



**Active and Safe Routes to School
Remember the Rule? No Idling at School
Final Report, May 2002
(Updated August 2005)**

Green Communities *No Idling at School* project has a positive impact on Ontario's air quality. This innovative project is responsible for 26,600 hours of reduced idling. That's like 10 cars running 24 hours a day, 7 days a week for almost four months! And the climate benefits too--83 tonnes of CO_{2e} emissions avoided.

Green Communities No Idling at School Kit positively received by schools:

"Our school was delighted to get the No Idling at School package. No charge for good resources that were useful. We liked having a contact person at Green Communities Canada if we needed help."

"Great program! Keep it going all year round. It's easily done."

Overview

Green Communities *No Idling at School*¹ project has been in place for several years now and extends across the Province of Ontario. Over 1,000 kits were distributed during the pilot phase in 2000 and a diverse array of anti-idling initiatives have been implemented since that time. Overall, responses from schools for this initiative have been extremely positive.

The following report documents the implementation of school anti-idling projects during the pilot period and provides results based on a detailed questionnaire sent out in late 2001.

Green Communities believes that our *No Idling at School* project has been highly successful and is

¹ Greenest City initiated the No Idling at School program. The ASRTS program was moved to Green Communities Canada at the end of 2003. To avoid confusion we have used Green Communities Canada throughout this document.

certainly worth continuing. Pilot survey results indicated that the program was able to realize extremely positive environmental impacts by successfully reducing the time cars spend idling at schools. We believe we have met, and in some instances exceeded, our objectives for the project, and those of our funders and partners.

Introduction

In the spring of 2000, Green Communities *No Idling at School* project, part of our Active & Safe Routes to School (ASRTS) program, was launched across the Province of Ontario. Green Communities piloted a *No Idling at School* project in Toronto in 1998 as a response to the City's Idling Control By-law. In working with communities across Ontario, Green Communities set out to create a user-friendly, comprehensive toolkit to assist schools interested in reducing vehicle idling in their community.

The project was funded by the Ontario Ministry of Environment, the Ontario Trillium Foundation, the

Toronto Atmospheric Fund and the Toronto Community Foundation. The key partners in the project were Lura Consulting, McKenzie-Mohr Associates, Natural Resources Canada and Toronto Public Health.

During 2000, Lura Consulting worked with Natural Resources Canada (NRCan) on a national anti-idling community based social marketing study, *TURN IT OFF: Reducing Vehicle Engine Idling*. The final report on the results of this project can be found on Lura's Web site at www.lura.ca. Some parts of this NRCan study took place in Toronto and involved several Toronto Catholic District School Board schools. Green Communities developed its *No Idling at School* kit based on the results of the NRCan study and worked collaboratively with Lura Consulting during the development and evaluation stages.

Vehicle Idling Creates Air Pollution in Ontario

Why do so many drivers keep their engines running while they are stopped? Recent market research conducted by Lura Consulting and McKenzie-Mohr Associates, found that the most common reasons for idling engines include warming up the car, waiting for someone and doing errands. Drivers also reported that they leave the engines running for personal comfort, to listen to the radio, for parking illegally, and for convenience. Many drivers also mistakenly believe that turning off their engines during a short stop is more harmful to their car than leaving the engine running.

In fact, an idling engine wastes fuel to the tune of 1.38 litres per hour. **Ten seconds of idling uses more fuel than restarting an engine!** And if it's wasting fuel, then it's also wasting money, over \$70 (Cdn) per year per vehicle. Idling engines contribute to reduced air quality, because an idling engine produces twice as many exhaust emissions as an engine in motion. Idling also contributes to global climate change through the production of the greenhouse gas, carbon dioxide, which is emitted by gasoline and diesel powered engines. Finally, it is harmful to engines -- an idling engine is not operating at its peak temperature, which means fuel combustion is incomplete. Soot deposits accumulate on cylinder walls leading to oil contamination and damaged components. Idling, while warming an engine, does not warm the wheel bearings, steering, transmission and tires, only driving does this. (Source: Natural

Resources Canada Web site:
www.autosmart.nrcan.gc.ca).

Program Launch

Green Communities Ontario *No Idling at School* project was officially launched on Earth Day 2001 at St. Roch Catholic School in North York. Ontario's Minister of Environment, Elizabeth Witmer, kicked off the campaign at an assembly at the school.



St. Roch Students Support No Idling at School project

Toolkit Distribution

The *No Idling at School* kit was ready for distribution in March 2001, prior to the official launch in April. 1200 kits were printed initially (1000 English and 200 French).

The first kits were sent out as part of the spring promotion of International Walk to School Day 2001, with a mailing to the 400 schools who participated in International Walk to School Day 2000. Another 250 kits were sent to our Provincial partners, to be used as samples for local promotion. A "fax-back" request form was also provided to the Provincial partners to distribute to local schools.

Below is a breakdown of kits mailed as of October 2001:

Date	Kits mailed to Schools	Kits mailed to Provincial Partners	Other Requests mailed (incl. outside Ontario)
March 2001	400	250	
Ongoing	200	58	102

NOTE: As of October 2001 only 27 French No Idling kits have been mailed. These numbers are included in the above table.

Of the 600 kits sent to schools, approximately 65% were located in communities along the Quebec-Windsor corridor and the remaining 35% were north of Parry Sound. The responses to our follow-up questionnaire seemed to match this geographic area.

Objectives and Methodology

In November 2001, Green Communities hired Lura Consulting to conduct an evaluation of the No Idling at School kit. The objectives of the evaluation were:

1. To determine the impact of the *No Idling at School* kit in promoting anti-idling activities at schools (what activities were initiated, what activities caused drivers to turn off their engines, and what the estimated greenhouse gas reduction was).
2. To determine the efficacy of the kit in allowing schools to undertake anti-idling initiatives and what improvements can be made;
3. To collect success stories and examples that can be shared with other communities.

