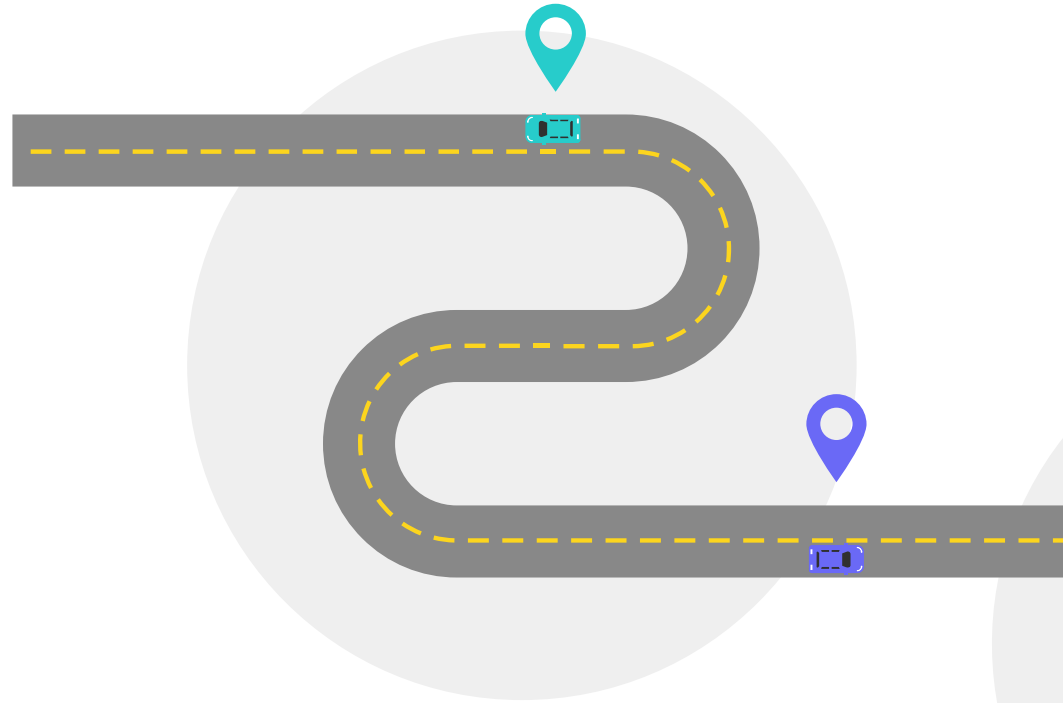


“It’s Just Too Far”

