STREETS School Stakeholder Interview Qualitative Report

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Introduction

- The purpose of this study was to collect school stakeholders' knowledge, perceptions, and experiences of their campus' active commuting to school and Safe Routes to School attitudes, behaviors and programs, as well as perceived barriers and facilitators to active commuting and program implementation at their schools.

Methods

Study Participants

- Random sample of school contacts
- 8 teachers and administrators agreed to interview

		Number (%)
Sex	Female	5 (62.5)
	Male	3 (37.5)
School role	P.E. teacher	3 (37.5)
	Assistant principal	3 (37.5)
	Parent support specialist	2 (25.0)
School district	Austin	7 (87.5)
	Pflugerville (comparison)	1 (12.5)

Study Design

- Interview questions derived constructs based on the Social Cognitive Theory (SCT)
- Transcripts coded using the theoretical framework approach, with the initial themes coming from original interview constructs.
- NVivo program was used to analyze the interviews of the parents and children

Initial Themes

School challenges

SRTS Programming

Barriers and Facilitators to ACS

ACS policy and program/policy expectations

Mobility Bond & COVID 19 effects

Results

Overall qualitative themes, Core concepts & Representative quotes

A major theme that emerged from these questions was cost of living, for both faculty and students.

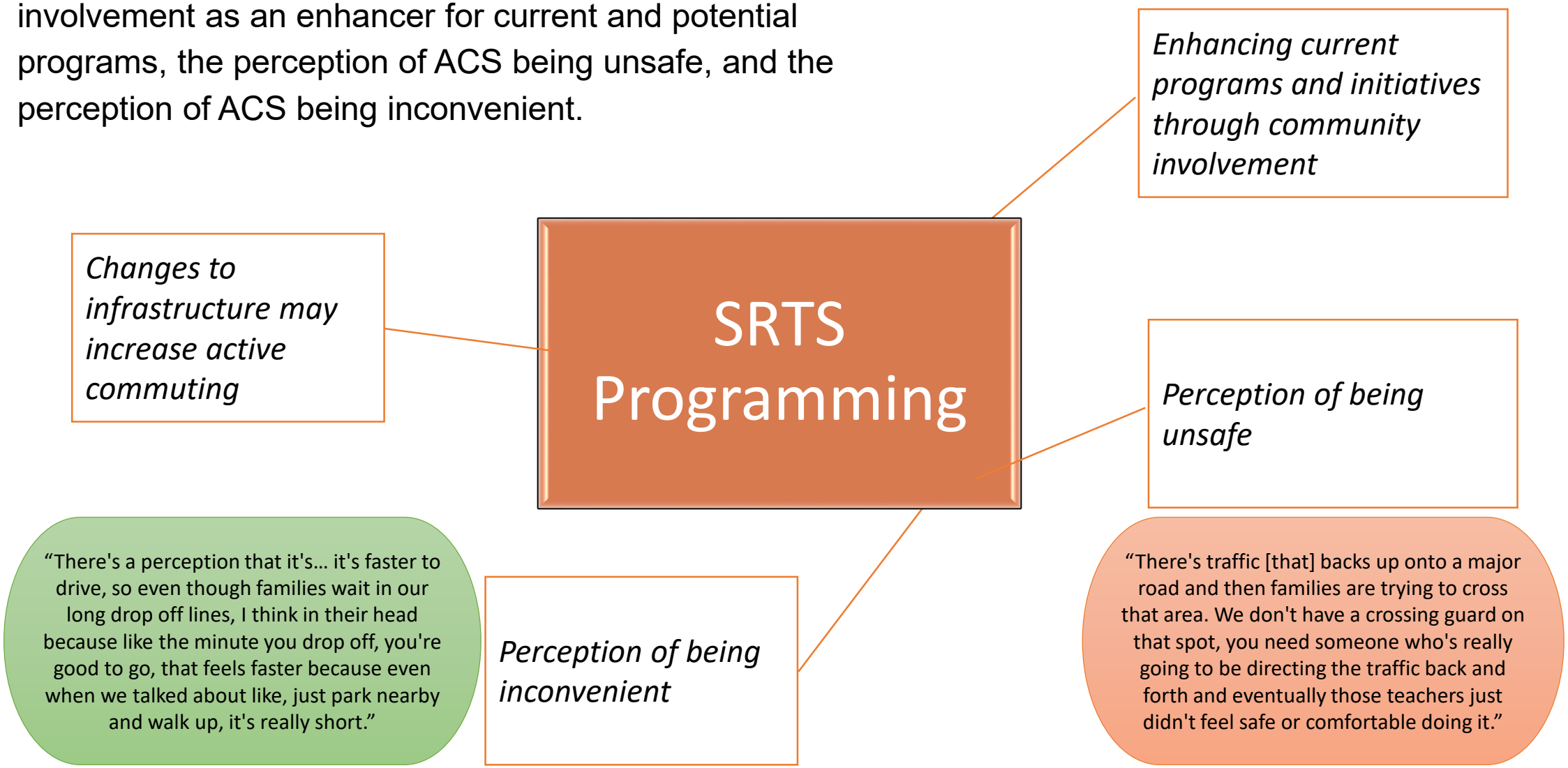
I think it's a combination of like…affordability of housing is one… I think from what teachers have told me… some of the workload that's a factor I think now. The COVID situation does play a factor… everybody wants to play catch up."