In cooperation with Lura, Green Communities prepared and distributed a *No Idling at School* questionnaire to all schools and partners who had been sent the resource kit (see sample questionnaire in Appendices).

Approximately 600 questionnaires were sent out via email and fax. To encourage schools to complete the questionnaires in a timely fashion, an incentive was added—the first 50 schools that returned completed questionnaires would receive a \$20 Pizza Pizza gift certificate.

Responses to the questionnaire were slow in being returned, despite the incentive offered (26.9% of schools responded by fax or email). We therefore initiated a telephone questionnaire to all the schools that had requested the *No Idling at School* kit. Approximately 100 schools were contacted by phone during December and early January.

The response rate to our survey (fax/email and telephone) was 20% (out of a total of 600) schools. Responses indicated there is good representation of Ontario schools and Ontario's diverse communities.

Results

Distribution of the Green Communities No Idling at School Kit corresponded with a doubling of the

number of schools that reported implementing a no idling at school program.

How did the kit measure up?

"It was a real bonus that we had the kit to reinforce our no idling project."

"The kit looks really good!"

Almost all respondents found the *No Idling at School* kit to be very useful. Some felt that they had not utilized all components of the kit due to a lack of time in the busy school schedule. Using the suggestions in the kit, schools were able to involve a diversity of stakeholders in their projects, including teachers, principals, students, caretakers, parents, public health nurses, school boards, student safety patrollers, student environmental clubs and municipal staff.

The components that were utilized the most, in order of most popular, were:

- Fact sheets
- Posters
- Information cards
- Newsletter inserts
- Stickers
- Other suggested activities

Classroom involvement:

"Resources gave us a starting point to launch class discussions. We like things that the students can bring home."

19.2% of respondents indicated that the *No Idling at School* project was brought into the classroom. In most cases, this took the form of classroom discussions about idling and the environmental impacts of vehicles. There was at least one school that incorporated the World Wildlife Fund's adopted Polar Bear kit (provided by Green Communities Canada and supported by the Ministry of the Environment as part of International Walk to School Day 2001) into the *No Idling at School* project. Several schools linked the no idling initiative to climate change awareness.

One Toronto school initiated Weekly Watchdogs, a team of grade 6 students and teachers, who handed out stickers and information cards to idling drivers and took notes on responses. This was carried into the classroom through their discussions on local initiatives to combat climate change.

Promotion to the Broader Community

“Keep it going. It is hard for us to manage these issues and campaigns without help. We need good resources like those Green Communities provides.”

The following promotional strategies were implemented (response rate of 5.7%):

- The Turn Your Engine Off poster that was included in the kit was prominently displayed at almost all schools that responded.
- Posters were made by parents and students and put up around the community.
- One school posted a No Idling message on its LED message board outside of the school.
- One principal made a presentation to their City Council about the issue of idling.
- One school placed stickers on all their classroom doors and entranceways and created their own No Idling pamphlet, using materials provided by Green Communities.
- Several school boards who received the kit issued bulletins through their school board intra-net system. This led to schools within their board requesting a *No Idling at School* kit from Green Communities.
- Two schools assisted students to make banners that they hung on their school fences to remind driving parents to turn their engines off.

Behaviour Impacts

“Good worthwhile campaign. More parents are driving to school and idling is a growing issue.”

Over 75% of schools surveyed noticed a reduction in idling vehicles after implementing their no idling project. Based on survey results, we estimate that Green Communities *No Idling at School* project is responsible for 247 hours worth of reduced idling. This is equivalent to ten cars running twenty-four hours a day, seven days a week for almost four months. As indicated in the survey responses, 90% of schools intend to continue their no idling project, which will see a doubling of these idling reduction numbers. Refer to the Appendices for the detailed calculation.

Greenhouse Gas Avoided

The *No Idling at School* project is estimated to have saved the release of 83 tonnes of CO_{2e}. Refer to the Appendices for the detailed calculation of greenhouse gas offsets.

Links to Other ASRTS Program Components

Many schools indicated that their anti-idling campaign was part of a broader initiative within the school to deal with traffic safety issues and encourage more families to walk their children to school.

It was interesting to note that for many respondents their previous involvement in the ASRTS program led them to implement the *No Idling at School* project. However, 16.3% of schools reported that they did go on to implement other ASRTS initiatives after their *No Idling at School* project was underway. Common activities included encouragement of active travel to school through implementation of a Walking Wednesday program. One school indicated that they conducted a safe routes survey with their students to help establish designated routes to the school.

Lessons Learned and Recommendations for the Future

The majority of schools who responded to the survey conducted simple anti-idling projects. The most popular components were the poster and the information cards. These were easily distributed by a Principal or volunteer parent, and in some cases, sent home with students. Schools that had volunteer parents available to speak with drivers mostly used the electrostatic stickers, usually handed out with the information card. In some cases, the cards were distributed to students as part of a Walking Wednesday promotion.

A very high percentage of schools inserted information into their school newsletters, informing parents of the no idling project and encouraging them to comply. The newsletter inserts were extremely helpful to schools.

The most difficult part of the program for schools was formally and methodically measuring the pre- and post-project impacts. The *No Idling at School* kit did include observer measurement sheets and information on how to conduct this analysis, but almost all respondents indicated that a lack of time did not allow them to do this component. Two Toronto schools indicated that they did undertake some form of monitoring of idling vehicles. One school had formed a parent committee to observe unsafe driving practices so they included idling observations as well for one day. They did not

document their findings but did notice a significant decrease in idling that day.

We recommend that for future initiatives funding be obtained to conduct controlled pre- and post-observations at a number of schools in different communities. The data collected could then be extrapolated across the entire project to create a stronger baseline. However, the work of Lura Consulting and Natural Resources Canada in their Toronto, Mississauga and Sudbury pilots may provide some of this data.

The schools that responded positively to implementing the kit were the ones that had requested it themselves. Distribution to a general audience does not appear to have been effective. Green Communities will, therefore, promote Active & Safe Routes to School resources through its local partners in the future, i.e. school boards, health units, municipalities and police.

