



Choose
health!

ML MIDDLESEX-LONDON
HEALTH UNIT

SCHOOL TRAVEL PLANNING

Walking in Partnership for Policy Development

2016 CHNC Conference

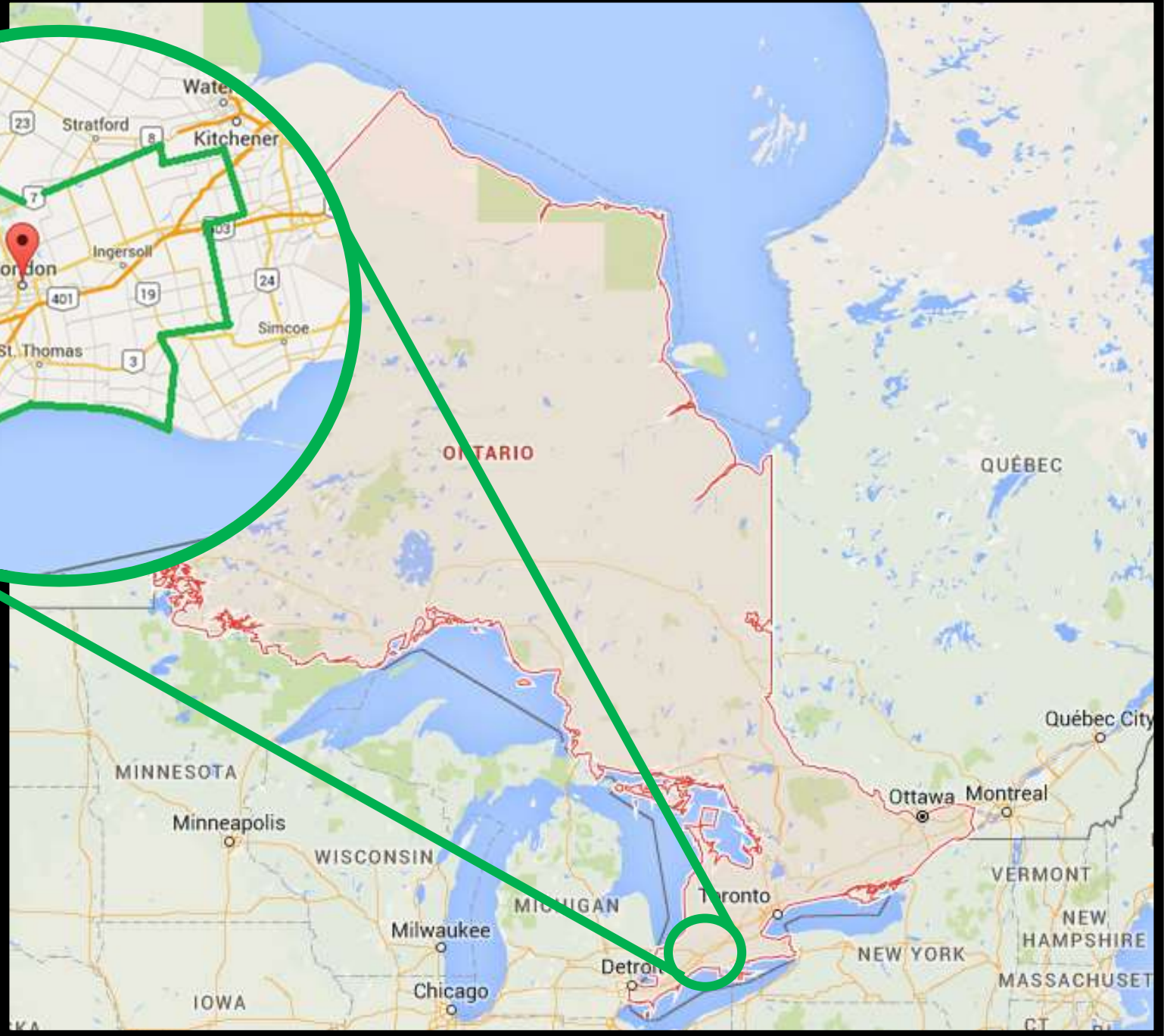
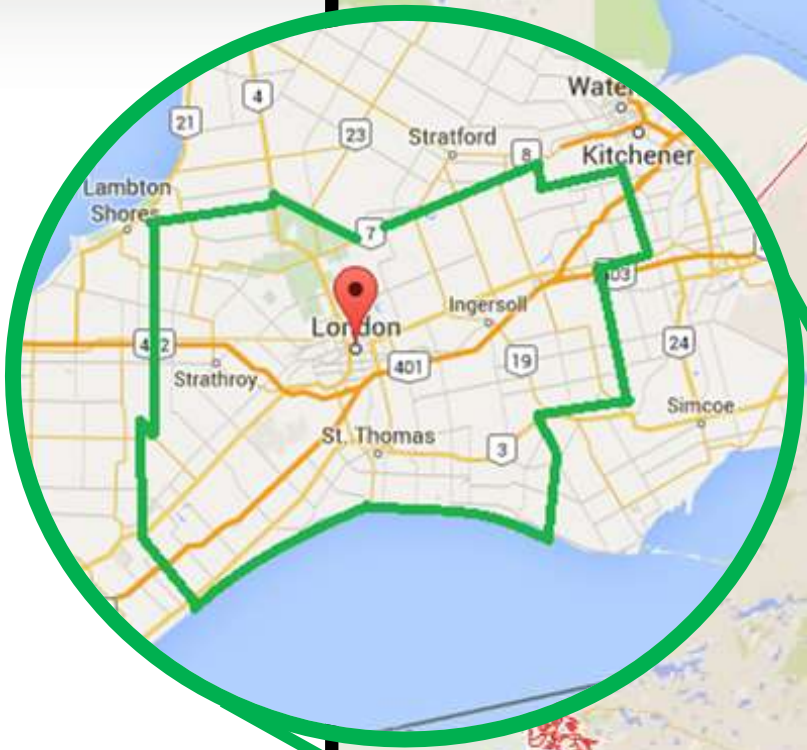
Presented by