Barriers to Walking and Biking to School in Suburban Communities





AP Research Through-Course Performance Task—100% of AP Research Score

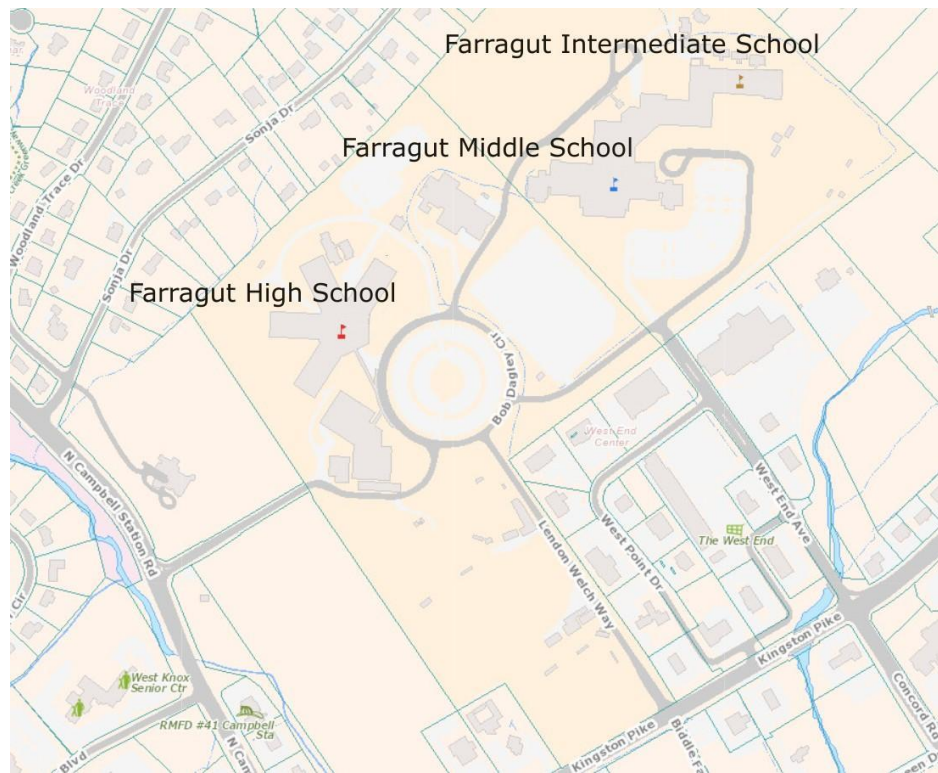
Component	Scoring Method	Weight
Academic Paper (4,000–5,000 words)	College Board scored	75%
Presentation and Oral Defense (15–20 minutes total for both the presentation and 3–4 questions from a panel of 3 evaluators that follows).	Teacher scored	25%

AP Capstone Diploma



Congratulations! You've earned the AP Capstone Diploma.

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Malmö, Sweden



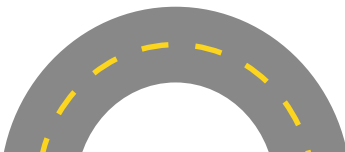
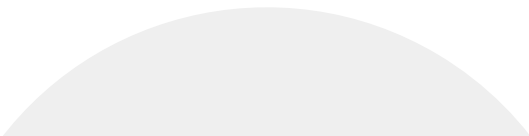
Environment