With respect to the evaluation, follow-up questionnaires delivered via email and fax proved to be extremely ineffective, whereas personal contact made by telephone was extremely effective. This is due in part to the length and perceived complexity of the survey. Although far more labour intensive, in the future we will ensure we have sufficient funding to allow for a telephone survey. The personal contact allows us to walk through the form with each client, prompting them for information regarding participation rates. The anecdotal information gathered through a phone call is also more detailed.

Future No Idling Plans:

Green Communities will continue to provide the *No Idling at School* kit and promote this resource to Ontario communities and schools. It has proven to be an effective way to encourage drivers to turn off their engines for environmental and health reasons.

Based on the feedback we received from schools about the *No Idling at School* kit, Green Communities will not be making any changes to the kit. We may, however, add additional resources as they become available.

We will need to reprint the kit for the 2003 school year and this will require additional funding.

There appears to be a need for the creation of easy-to-use additional classroom resources that complement the Ontario curriculum, along with ideas

for teachers to generate discussion on the topics of idling, air quality and sustainable transportation. Green Communities will need to raise funds to research and create such resources and insert them into our *No Idling at School* kit.

No Idling Project Generates National and International Interest

Green Communities receives enquiries about our *No Idling at School* kit from across Canada and around the world. We refer interested people to our website where they can get an overview of the project and see some of the kit inserts. We have also sent sample kits to our national and international partners in the Active & Safe Routes to School movement, with some interesting results:

- The New Brunswick Lung Association is preparing a classroom resource on the issue of idling engines. They found Green Communities *No Idling at School* kit very helpful in preparing some of their classroom modules.
- An article placed by Green Communities on the international website prompted half a dozen requests for sample kits from as far away as Australia and New Zealand.
- The Way to Go! School Program in British Columbia reprinted parts of our *No Idling at School* kit in their updated school manual, with permission from Green Communities.
- The City of Stratford, Ontario, implemented an idling control by-law and adapted many materials from Green Communities kit to help with education and awareness of local residents.
- The network of Safe Routes to School projects in the United Kingdom discussed the No Idling initiative at a national meeting. There was agreement to create a national No Idling project similar to Green Communities.
- Several U.S. SRTS contacts have shown interest in the No Idling project and are now looking to implement similar local projects. Examples: Centre for Health Training in California, National Highway Traffic Safety Administration, and the Centers for Disease Control and Prevention.
- A High School in Santa Fe, New Mexico, requested information as background for a project they are undertaking. Their aim is to discourage vehicles in drive-through bank line-ups to turn off their engines while waiting.

Local Initiatives

“As a parent volunteer I feel that these campaigns should come from a higher level like a Trustee or City Councilor, so that it becomes unacceptable to idle. Parents are often rude and irate when first asked by a peer such as myself, to turn off their engine. It’s not a parent’s job to enforce or take the abuse. No idling is a public good, it should be enforced as a public service. We shouldn’t have to buy a sign, it should be automatic through the school and the City.”

Where local idling initiatives exist in Ontario Green Communities works with the municipalities to insert and reference these projects in our kit. Here are some examples of where this has happened:

- In Toronto, as part of the City’s on-going efforts to promote their idling control by-law, No Idling metal signs were produced and can be purchased directly from the City for \$20 each. Green Communities purchased 30 of these signs for Toronto schools who are implementing the *No Idling at School* project.
- In Peel Region, the City of Mississauga is involved in a project with Natural Resources Canada and Lura Consulting. They are piloting the national No Idling resources as well as the www.123turnyourkey.com Web site. Green Communities works with stakeholders in Peel Region on a local ASRTS project but we were

asked not to promote our *No Idling at School* kit in Peel until the Mississauga pilot had been launched. In the spring of 2002 Green Communities, with support from NRCan, provided 150 No Idling kits to all schools in Peel, excluding Mississauga. It will be interesting to see if the Mississauga No Idling campaign increases the interest in the issue and leads to more schools in Peel taking action with their Green Communities Canada kits.

- Several other Ontario communities, including Stratford, London, Kitchener/Waterloo, Peterborough and Kingston are considering No Idling initiatives and will be utilizing Green Communities *No Idling at School* kit to assist with local awareness on this issue.

Project Costs

This project was funded by the Ontario Ministry of Environment, the Ontario Trillium Foundation, the Toronto Atmospheric Fund and the Toronto Community Foundation, and supported by the following key partners: Lura Consulting, McKenzie-Mohr Associates, Natural Resources Canada and Toronto Public Health.

Specific project costs are available by calling Green Communities Canada at 416-488-7263 or emailing info@saferoutestschool.ca.

APPENDICES

NOTE: This data updated in August 2005 to reflect changes to greenhouse gas calculations provided by Natural Resources Canada.

APPENDIX A: Estimate of Idling Reduction Achieved:

38% of respondents implemented anti-idling activities which equates to 228 of 600 schools that received the kit.

Number of minutes vehicles were idling BEFORE implementation of the No Idling at School project:

38% of respondents implemented an anti-idling activity after receiving the No Idling at School kit. This equates to 228 schools.

- 20 cars x 100% idling x 228 schools x 5 minutes = 22,800 idling minutes (380 hours) per day.
- 190 days /year x 380 hours/day = 72,200 idling hours per year.

Number of minutes vehicles were idling AFTER implementation of the No Idling at School project:

- 20 cars x 65% idling x 228 schools x 5 minutes = 14,820 idling minutes (247 hours) per day.
- 190 days / year x 247 hours/day = 46,930 idling hours per year.
- Therefore, 72,200 – 46,930 = 25,270 hours of reduced vehicle idling.