Teachers leaving due to cost of living, pay, and job uncertainty

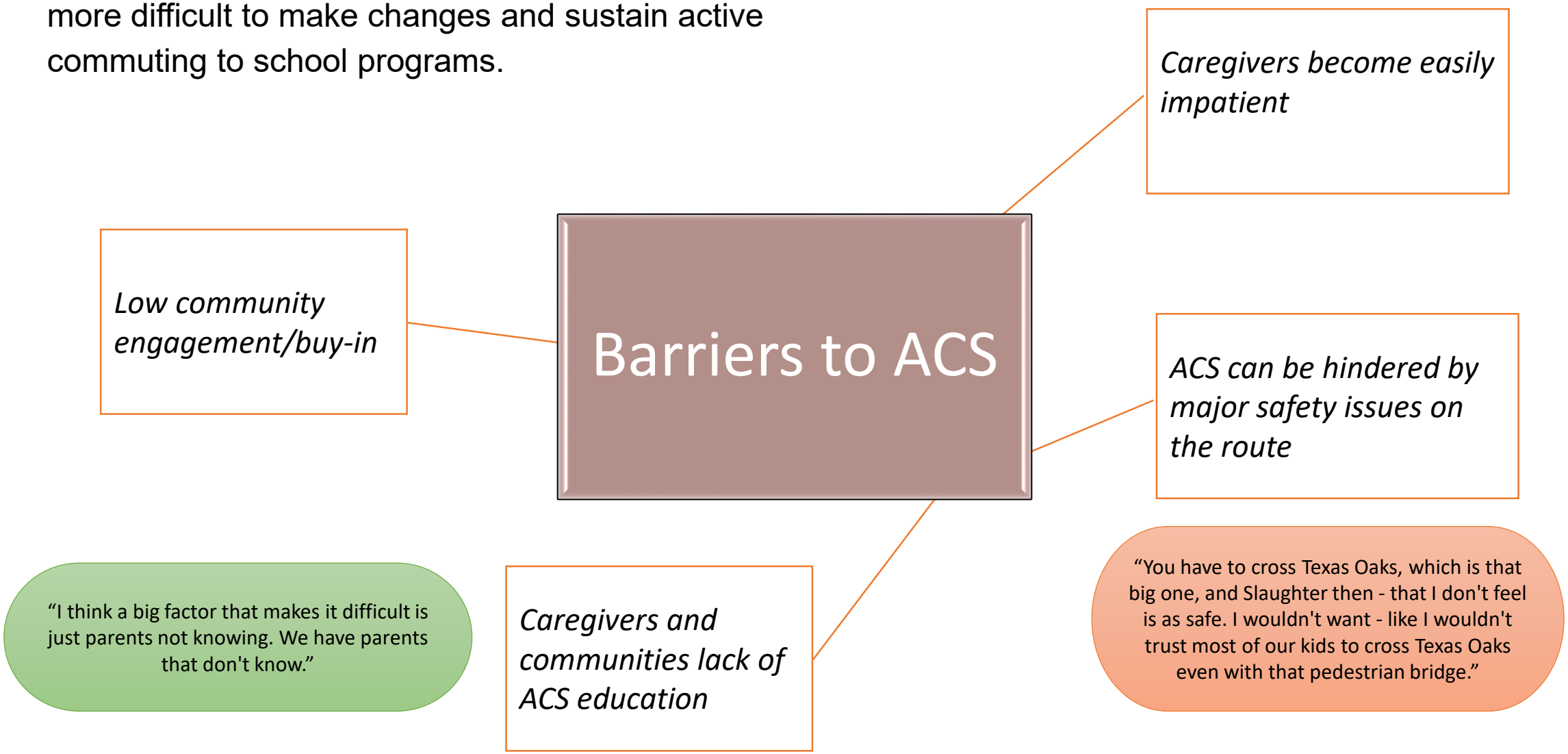
"We were losing students to cost of living. So we're in South Austin - it's already getting more expensive and families were going south. So we have a lot of students who end up in Buda, end up in Dripping Springs, Bastrop, and the pandemic just made that, like, exacerbated - that concern and really sped it up."