Health




Independent mobility

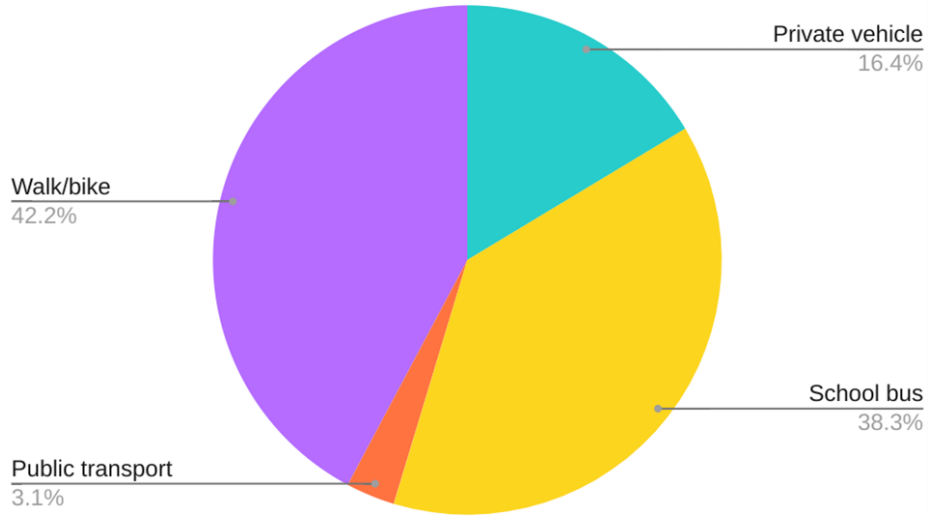


AP Research Requirements

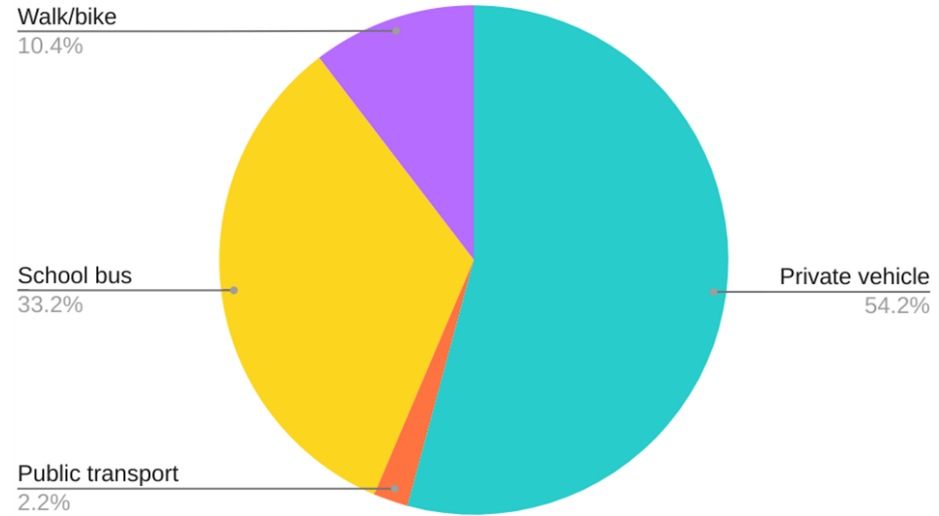


- Peer-reviewed, scholarly research papers
 - Gap in the research
 - Study design
 - Anonymity
- 

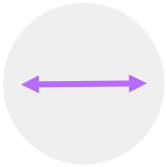
1969 National Household Travel Survey



2017 National Household Travel Survey



Research in high-density communities



Distance



Safety



Backpacks



Weather

The background features stylized, winding roads in shades of gray with dashed yellow lines. A small orange car is on a road in the top left, and a purple car is on a road in the bottom right. Large, light gray circular shapes are scattered in the background.

What are the factors affecting students' participation in active school transportation in an affluent, low-density community for the 2022-2023 school year?