So, this means there is a 35% reduction in idling engines:

Greenhouse Gas Avoided

Greenhouse gas offset = 83 tonnes of CO_{2e}

Assumptions

1. An idling engine wastes 1.38 L / hour (Idle-free Zone, Natural Resources Canada website 2005)
2. There are 0.035 GJ of energy per litre of motor gasoline (bioenergy.ornl.gov/papers/misc/energy_conv.html, 2001)
3. There are 0.068 GJ of energy per tonne of CO_{2e} (“Greenhouse Gas Emission Reductions – Quantification Guidelines for TAF Applicants,” Torrie Smith Associates and the International Council for Local Environmental Initiatives, 1997)

Thus:

- 1) 25, 270 hours of idling x 1.38 L / hour = 34,872.6 L of motor gasoline
- 2) 34,872.6 L x 0.035 GJ / L = 1220.54 GJ of energy
- 3) 1220.54 GJ x 0.068 GJ / tonne of CO_{2e} = 83 tonnes of CO_{2e} (rounded up)

Therefore the loss of over 34,000 litres of gasoline through unnecessary idling outside schools cost these drivers \$28,361.35 annually, or over \$17 per driver.

APENDIX B: No Idling Questionnaires – Fax/Email and Telephone

NO IDLING AT SCHOOL CAMPAIGN QUESTIONNAIRE – sent by fax

WE NEED YOUR INPUT! In April 2001, we sent out kits called REMEMBER THE RULE? NO IDLING AT SCHOOL! with information on how schools can help in the vehicle anti-idling campaign. Now we want to know what worked best, how your school implemented the program and how we can make the program better.

We would greatly appreciate a few minutes of your time and ask you to complete this questionnaire and fax it back to us as soon as possible to (416) 922-7636 and no later than December 3, 2001. Even if you did not participate in any anti-idling activities, please fill out the sections applicable to your school; any and all feedback is valuable to us.

THE FIRST 50 SCHOOLS WHO COMPLETE THE EVALUATION WILL RECEIVE A \$20 GIFT CERTIFICATE FROM PIZZA PIZZA FOR YOUR SCHOOL HOLIDAY PARTY.

Thank you and we look forward to receiving your response!

QUESTIONS

I. BEFORE RECEIVING THE NO IDLING AT SCHOOL KIT

1. Was there a concern about car idling at your school BEFORE receiving the *No Idling at School* kit ?

Yes

No

2. If Yes, what was/were the reason(s) for the concern? (Please put an 'X' in as many as apply).

Health impacts

Air quality problems

Noise pollution

Contribution to climate change

Other – please specify: _____

3. Were any anti-idling activities in place or under development at your school BEFORE receiving the kit?

Yes

No

If YES, please complete questions 4-5 below. If you answered NO, please skip ahead to question #6.

4. Please use the space below to describe the anti-idling activities in place at your school BEFORE receiving the kit.

ANTI-IDLING ACTIVITY (BEFORE receiving the kit):

a) Please provide a brief description of the activity (please use as much space as you need):

b) Who took the lead in this activity?

c) Who participated? Please list all key people involved:

d) Did this activity involve... (please put an 'X' in all that apply)

Bringing the topic into the classroom?

Please state what grade(s) was/were involved in this activity:

Interaction/communication with parents or caregivers?

Other community groups or organizations? Please list types or names of groups:

5. Did you find that the anti-idling activities you implemented BEFORE receiving the kit had an effect on reducing the number of cars idling or the amount of time idling at your school? Why or why not?

6. If BEFORE receiving the kit you did not have any anti-idling activities in place, what was/were the most likely reason(s) for that? (Please put an 'X' in all that apply)

- Lack of time
- Lack of resources
- Lack of ideas on how to carry out anti-idling activities
- No person available to take the lead on such projects
- Other - please specify: _____

II. AFTER RECEIVING THE NO IDLING AT SCHOOL KIT

7. How did you receive the kit? (Please put an 'X' in the appropriate response).

- Mailed directly from Green Communities Canada
- Obtained through a community group
- Requested a copy by directly contacting Green Communities Canada
- Other - please specify: _____

8. AFTER receiving the kit what anti-idling activities did your school initiate?

a) Please provide a brief description of the activity (please use as much space as you need):

b) Who took the lead in this activity?

c) Who participated? Please list all key people involved:

d) Did this activity involve... (please put an 'X' for all that apply)

Bringing the topic into the classroom?

Please state what grade(s) was/were involved in this activity.

Interaction/communication with parents or caregivers?

Other community groups or organizations? Please list types or names of groups:

e) If you communicated with parents or caregivers, what tools did you use? (Please put an 'X' in all that apply).

Sending the "Turn your engine off" card in the kit home with students.

The school newspaper

Posters/notices at school functions

Other - please specify: _____

f) If you communicated the anti-idling activities with the broader community or community groups, what tools did you use?

(Please put an 'X' in all that apply).

Local newspapers

Signs posted in the community

Local television news broadcasts

Other - please specify: _____

g) Is this activity still active at the time of completion of this survey?

Yes

No

9. If your school did not initiate any anti-idling activities after receiving the kit, what was/were the main reason(s)? (Please put an 'X' in all that apply).

Lack of time

Lack of resources

No person available to take the lead on the projects

Lack of interest

Previous program already effective

Other - please specify: _____

III. THE EFFECT OF YOUR ANTI-IDLING PROGRAMS ON CAR IDLING AT YOUR SCHOOL

10. To the best of your ability, please provide us with the following information about the frequency and duration of car idling at your school BEFORE receiving the kit:

- i) Average number of cars idling per day _____
 This was an estimate
 This was a count
- ii) Average number of cars per day that turned off their engine immediately _____
 This was an estimate
 This was a count
- iii) Average length of time in minutes a car spent idling (if your school collected this information during one of your activities):
Compact car _____
Mid-size car _____
Full-size car _____

11. Please provide us with the following information about frequency and duration of car idling at your school AFTER receiving the kit:

- i) Average number of cars idling per day _____
 This was an estimate
 This was a count
- ii) Average number of cars per day that turned off their engine immediately _____
 This was an estimate
 This was a count
- iii) Average length of time in minutes a car spent idling (if your school collected this information during one of your activities):
Compact car _____
Mid-size car _____
Full-size car _____

12. From estimates and observations, do you feel that your anti-idling efforts led to a reduction in the number of cars idling and/or a reduction in idling time at your school? Why or why not?