Students moving away from Austin due to cost of living

Some major themes that emerged were community involvement as an enhancer for current and potential programs, the perception of ACS being unsafe, and the perception of ACS being inconvenient.



Interviewees were asked to describe things that make it more difficult to make changes and sustain active commuting to school programs.



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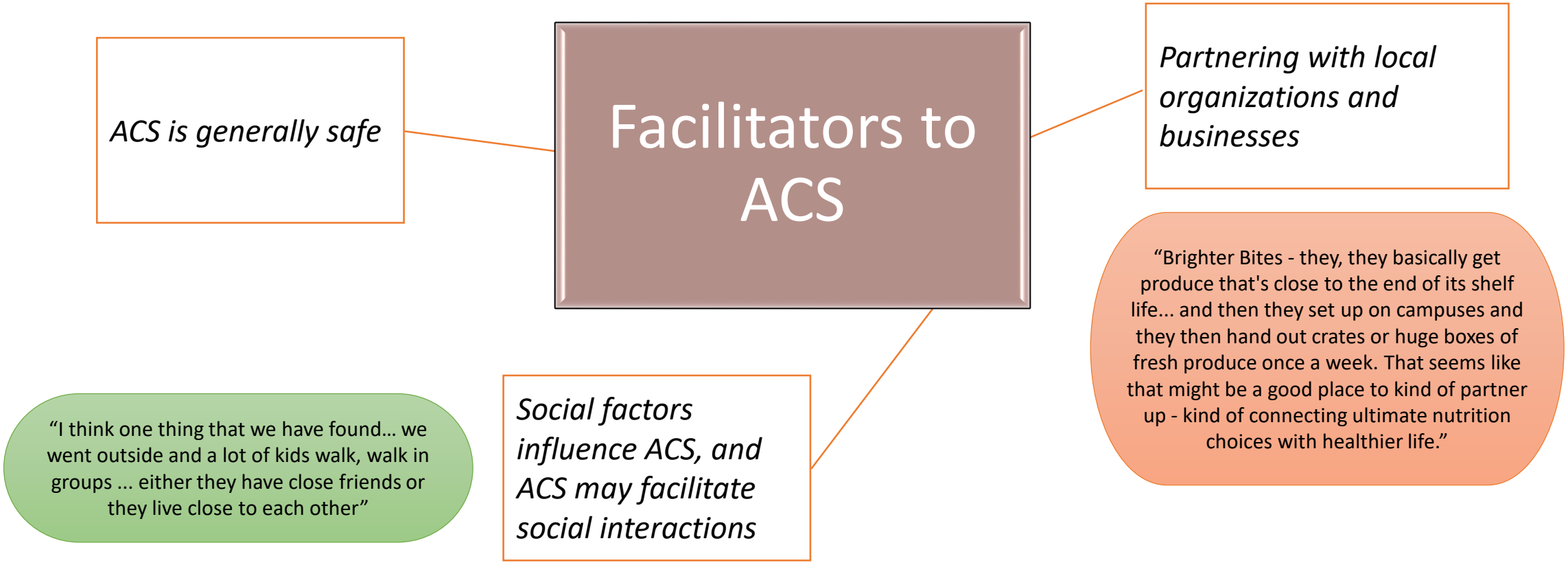
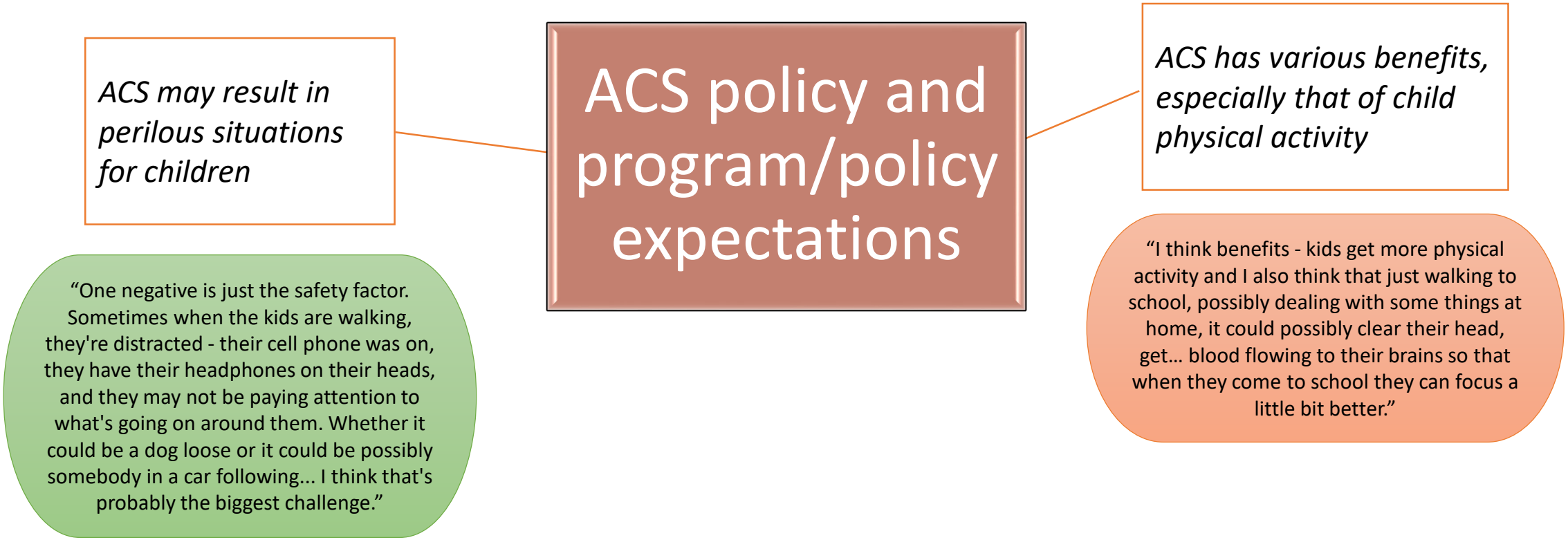
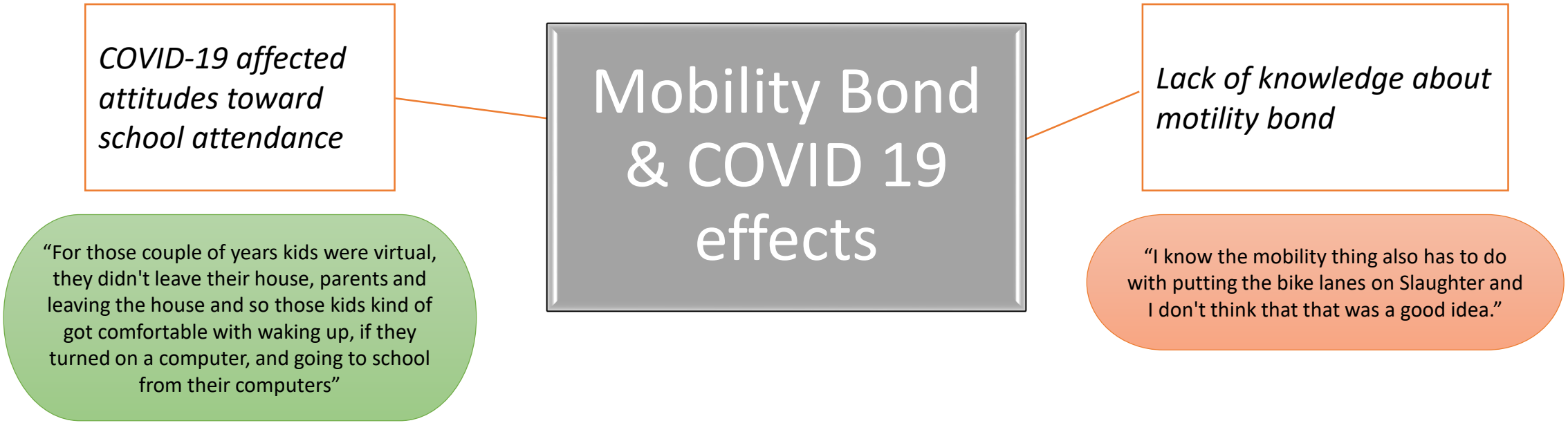


School stakeholders were asked about their expectations of a potential active commuting to school program, policy, or initiative.



Lack of knowledge about the Mobility Bond emerged as a core concept.



Conclusion

- Various core concepts emerged including safety and active commuting to school, barriers and facilitators to active commuting, and caregiver and community involvement.
- This data can be useful in predicting active commuting patterns at various Austin and comparison schools based on their surrounding built environments and community cultures and attitudes.
- The data collected can be helpful in designing active commuting to school initiatives more specifically tailored to schools.
- Furthermore, the data collected can be used to derive changes in the City of Austin Safe Routes to School program that may encourage active commuting at more campuses.