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OBJECTIVES

- 
- Strategic Planning
 - Build a Case
 - Deliver Your Case
 - Relationship Building
 - Collective Impact

1. STRATEGIC PLANNING

Determining your Route & Destination



VISION

MISSION



OBJECTIVES



ACTIVITIES

1. STRATEGIC PLANNING

Benefits of a Narrow Scope

Active School Travel



Physical Activity



active & safe
routes to school

2. BUILD A CASE

School Travel Planning (STP)

1. Set Up
- 2. Collect Baseline Data**
3. Develop Action Plan
4. Carry Out Action Plan
5. Evaluation



SURVEYS



**TRAFFIC
COUNTS**



WALKABOUTS

SURVEY RESULTS

Barriers to Walking & Biking to School

Parents

1. It feels unsafe due to **traffic** on the route
2. They are too young to walk/bike to school
3. There are not enough **bike paths/lanes**
4. My child does not have the skills to ride a bike safely
5. There are too many **busy streets** to cross

Youth

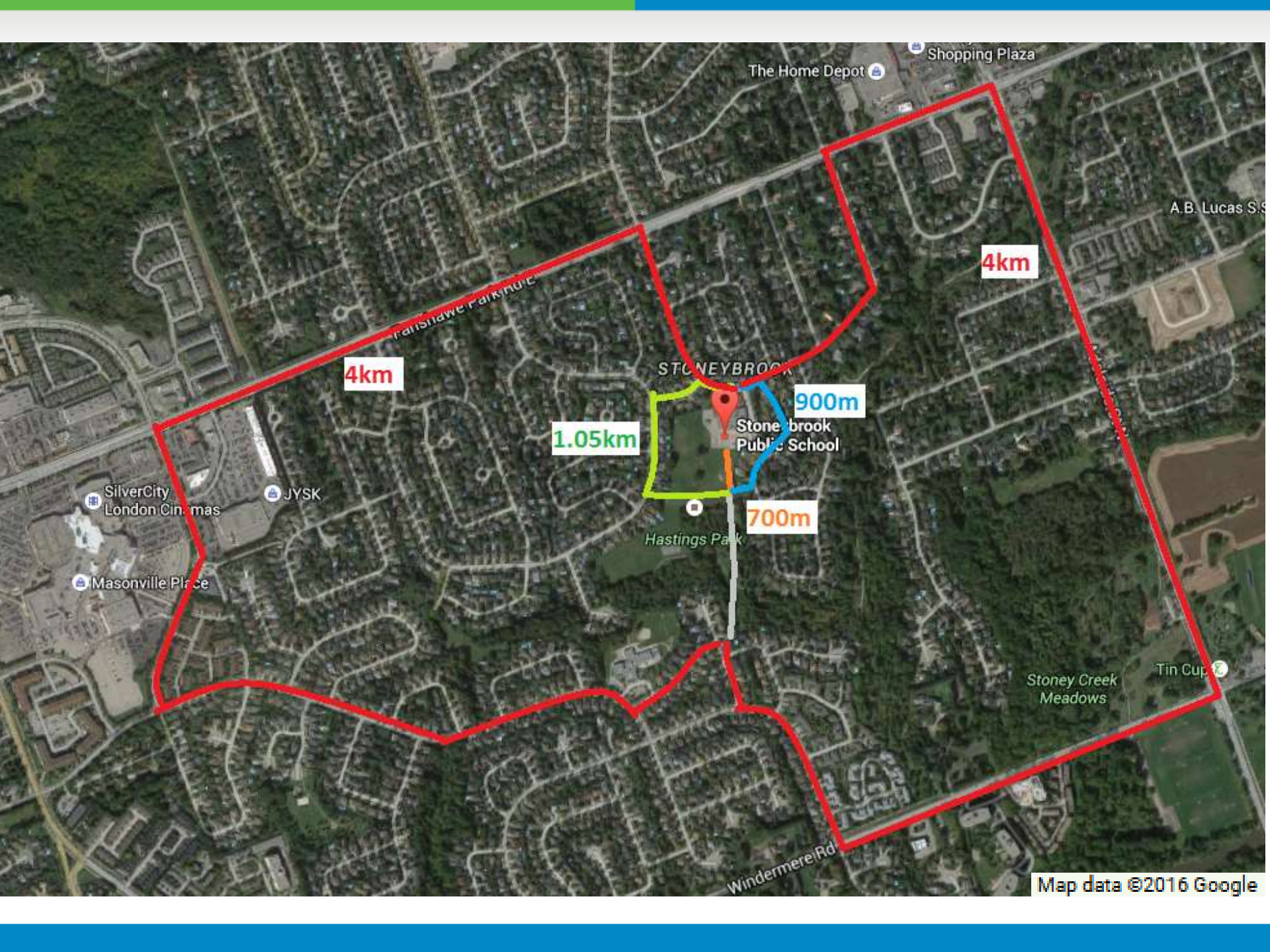
1. Most **drivers go too fast**
2. It is easier to be driven



Barriers Identified Through Traffic Counts & Walkabouts

1. Traffic
2. Infrastructure
3. Weather





4km

4km

1.05km

900m

700m

3. DELIVER YOUR CASE

Presentations

- Thames Valley District School Board
- London District Catholic School Board
- MLHU Board of Health
- City of London Transportation Advisory Committee
- City of London Community Safety & Crime Prevention Advisory Committee