13. What activities do you think were the most effective in reducing idling behaviour at your school and why?

14. Did your anti-idling campaign inspire any other activities or projects related to finding active and safe alternatives to getting to school?

- Yes
- No

15. If YES, what were they?

16. If there was a reduction in idling at your school, has this been maintained since the completion of your anti-idling activities?

- Yes
- No

17. Will you continue with anti-idling programs in the current school year?

- Yes
- No

18. Why or why not?

IV. THE NO IDLING AT SCHOOL KIT

19. Did you find the information in the kit well laid out and easy to use?

- Very
 Somewhat
 Not very

20. How useful did you find the following components of the kit?

(a) Suggestions for anti-idling projects

- Very useful
 Somewhat useful
 Not very useful

(b) Fact sheets

- Very useful
 Somewhat useful
 Not very useful

(c) 'For our air' stickers

- Very useful
 Somewhat useful
 Not very useful

(d) 'Turn your engine off' cards

- Very useful
 Somewhat useful
 Not very useful

(e) Sample posters

- Very useful
 Somewhat useful
 Not very useful

21. Please tell us how many cards and stickers from the kit were handed out (if any) and during what activities:

Type of activity (please name) _____

i) number of cards handed out: _____

ii) number of stickers handed out: _____

iii) who passed out this material: students, parents, staff, other: _____

22. What do you think could be added to the kit to help you more?

24. Please use this space to provide us with any additional comments or suggestions you may have:

WE WANT TO SHARE IN YOUR SUCCESS!

Please send us any photos, posters or other material from your anti-idling activities to the following address with the name of your school and contact information:

Active & Safe Routes to School
Green Communities Canada
57 Douglas Avenue
Toronto, ON M5M 1G4
Ph: (416) 488-7263 / Fax: (416) 488-2296
Email: asrts@greencity.org

V. CONTACT INFORMATION

Please provide us with your contact information:

Thank you very much for taking the time to fill out this questionnaire on anti-idling activities at your school!

NO IDLING AT SCHOOL CAMPAIGN QUESTIONNAIRE – conducted by telephone

WE NEED YOUR INPUT! In April 2001, we sent out kits called REMEMBER THE RULE? NO IDLING AT SCHOOL! with information on how schools can help in the vehicle anti-idling campaign. Now we want to know what worked best, how your school implemented the program and how we can make the program better.

We would greatly appreciate a few minutes of your time and ask you to answer the following questions. Even if you did not participate in any anti-idling activities, we would really like to know about the idling situation at your school; any and all feedback is valuable to us.

1. Do you remember receiving this No Idling kit at your school? It was mailed to (give name of recipient of kit). Yes
or No
2. Were any anti-idling activities in place or under development at your school before receiving the kit? Yes
or No
 - a) If yes, what were they? Please describe:
 - b) Did these activities have any impact on reducing idling at your school?
3. After receiving the kit, what anti-idling activities did your school initiate? Please describe. [If no, go to question 4. If yes, go to question 5.]
4. If none were initiated, why not? Might you use it in the future?
5. Who was involved in the No Idling project? [Please list all participants.]
6. Were any classes involved in the No Idling project? If yes, in what way did they get involved?
7. If you communicated the anti-idling activities within your community, what tools did you use?
 - a) Local newspapers
 - b) Signs posted in the community
 - c) Local television news broadcasts
 - d) Other - please specify: _____
8. To the best of your ability, please provide us with the following information about the frequency and duration of car idling at your school before receiving the kit:
9. Average number of cars idling per day _____ [counted or estimated?]
10. Average number of cars per day that turned off their engine immediately _____ [counted or estimated?]
11. From estimates and observations, do you feel that your anti-idling efforts led to a reduction in the number of cars idling and/or a reduction in idling time at your school? Why or why not?

After anti-idling efforts:

12. Average number of cars idling per day _____ [counted or estimated?]
13. Average number of cars per day that turned off their engine immediately _____ [counted or estimated?]
14. If there was a reduction in idling at your school, has this been maintained since the completion of your anti-idling activities? Yes or No
15. Did your anti-idling campaign inspire any other activities or projects related to finding active and safe alternatives to getting to school? If yes, please describe:
16. Will you continue with anti-idling programs in the current school year? If no, why not?

17. How useful was the No Idling kit to your school? [e.g. rate from 1 to 5, with 5 being the best]
18. What parts of the kit did you use?
19. Suggestions for anti-idling projects
 - (b) Fact sheets
 - (c) 'For our air' stickers [How many were handed out and how?]
 - (d) 'Turn your engine off' cards [How many were handed out and how?]
 - (e) Sample posters
20. Do you have any additional comments or suggestions?
21. Would you be willing to send any photos, posters or other material from your anti-idling activities to the following address with the name of your school and contact information?

Active & Safe Routes to School
Green Communities Canada
57 Douglas Avenue
Toronto, ON M5M 1G4
Ph: (416) 488-7263
Fax: (416) 488-2296
Email: asrts@greenestcity.org

Thank you for answering our questions.

APPENDIX C: Detailed Results from Surveys

The following two reports are provided as additional background information. Note that the telephone survey results are less detailed than the fax/email responses. This is because the telephone questionnaire was less detailed (see sample questionnaires in Appendix B).

No Idling Toolkit Survey/Evaluation Results Summary – Fax Response

Receipt of Kit

27 Respondents

25 Received kit

2 Did not receive kit

Reason for no receipt of kit:

2 = school does not recall ever receiving kit

Anti-Idling Activity before kit

6 = had prior to kit anti-idling activity

Description of prior activity

3 = combination of newsletter with posters, signage, traffic flow, discussion, bus idling campaign

1 = discussed idling with parents, asked them to turn off their engines during pick-up.

