



### School Travel Data Collection Options

- Visit [BikeWalkRoll](#), which offers online school travel data collection services and can be used for monitoring one schools' travel trends and benchmarking schools' trends with those of other schools.
- Speak with assistant school principals, as they tend to be responsible for school travel and can provide reasonable estimates on travel mode numbers.
- Provide students with radio frequency identification (RFID) tags to both count the number of students traveling to school on foot and by bike and let parents know their children have arrived at school. For example, the town of [Bowling Green, Ohio](#) describes plans to use RFID tags for these purposes.
- Conduct observational counts of students walking and biking to schools, including counting bikes at schools' bike racks if it is not feasible to observe school arrival and dismissal.
- Register with travel apps such as [Love to Ride](#) to track individuals' and group's active travel patterns.
- Check out [Michigan's SRTS Survey Process](#), which includes Student Tally, Student Survey, and Parent Survey instruments.
- Consider adding school transportation questions to the [CDC's Youth Risk Behavior Survey \(YRBS\)](#). This survey is administered at private and public middle schools and high schools across all 50 U.S. states every other year. The YRBS measures six categories of priority health-risk behaviors among youth, including inadequate physical activity. You can download the survey here: <http://www.cdc.gov/yrbss> and add school travel questions, such as "how does your youngest child typically get to school? Select the primary way your child gets to school: Walk, Bike, School bus, Family vehicle (just your family), Carpool (with other households), Uber/Lyft, Public transit, Other (skateboard, scooter, etc.)" AND then "How often does your youngest child get to school [by the mode selected above]? For every trip to school, For nearly every trip to school, For about half of the trips to school."