APPEAL TO THE SECTORS

Benefits of Active School Travel



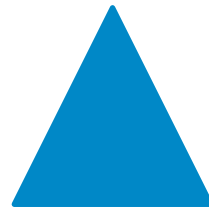
4. RELATIONSHIP BUILDING

Task-Relationship Leadership Model ¹

Relationship
Oriented

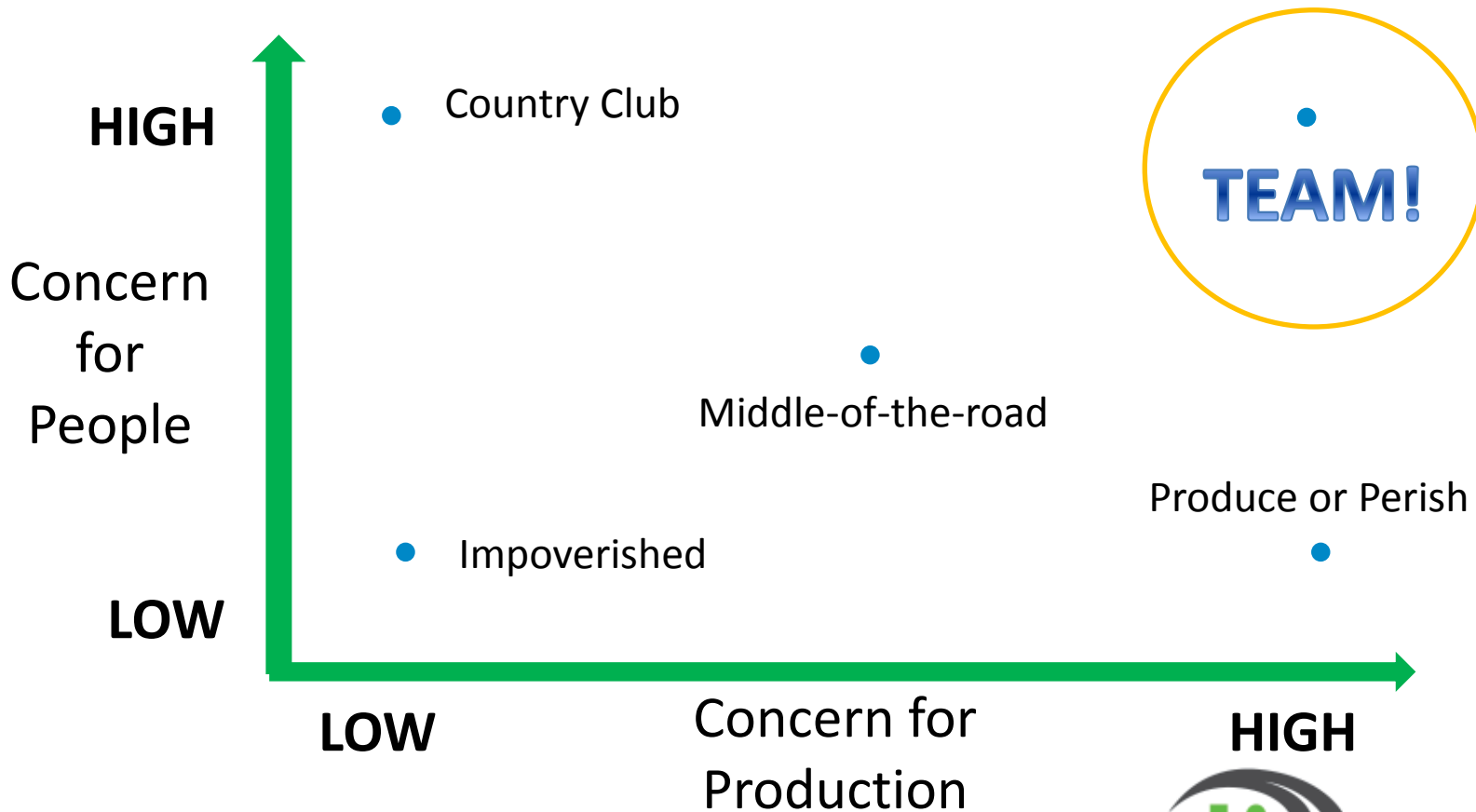


Task
Oriented



4. RELATIONSHIP BUILDING

Managerial Grid Model ²



5. COLLECTIVE IMPACT

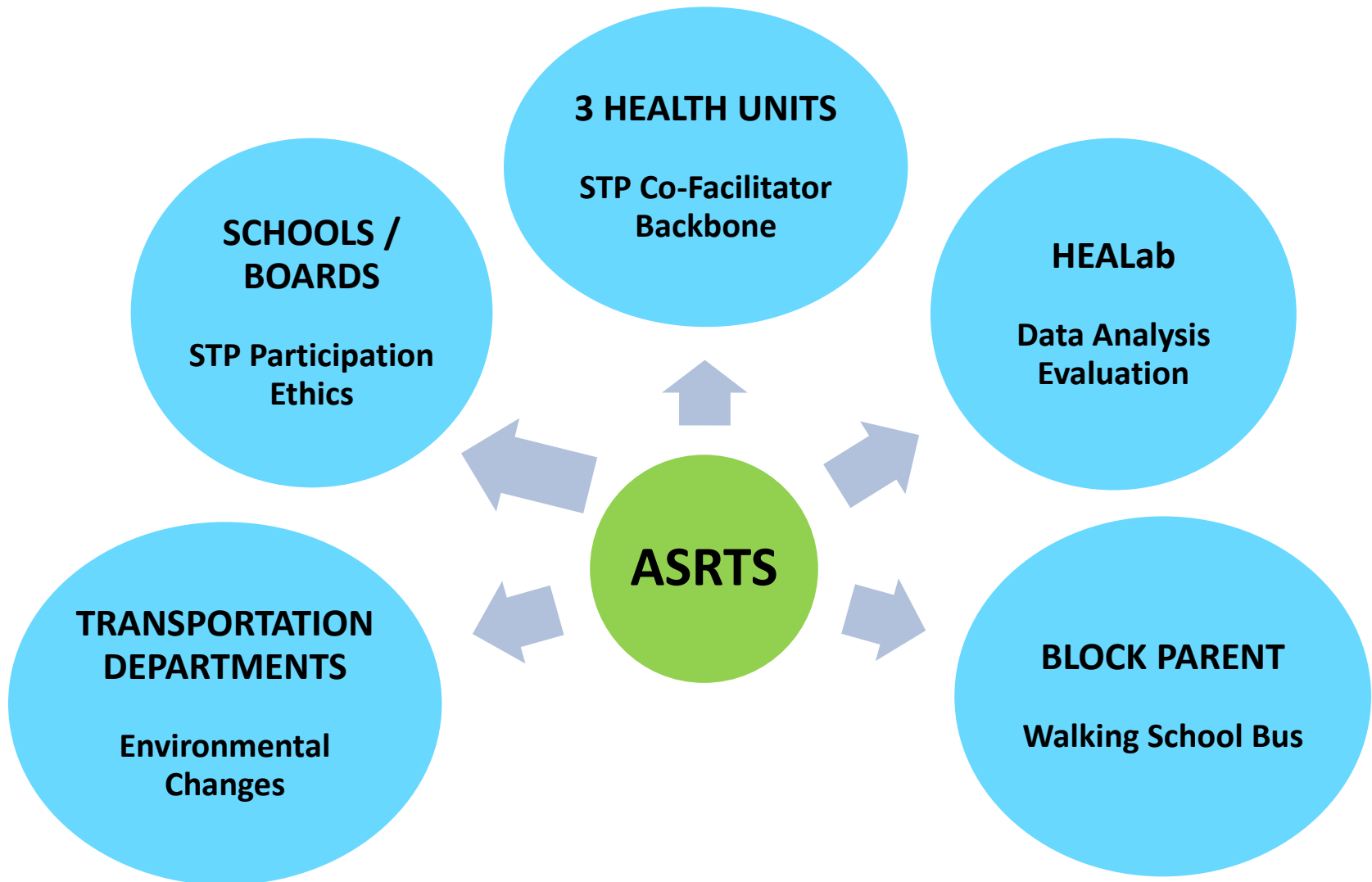
Isolated Impact to Collective Impact



“Collective Impact occurs when organizations from different sectors agree to solve a specific social problem using a common agenda, aligning their efforts, and using common measures of success.”³

5. COLLECTIVE IMPACT

ASRTS Partners & Roles



5. COLLECTIVE IMPACT

Positional Leadership to Shared ⁴



5. COLLECTIVE IMPACT

Empower & Encourage



WHERE DO WE GO FROM HERE?

The Collaboration Spectrum

						Trust
Compete	Co-exist	Communicate	Cooperate	Coordinate	Collaborate	Integrate
Competition for clients, resources, partners, public attention.	No systematic connection between agencies.	Inter-agency information sharing (e.g. networking).	As needed, often informal, interaction, on discrete activities or projects.	Organizations systematically adjust and align work with each other for greater outcomes.	Longer term interaction based on shared mission, goals; shared decision-makers and resources.	Fully integrated programs, planning, funding.

Turf

The Tamarack Institute ⁴

Special Thanks to...



London District Catholic School Council



REFERENCES

- 1) Anzalone, C. (2016). Differences Between Task-Oriented Leaders and Relational-Oriented Leaders. *Chron*. Retrieved from <http://smallbusiness.chron.com/differences-between-taskoriented-leaders-relationaloriented-leaders-35998.html>
- 2) Blake, R., & Mouton, J. (1964). *The Managerial Grid: The Key to Leadership Excellence*. Houston: Gulf Publishing Co.
Image adapted from https://en.wikipedia.org/wiki/Managerial_grid_model#/media/File:Management_Grid.PNG
- 3) FSG. (2016). *Collective Impact*. Retrieved from <http://www.fsg.org/ideas-in-action/collective-impact>
- 4) Tamarack Institute. (2015, August 25). *Collective Impact: Invitation to Think & Act Differently*. Retrieved from <http://goo.gl/FCQgUF>

Questions?

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