2 = did not give description of activity

Impact of prior activities

4 = prior campaigns were “somewhat effective”

1 = very effective

1 = did not respond to question

Anti-Idling Activities implemented after kit

16 = implemented activities after receiving kit

13 = Did not implement activities after receiving kit

if no activity, why not

[A] Lack of time

2 report lack of time, often in combination with lack of support from other staff or other leadership or due to other reasons such as preoccupation with construction, staff changes, illness

- [B] Lack of resources 0
- [C] Noone to take the lead 0
- [D] Lack of interest 0
- [E] Previous program effective 3
- [F] Other 0

Note: only five schools responded to the question.

Who Involved

Of the 13 schools implementing a campaign after receiving the kit...
 3 schools involved Teachers
 6 schools involved Principal
 2 schools involved Students
 2 schools involved Vice Principal
 note: only eight schools responded to the question.

Classes Involved (check)

Of the 16 schools implementing a campaign after receiving the kit
 7 schools involved classes
 9 did not involve classes

How Classes Involved

Most class involvement was based on class discussions surrounding the topic of the environment, climate change, and personal involvement (cars, etc.)

Community Communications

- [A] Local newspapers = 0
- [B] Signs posted = 1 schools posted signs in community.
- [C] Local television = 0
- [D] Other = 0

note: only one school responded to the question.

Idling estimates before

Only one school actually counted the number of cars idling before receiving the kit.

Some respondents did not provide estimates either because they did not feel comfortable doing so, or they simply failed to answer the question. Almost half of the schools surveyed provided estimates for idling cars, but half of the schools did not provide a response to the question. Observe that the number of idlers doesn't necessarily parallel the respondents perception of the depth of problem. Some feel that 2-3 idlers is a problem while other said 50 idlers is not a problem

	SCHOOL	Estimate Idling Before Kit	Estimate Turn Off Engines before kit	Reduction	Why/Why Not?	Estimate Idling After Kit	Estimate Turn Off Engines after kit
1	?	10	75	Yes	Awareness	5	80
2	Benson	10-20	6	?	Awareness	5	2-4
3	Blessed Trinity	6-8	4	Yes	Patrollers	6-8	4
4	Caroline M. Thompson	20	12	No	Not enough concern	20	12
5	Crolancia Lake	5	1	Yes	Yes, campaign focused on unsafe driving as a whole.	4	1
6	Fairmount Junior	50	10	Somewhat	Some parents are still lazy	45	10
7	Forest Manor	-	-	-	-	-	-
8	Glen Ogilvie	10 cars 5 busses	10	yes	Parents appreciated program	5	15
9	Grandview	-	-	-	-	-	-
10	Holy Spirit	-	-	-	-	-	-
11	Humberwood Downs	20	5	Yes	People were aware	2-3	10-20
12	Malvern Junior	5	20	Yes	Were now aware of health concerns	20-30	0
13	Maryvale	-	-	-	-	-	-
14	North Prep	-	-	-	Will evaluate later...	-	-
15	Rockliffe	17-23	11-16	Yes	Safety route maps, etc.	5-7	3-5
16	Roebank	10	6	Yes	No reason given	-	-
17	Roywood	3-5	30	Yes	Culprit became monitor	0	All others
18	Queen Elizabeth	N/a	1-2	Yes	Compliance was easy	N/a	1-2
19	Victory	-	-	-	Don't want to be part of program...	-	-
20	Westminster	50	10	Yes		25	25

Reduction

12 schools report a definite reduction after activities

2 schools reported somewhat of a reduction, often because they felt it hard to make an explicit response.

2 schools felt that their activities did not contribute to a reduction of idling.

Why/Why Not?

10 schools report that increased awareness of idling greatly contributed to a reduction.
2 schools feel that parents did not show enough interest in the program to decrease their idling habits.

Maintenance

9 schools report that behaviour has been maintained
3 schools report behaviour has not been maintained
4 school did not have information

Did Anti-Idling activity inspire other active transportation activities?

8 - no further activities inspired resulting from anti-idling activities
7 – yes other activities inspired
1 – school did not respond to question

Many of the activities inspired by the campaigns were essentially an extension of the campaign itself. Common activities included continuing to encourage active transportation, such as establishing the Walking School Bus or Walking Wednesdays. One school conducted a safe routes survey with kids at the school to help establish safer routes for them to actively travel to school.

Continue Anti-Idling activity in future

13 schools will continue with anti-idling activities in the current year
2 doubts it will continue the activities, either due to lack of time or lack of interest in the campaign.

Note: one school did not respond to the question.

Those schools that wish to continue with anti-idling activities choose so because they feel strongly for the cause. They have seen the positive change the campaign makes, and wish to continue its success throughout the year, especially in winter, when parents are more likely to idle.

Rate Kit / Comment

The average rating of the components of the kit was “very useful”.

Schools felt that the anti-idling suggestions in the kit were helpful to get the message across to children. They also felt that the posters and stickers were the most effective components of the kit because the children were the most interested in them. However, some schools thought that the stickers and posters were wasteful because there may have been too many sent to certain schools.

Kit Parts Used

In total, approx 900 cards were handed out
In total, approx 350 stickers were handed out.

Note: this data is based on the amounts given by the seven schools that responded to the question.

How Many/How Used

- Suggestions were often brought up in classroom discussions, and not necessarily implemented by school.
- Schools felt that the stickers and posters were useful to get the message to children, but they were also turned into waste after children either lost interest, or were given too many.

Additional Comments and Suggestions

- less stickers and posters distributed to schools, as they become waste
- distribute posters that could last throughout winter, when idling is the worst (i.e. more durable, laminated, etc)
- Help create lesson plans with local institutions (schools, police, etc.) to deepen the children's understanding of idling, climate change, and the environment.
- Create home activities that children could do with their parents (ie. Map out active transportation routes, etc.) to help them reduce idling. Include reading materials for children, or sources where some could be found (websites, etc.). This material could also be integrated into the home activities and lesson plans at schools.

