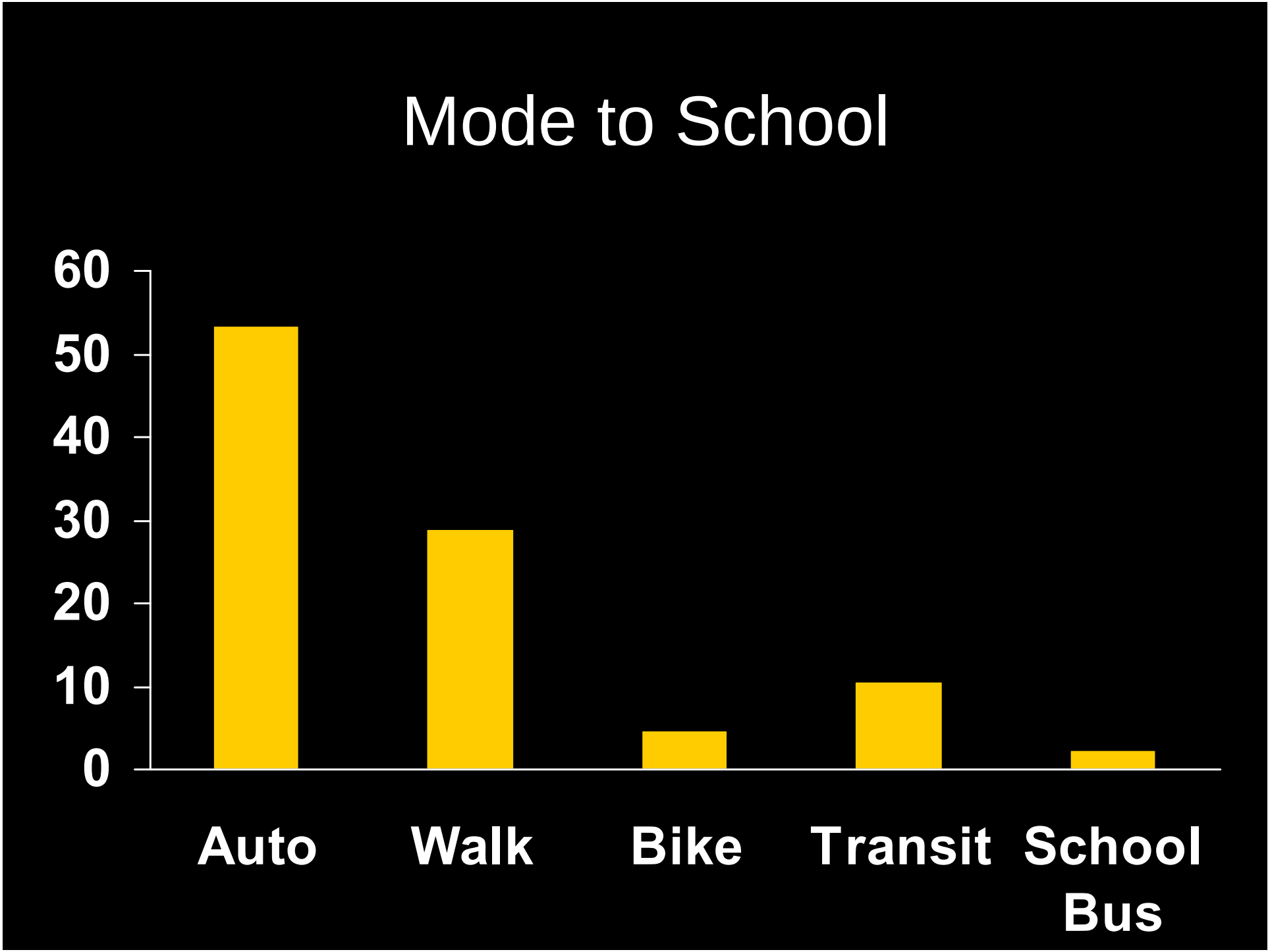
Study Area

Measuring the Social Environment

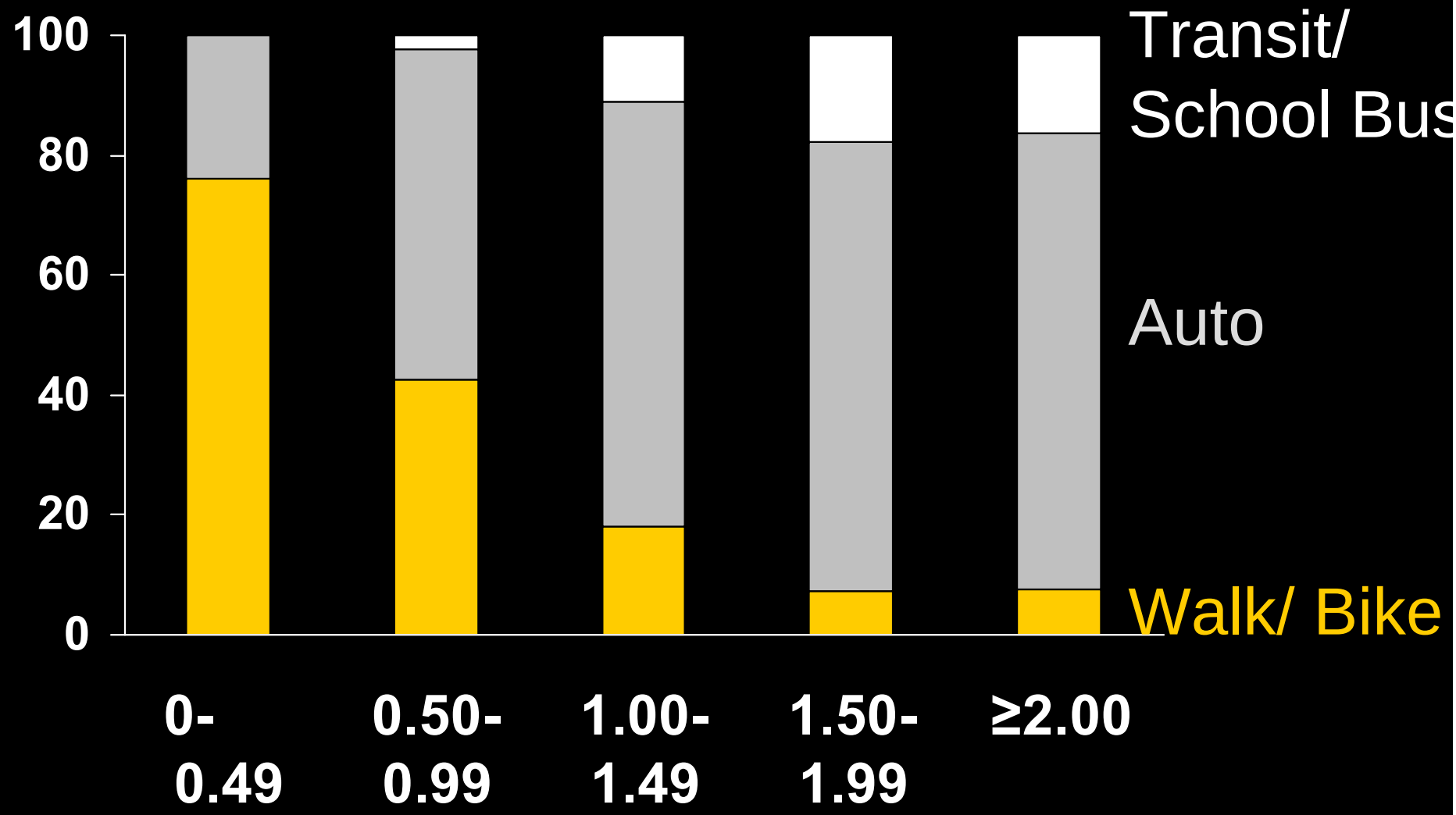
- Child-centered social control
- Intergenerational closure
- Social cohesion
- Safety from traffic
- Safety from crime

Measuring Walking and Biking

- “What is the primary way your child travels to school?”
- Active Transportation
  - Walking,
  - Bicycling,
  - Skating/Skateboarding/Scooting