Definitions



Active School Transportation

Travel to school by walking, bicycling, or a combination

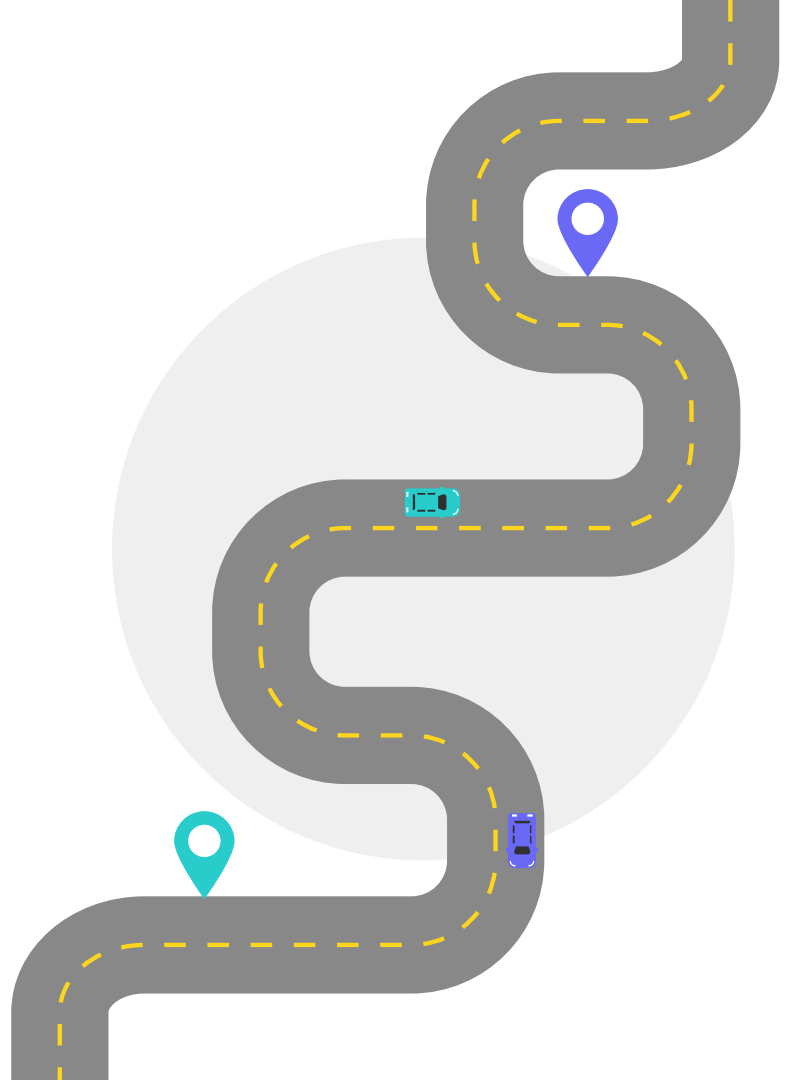


Pedestrian/Bicycle Infrastructure

Sidewalks, crosswalks, greenways, and bike lanes

Mixed-Method Study

- Farragut High School
- Student surveys
- Parent interviews
- Follows most existing research