Although very few schools actually implemented no idling activities, the overall response to the program was very positive. Schools that both responded to our survey and implemented activities enjoyed the experience, and felt that the campaign was beneficial to the school, community, and the students. Although few schools responded to the survey, it does not necessarily mean that they did not implement any activities, or for that matter, have not previously implemented activities prior to receiving the kit. The information gathered from the survey was limited, and may have unjustly reflected poorly on the campaign's goals and effectiveness. However, the limited responses and information was due to the majority of the schools who simply failed to answer many of the survey's questions, mostly through lack of time. Lack of time was probably the reason why many of the answered questions were not elaborated upon to provide a more precise answer. A number of schools responded to the survey via email, which may attribute to the lack of completed answers, since responding through email would take considerably more time than completing it by hand. Emailed surveys contained many formatting and organizational errors, particularly in sections with multiple choice. Overall, the program was successful. Schools that responded with negative impacts or interest were very few, and were amplified with the limited number of actual responses. Judging by the many positive comments and student artwork we received in the mail (often based on the WWF polar bear program), I feel that the program was a success. The success of the program should not be based on the quality, and not quantity, of results – and should not be hindered by schools that were too lazy to fill out a survey.

No Idling Toolkit Survey/Evaluation Results Summary –Telephone Results

Receipt of Kit

81 Respondents

54 Received kit

27 Did not receive kit

Reason for no receipt of kit:

10 = staff changes: kit sent to person no longer at school
2 = addressee passed kit to someone else and doesn't remember who
15 = no explanation

Anti-Idling Activity before kit

16 = had prior to kit anti-idling activity

Description of prior activity

5 = combination of newsletter with posters, signage, traffic flow, discussion, bus idling campaign

5 = newsletter notice

3 = traffic flow

2 = discussion amongst staff, parent council and/or classroom

1 = talk directly with idlers in front of school

Impact of prior activities

7 = prior campaigns were effective in reducing idling with results from two qualified - "some effect" and "responded at the time but not maintained"

7 = no impact

1 = results not available as only just implemented campaign at time of survey

Anti-Idling Activities implemented after kit

26 = implemented activities after receiving kit

28 Did not implement activities after receiving kit

if no activity, why not

[A] Lack of time 12 report lack of time, often in combination with lack of support from other staff or other leadership or due to other reasons such as preoccupation with construction, staff changes, illness

[B] Lack of resources 0

- [C] Noone to take the lead 4
- [D] Lack of interest 1
- [E] Previous program effective 0
- [F] Other
 - 1 waiting to perform with complimentary campaign
 - 3 lacking support from other staff, parents, principal
 - 5 not a relevant issue i.e. perceive idling not a problem (3 had intended to address bus idling not car idling)
 - 1 overwhelmed with construction
 - 1 thought the campaign was only relevant to IWALK and tossed the kit thinking obsolete

Will use in future

23 of 28 respondents who received kit but did not use it, claimed they would implement activities/use kit in future

Who Involved

Of the 26 schools implementing a campaign after receiving the kit...

- 18 schools involved Teachers
- 15 schools involved Principal
- 12 schools involved Students
- 12 schools involved Parents / Parent Council or Association
- 3 schools involved Office Staff
- 3 schools involved Caretaker
- 4 schools involved Green Club
- 1 schools involved Police
- 1 schools involved City Council
- 1 schools involved School Board
- 1 schools involved Daycare Staff
- 1 schools involved Health Nurse

Classes Involved (check)

Of the 26 schools implementing a campaign after receiving the kit

- 11 schools involved classes
- 12 did not involve classes
- 3 respondents did not know whether classes had been involved or not

How Classes Involved

Most class involvement took the form of "discussion in the classroom concerning idling and environmental impacts of idling and transportation choices

- 1 school claims to have "followed the outline in the kit"
- 2 made posters

Community Communications

- [A] Local newspapers = 1 school reports its picture in the London Free Press, however, this was for IWALK
- [B] Signs posted = 2 schools posted signs in community, 1 of which was an LED message board directed to both school and local traffic
- [C] Local television = none
- [D] Other = 2 - 1 principal spoke to city council. Another put a press release on school board web site

Idling estimates before

No respondent counted car idling either before or after campaign

In one case children were surveyed to determine the number of car trips being made to the school daily

Some respondents unable to provide estimates as they were new to their post and unfamiliar

Respondents generally reluctant to provide estimates of idling...most were uncomfortable with proposing estimates some to the point of paralysis.

Observe that the number of idlers doesn't necessarily parallel the respondents perception of the depth of problem. Some feel that 2-3 idlers is a problem while other said 50 idlers is not a problem

	SCHOOL	Estimate Idling Before Kit	Estimate Turn Off Engines before kit	Reduction	Why/Why Not?	Estimate Idling After Kit	Estimate Turn Off Engines after kit
1	All Saints School	25-30	25-30	Yes	Awareness	0	60
2	Campden Public School	?	?	?	?	?	?
3	Charlton Public	?	?	Yes 20%	Awareness has an impact	?	?
4	Diefenbaker Public	44105	?	Yes.	Effective because part of larger picture with ASRTS	?	?
5	Greensville Public	2 - 3	?	Yes	Awareness - Poster has had some effect	Occassional	?
6	Humbercrest Public	20	80	Y	awareness raising is effective. GC materials have been used for a couple of years. Very useful	3	95
7	Janet Lee School	10 - 15	40	Yes	Awareness	5	50 +
8	Lillian Public School	30	100	yes	traffic flow	23 -24	90
9	McGillivray Central	NA		NA			
10	Melody Village Jr.	5 - 7	?	Yes	Infrastructure - Parking lot is real concern so addressed it and has some effect	1 - 2	5 - 6
11	Our Lady of Lourdes Catholic School			?			
12	Our Lady of Victory	15-20	45-65	Yes	traffic flow changes and pylon road block	5 - 7	50 - 70
13	Poplar Road Jr.	10 - 15	40	Yes	campaign, awareness effective	5-10	40
14	Queen Victoria Public School	1- - 12	15	Yes	Awareness - Not as much as hoped	8	18