Mode to School
60
50
40
30
20
10
0
Auto
Walk
Bike
Transit
School Bus

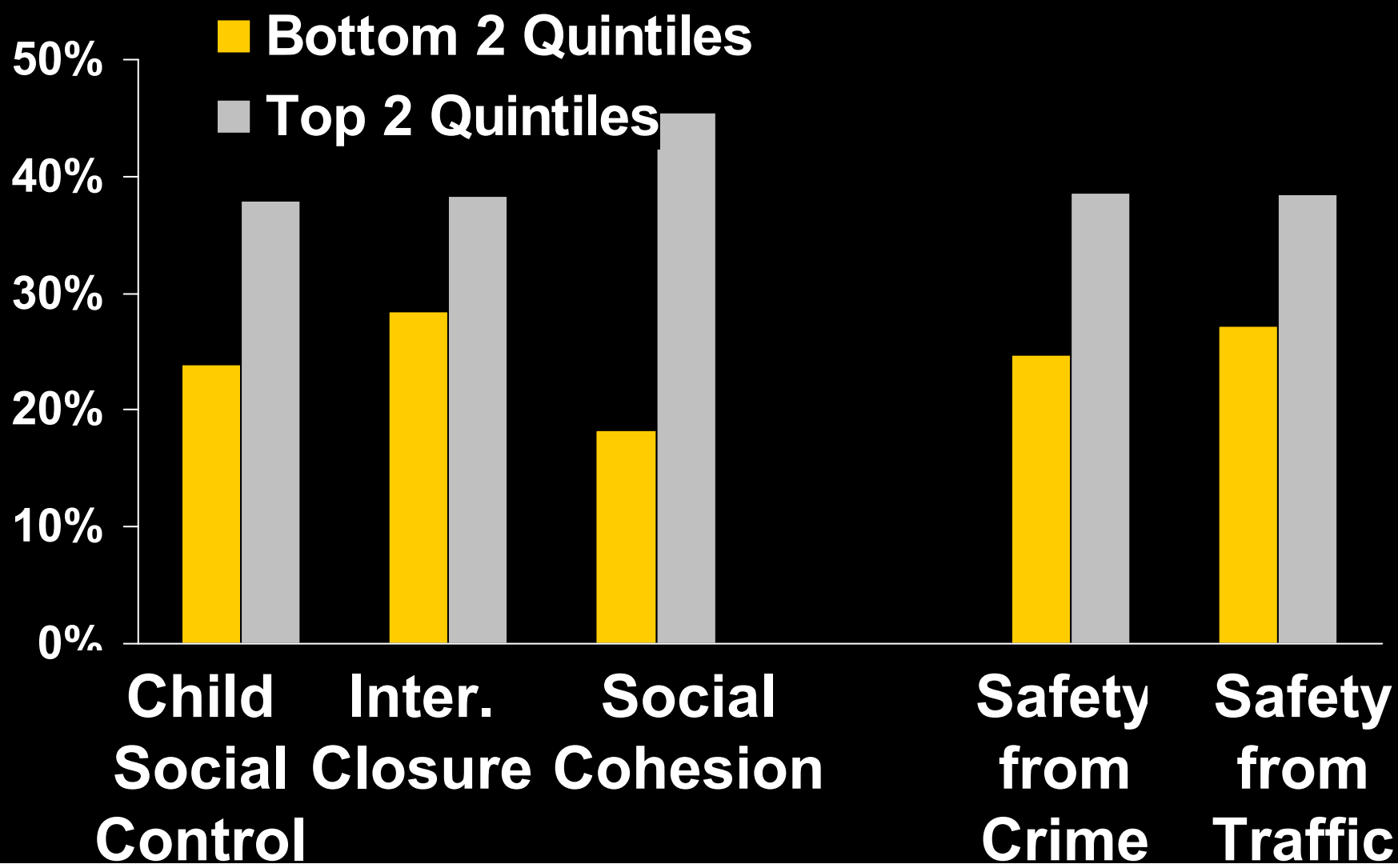
Mode by Distance to School



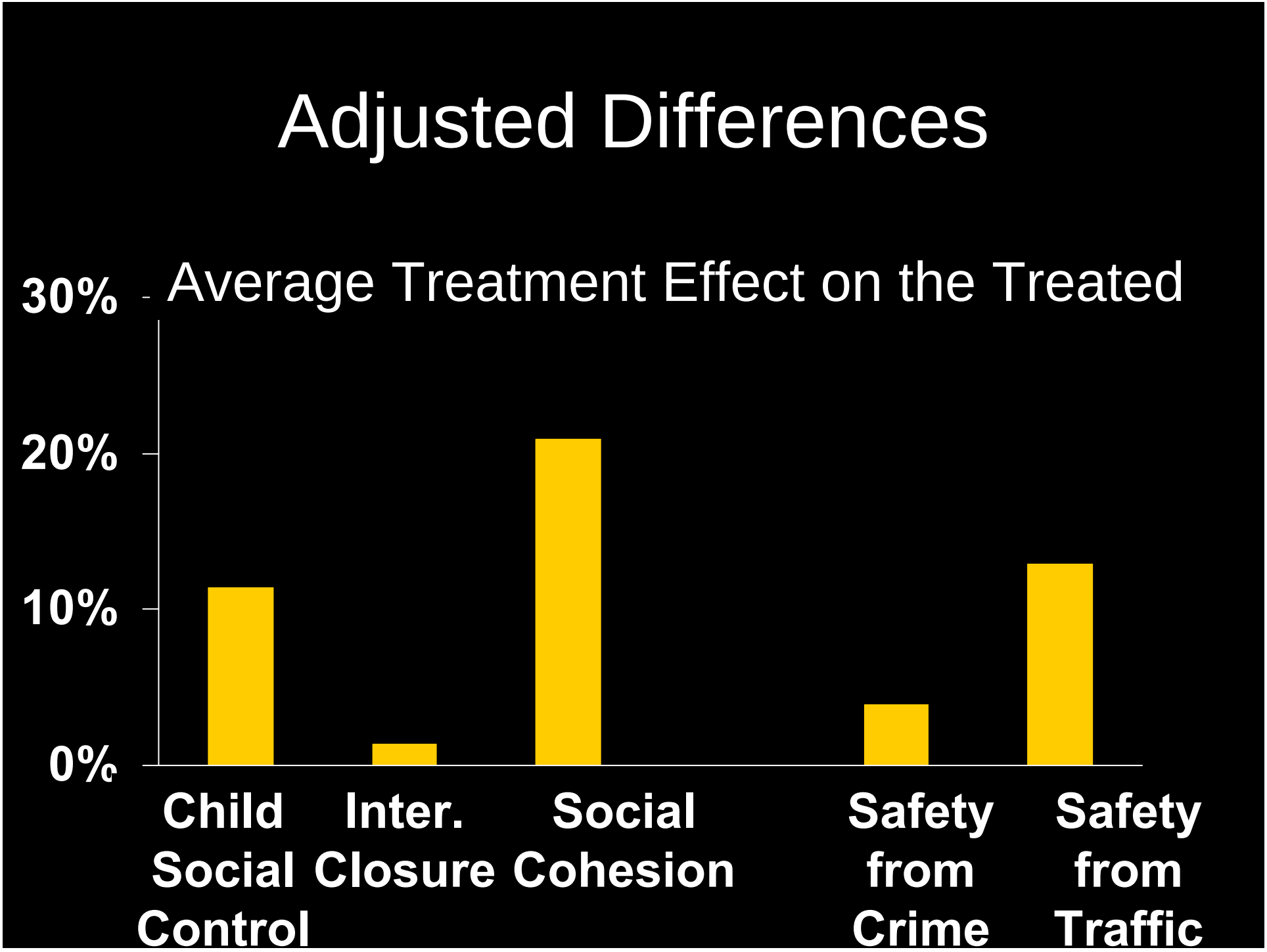
Methods

- Compare active transport rates by SE levels
  - Top 2 quintiles (Treatment)
  - Bottom 2 quintiles (Control)
- Matching methods to control for covariates
  - Exact match: Race, Distance Categories
  - Closest: Age, Vehicle Ownership per Adult
- Report average treatment effect on the treated (ATT)