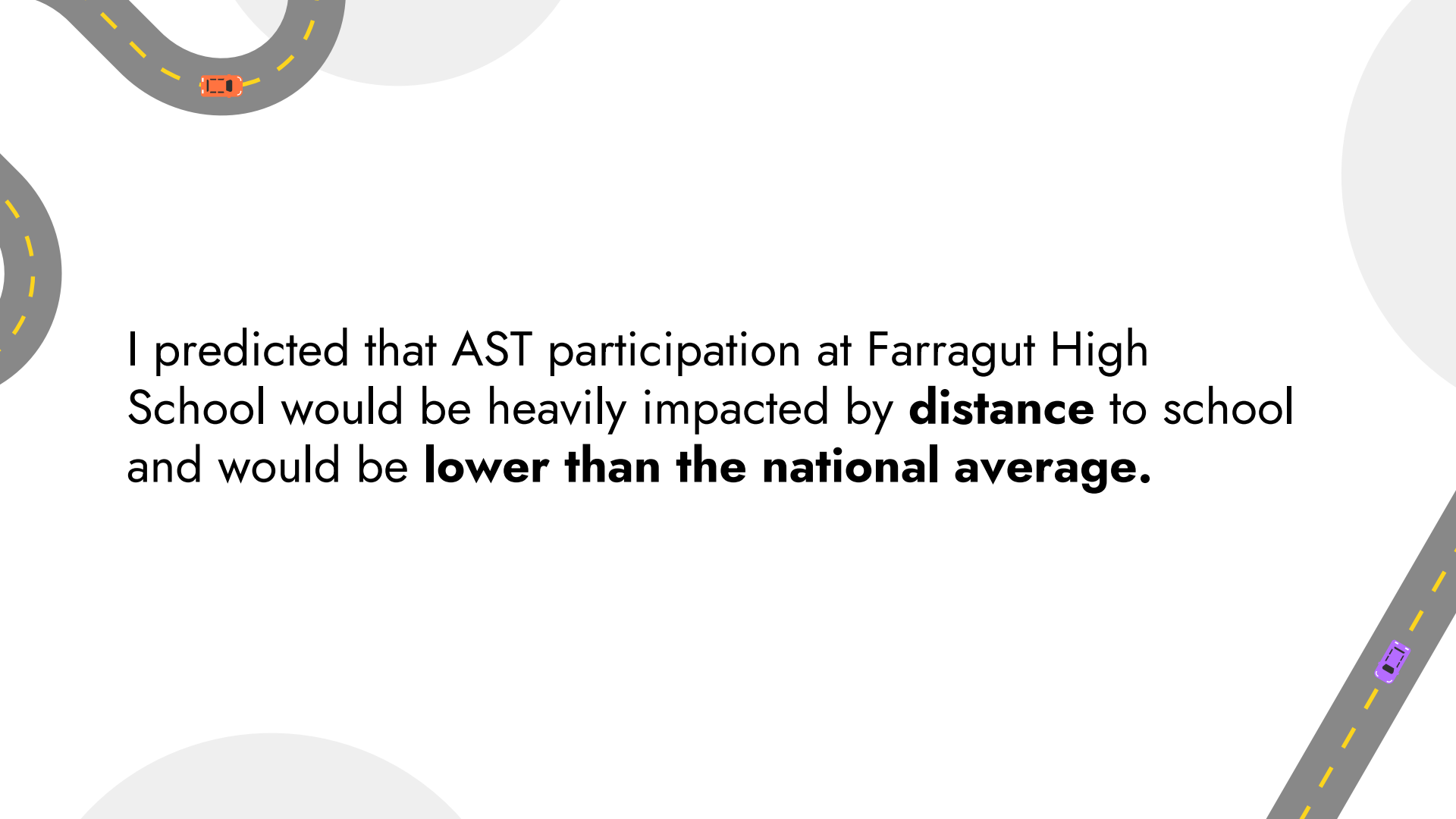
Assumptions



Students at Farragut High School are representative of those in affluent, low-density communities



Active school transportation in our area does not have significant seasonal variations

The background features stylized, winding roads in shades of gray with dashed yellow lines. A small orange car is on a road in the top left, and a purple car is on a road in the bottom right. Large, light gray circular shapes are scattered in the background.

I predicted that AST participation at Farragut High School would be heavily impacted by **distance** to school and would be **lower than the national average**.



Ethical Considerations

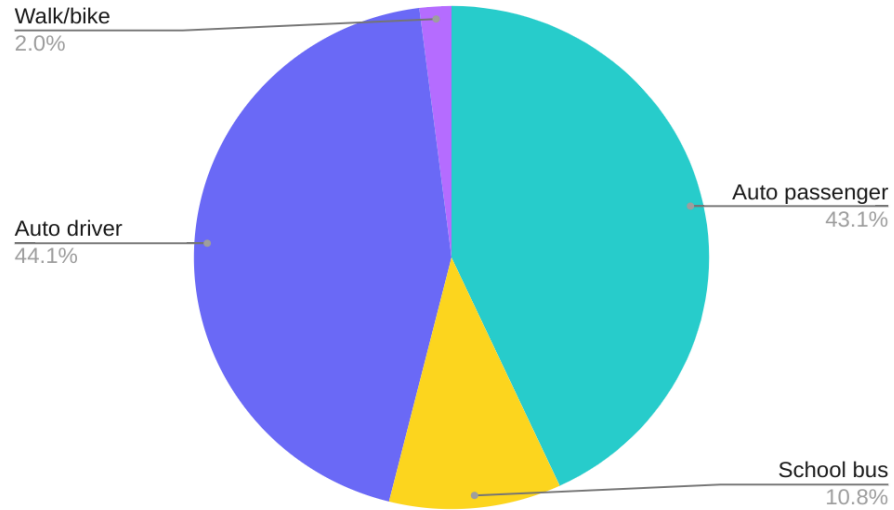
- Voluntary response
- Participants anonymous
- No personally identifiable information