15	Rousseau Public	5 -6	?	Yes	awareness raising	2 - 3	?
16	Sheppard Public	3 - 5	?	Yes	Awareness - Info and discussion helpful	0	
17	St. Bede Catholic	4-5	100-150	Yes	awareness and talking to drivers	2 – 3	rest
18	St. Joseph School	10 - 12	?	Yes	Awareness - students talked to their parents	6	7 - 12
19	St. Mark Catholic	6		10 No			
20	St. Sebastian Catholic School	50	?	Maybe a bit		?	?
21	The Stewart School	50 - 60		40 Yes	Awareness campaign effective	5 – 10	85 - 105
22	Vineland Public	15		15 Yes		2-5	20-25
23	W.J. Watson Public	25		25 yes	don't know why, don't know numbers	?	?
24	Westdale Public	25 - 50	25-50	yes	Awareness campaign effective	20	30
25	William G. Miller Jr.	10 -20		10-20 Yes	As part of larger program about parking and by-law	5-10	20-30
26	Willow Landing Elementary School	60-80 (counted		0-30 Yes	parent group is very active and out front at entry and dismissal times talking to drivers about idling	4-6	50-75

Reduction

22 schools report a reduction after activities

1 school reports no reduction after activities

2 schools don't know or unable to respond to question

1 school not applicable because used kit though has no idling at school to begin with (all students bussed)

Why/Why Not?

3 schools site traffic flow and/or infrastructure changes as being effective

15 site awareness as being effective

2 feel their activities on anti-idling effective because part of larger picture with active schools, safety and etc.

2 site maintenance of hands on campaign talking directly to drivers as being effective in the reduction

Maintenance

19 schools report that behaviour has been maintained

2 schools report behaviour has not been maintained

1 school did not have information

Did Anti-Idling activity inspire other active transportation activities

More likely that anti-idling activities were inspired by other active and safe transportation projects rather than the other way around. Nonetheless, schools responded to the question as follows:

- 10 - no further activities inspired resulting from anti-idling activities
- 10 – yes other activities inspired
- 5 - clarified that other activities preceded campaign and that anti-idling inspired as a result
- 1 - response not available

These respondents requested the kit. It is likely therefore that they have some familiarity with the ASRTS program and are likely to have considered or executed a related project prior to the anti-idling campaign.

Continue Anti-Idling activity in future

- 24 schools will continue with anti-idling activities in the current year
- 2 don't know if or doubt they will continue

Rate Kit / Comment

Average rating is 4
 Respondents gave low (i.e. 3) rating when they felt they had not used the kit enough to allow them to judge it fairly.
 3 respondents felt they could not answer the question

Kit Parts Used

A/Suggestions	=	8
B/Fact Sheets	=	19
C/Stickers	=	16
D/Cards	=	14
E/Posters	=	18

How Many/How Used

- Suggestions were only "used" In the sense that they were reviewed. Schools did not use the suggestions in an implementation sense.
- Fact sheets as popular as newsletter notices and class discussion is as a campaign choice
- Stickers popular to hand out to kids but schools did not use them selectively as a targeted CBSM prompt/tool in exchange for commitment gained, rather handed out stickers rather indiscriminately, except in two cases: 1 school put the stickers under wipers of cars parked in front of school, 1 school gave stickers to those kids that are driven to school. In several cases stickers were not used because "not enough for everyone"
- Cards and stickers were also put on bulletin boards or made available to parents on tables at parent nights and council meetings
- 2 schools distributed cards by attached them to newsletter
- 1 school (daycare) put stickers and cards in parent mailboxes
- 1 school used the stickers as an incentive for IWALK
- many schools did not remember how many or how used

Additional Comments and Suggestions

Idling is no longer a severe problem but may be affected in future with cold weather and when new building goes up...perimeter of school may change traffic flow, affecting the idling.
We have quite a problem with idling at pick-up times, especially on colder days
"Keep it going. Hard for us to manage these issues and campaigns without help. Need good resources like those Green Communities Canada sends us."
"Resources gave us a starting point to launch discussion. We like things that the students can bring home.
Might find safety to be a problem if parents let students cross street from Zellers parking lot by themselves.
Kit looks really good
"As a parent volunteer feel that these campaigns should come from a higher level like Trustee and City Councillors, so that it becomes unacceptable to idle. Parents often rude and irate when first asked by a peer such as myself, to turn off their engine. It's not a parent's job to enforce or take the abuse. No Idling is a public good, it should be enforced as a public service. We shouldn't have to buy a sign, it should be automatic through the school and through city.
"Good, worthwhile campaign. More parents are driving to school and idling is a growing issue."
"Need better policing on these issues and tickets to enforce no idling.
Suggest making a video as they are good tools that can be easily used in the classroom
"Would like to take idling issue to the Board to address wider issue of pollution and truck idling in the area, compromising the air quality. Many students on puffers. Big problem than the few cars that idle in front of school though that's important too."
This is all tied in with safety and physical activity. On idling getting lots of verbal abuse from drivers when I'm out, morning and night trying to explain concepts of no idling directly to the parents.
It's a good thing to make children aware, sometimes they talk to the families about what they learn.
A real bonus when we had the kit to reinforce our project
Great program. Keep it going all year round. It's easily done.
Keep it up. Really liked having the stickers as an incentive
Idling triples on a rainy day
Delighted to get the package. No Charge for good resources that were useful. Liked having contact person at Green Communities Canada if we needed help.
Parents responded well. Able to adapt resources to community and it worked! Will use stickers in the future when gain commitment from parent not to idle.