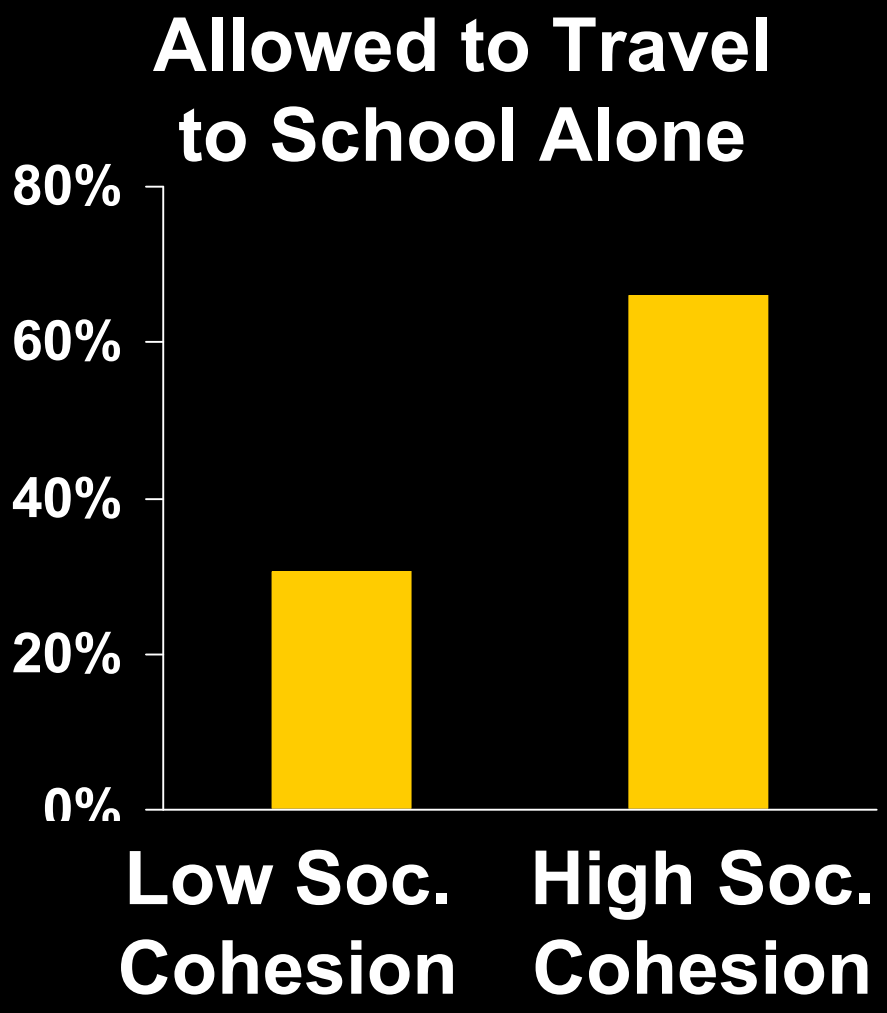
Active Transport Rates: Unadjusted

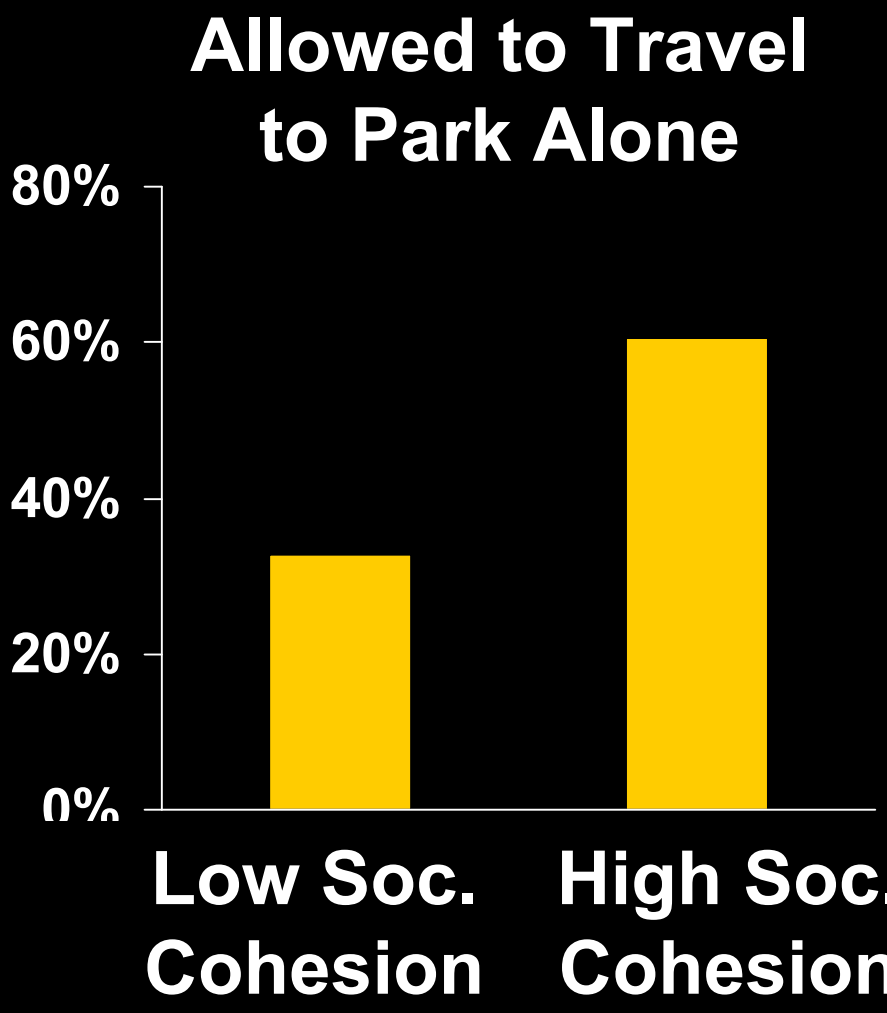


Adjusted Differences



Independent Mobility





Policy Implications

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- Safe Routes to School
- Consider links between walking to school and broader community development efforts