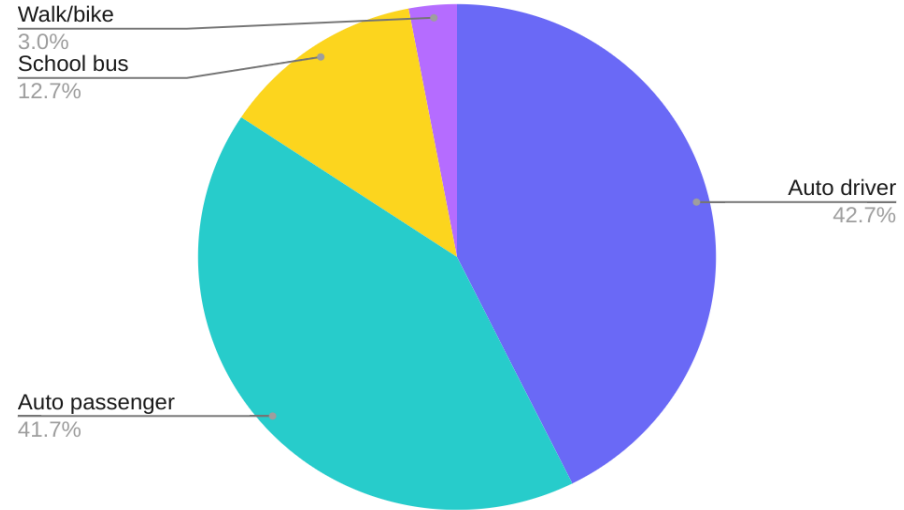
The background features a white surface with several stylized, winding grey roads marked with dashed yellow lines. Three small car icons are placed on these roads: an orange car on a road curving left at the bottom left, a purple car on a road curving right at the top right, and a grey car on a road curving left at the top center. Large, light grey circular shapes are also present in the corners of the frame.

The Student Perspective

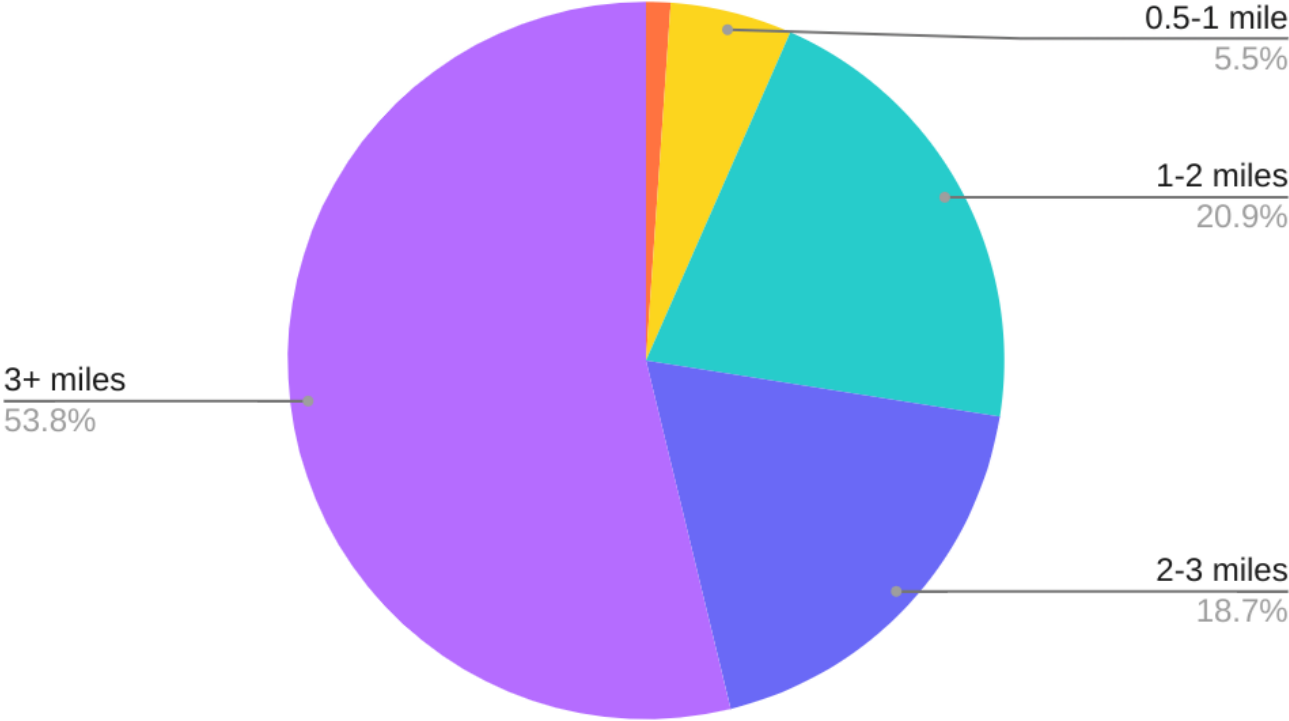
To School



From School



Distance from School



What other factors affect your choice of school travel mode?



“The amount of blind hills and accidents on my street.”

“I usually need to get to school early or stay later, so a bus isn’t an option. I can’t drive either.”

“...the bus takes two hours to get to my house, so I get a ride.”

“The only available forms of public transportation are cramped, overcrowded, and uncomfortable buses.”

“The bus smells bad and is loud so that’s why I ride in a car :) ”



Reasons why students can't walk or bike to school

"My mom won't let me"

"[Cars] don't look for bikes or pedestrians (almost got hit once)"

"My house is 5 miles away and I do not have the physical capability to walk that far for school and back."

"My friends—if more people did it I would feel more inclined to do it."

"I have softball after school and I wouldn't want to bike home or walk after I am tired or in the dark"



Schedule



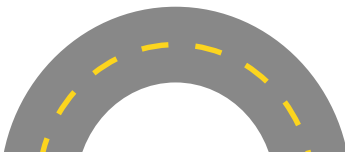
Environment



Safety



Social



The background features several stylized road segments in grey with dashed yellow lines. One road on the left has a small orange car at the top. Another road on the right has a small purple car. There are also large, light grey circular shapes in the corners.

The Parent Perspective

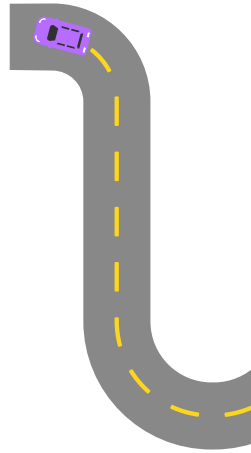
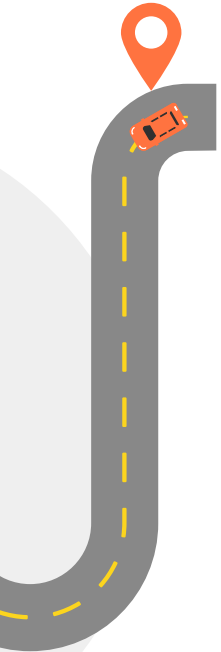
- 
- The background features stylized road graphics. At the top, there are three road segments: a curved road on the left, a U-shaped road in the center, and a straight road on the right. At the bottom, there are three more road segments: a straight road on the left, a U-shaped road in the center, and a curved road on the right. Large, light gray circles are also visible on the left and right sides of the slide.
- Larger emphasis on safety
 - Infrastructure would be helpful but not revolutionary

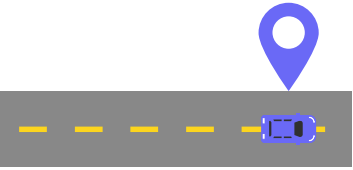


✧ Most interesting interview ✧

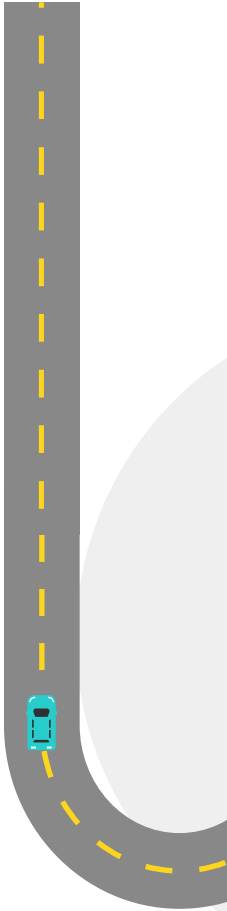
- Lived in Middle East, New Zealand, and Scandinavia
- U.S. is “very different” in its car dependence
- Chose a property close to the school so her kids could walk there
- Concerned about safety with walking and driving

Opinions are more important than
infrastructure.





- Limited sample size (111)
- More research needed
- Focus more on open-ended questions



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Thank you!

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