

The Impact of Subsidized Transit Programs in Charlottetown High Schools

Prepared by Jacqui Scaman for The City of Charlottetown and T3 Transit

June 20, 2019

Executive Summary

Public transit provides many benefits for cities. It can provide accentuated benefits for high school students and their families, as depicted by the pilot project run in the City of Kingston, Ontario. The City of Charlottetown ran a pilot project in the Spring of 2019 with Colonel Gray high school and T3 Transit to determine the feasibility of a subsidized high school student transit pass, as well as the impacts it would have for students. A student sample group was offered a free transit pass to use for three months in exchange for filling in surveys and providing information about their transit usage. The project had four stages: population surveying, population brainstorming, sample pre-surveying, and sample logging and post-surveying. The purpose of this pilot was to collect data on student's usage of transit when offered a free bus pass, and to create recommendations about the value of this type of program in Charlottetown.

The project found that students benefited from the use of their free transit pass. Students took transit more often and described their ability to take part in more activities at a high frequency after school and on weekends. Frequency of transit usage amongst the sample students increased, and the frequency of travelling with a friend or parent driver decreased. Students described that it positively impacted their families and personal mobility. Students described an increased level of confidence in their ability to take transit, as well as an eagerness to take part in a similar program in the future. Although students were positively impacted through the use of transit, most responded that they would not purchase a pass after the project was complete, predominantly due to limitations regarding cost. After discussing with students and summarizing their survey results, it is suggested that Governments, T3 Transit, and high schools come together to offer self-identifying students at all Charlottetown high schools a free transit pass, that can be partially subsidized through student fees at the beginning of the school year and partially subsidized by other organizing bodies.

Table of Contents

EXECUTIVE SUMMARY	2
INTRODUCTION.....	4
LITERATURE	5
BACKGROUND.....	5
CONCLUSIONS.....	6
STAGE 1:	6
STAGE 2:	7
STAGE 3 &4:	8
DISCUSSION AND RECOMMENDATIONS.....	12
LIMITATIONS	13
REFERENCES.....	14
APPENDIX	15
APPENDIX A	15
APPENDIX B.....	19
APPENDIX C.....	24
APPENDIX D	25
APPENDIX E.....	26
APPENDIX F	30

Introduction

The City of Charlottetown and Colonel Gray High School conducted a pilot project for high school students, offering them a fully-subsidized transit pass to be used after school and on weekends to determine the impact on students and their families. This was inspired by a program from the City of Kingston, Ontario, which proved to be a great success and was recognized across Canada as excellent sustainable programming. The City of Charlottetown was interested in conducting a similar project, as the city struggles with traffic congestion during peak times of day. Further, the City was interested in a project such as this as a way to promote transit and creating lifelong transit users. Also, with the newly released Charlottetown Energy Plan, the reduction of Green House Gases (GHG's) and emissions has been put at the forefront of the city's municipal strategy. Further, the City of Kingston's program offered students an opportunity to become more independent, engage in activities more frequently, as well as eliminate the transportation burden from families.

The program offered to interested students had four stages: population surveying, population brainstorming, sample pre-surveying, and sample logging and post-surveying. The purpose of this pilot was to collect data on student's usage of transit when offered a free bus pass, to promote sustainable transit for students, and to identify gaps and opportunities for an ongoing program of this type in Charlottetown.

The City of Charlottetown's project ran from early March until the end of June 2019. It included 53 students, ranging grade 10 to 12. This pilot project had many key differences from the one in Kingston, predominantly due to size and scope. Kingston, due to better equipped busses and more automation, was able to offer every high school student a free transit pass for a year, resulting in over 5000 students engaged. This resulted in a larger data set with more longitudinal data and 100% accuracy, since students were tapping electronic cards on and off the busses. Charlottetown's pilot has a few limitations, one being the time frame did not allow for longitudinal data, students did not have time to become more involved in new activities as the school year was already drawing to a close.

The following report outlines the pilot project with more detail, presents the information generated from the data collected, and provides recommendations for an ongoing program.

Literature

A similar research study was conducted by a Masters' thesis student, Veronica Sullivan, and the University of Waterloo in Kingston, Ontario. She observed the effects of all high school students receiving free transit passes for an entire year. The City of Kingston had been offering students complimentary transit passes since 2010. With better technology and a more longitudinal data set, she was able to observe with statistical significance the effect of students receiving these passes. They were also able to evaluate certain behaviours of students that had graduated then received a free transit pass. This study concluded that the free travel pass offered mobility benefits for students beyond allowing them to travel to and from school. It also showed that students were using their transit passes for trips that were not to and from school. 15% of over 67,000 rides made by students occurred on weekends. Further, they found that the majority of boarding locations occurred in popular public places and not near high schools. They also observed that of graduating high school students, 42% responded that they would continue to use transit when they graduate even if they had to pay for it.

Background

The pilot project was conducted in four stages:

- 1) A survey of the school's general population was conducted through their annual school survey. It was evident that there would be a bit of bias with the students who volunteered for a free bus pass, either due to the fact that they had interest in it, or already use the bus and wanted the free pass for the duration of the project. This stage was conducted in attempt to qualitatively assess the views of the general population of student's at Colonel Gray. The three screening questions included were:
 - How comfortable are you in planning a journey using T3 Transit? (For example: looking at timetables, using the bus maps, finding bus stops, etc.)
 - How do you get to activities (sports, music, volunteering, the mall, etc.) after school and on the weekends?
 - What could be done to increase your use of public transit?
- 2) A general meeting where students were invited to learn about the transit pilot project, as well as offer their opinion on four questions:
 - What limits me from taking transit?
 - How can we get more students taking transit?
 - What are good things/ what do I like about transit?
 - Using transit system maps as a reference, where do I travel to most in the city of Charlottetown? Where are places I would like to travel?

- 3) A meeting for the students who participated in the transit pilot project. During this meeting, students completed a four-page survey (see Appendix A), learned how to log their bus usage, learned how to use the transit system maps to plan their journeys, and learned how to ride the T3 busses. In exchange for student's participation, they received the fully subsidized bus pass, as well as volunteer hours for their participation. Students were given 10 hours if they did not use transit during the project, 20 if they used it more than 15 times, and 30 if they used it more than 30 times due to the journal logging they had to complete. Volunteer hours were issued at the end of the project. Students were not made aware of the graded system so to not bias their transit usage on the number of hours they could get.
- 4) A final meeting where students participated in a final survey (see Appendix B), and discussed their opinions about the questions they were originally asked in Stage 1, to determine how their views had changed over the course of the project.

This report provides information collected directly from students at Colonel Gray high school about how this project impacted their mobility in Charlottetown.

Conclusions

Stage 1:

This stage was conducted through Colonel Gray's annual school survey. The students responded to the questions on Google Forms.

Students were first asked how comfortable they are planning a journey using transit (see Appendix C). 40% of students have never tried to plan a journey using city busses. 14% find it challenging or do not know how to plan a journey using transit, followed by 30% who find it somewhat or very easy to plan a journey. Note that although most students have never tried to plan a journey using transit, those that have do not find it very challenging to do so. Students were then asked how they get to most of their after school/weekend activities, such as to work, volunteering, sports, music, etc. (see Appendix D). 61% responded that their parents or friends drive them, 18% of students drive themselves, and 16% walk. Only 3% of students consider using transit as a method of transportation after school and on weekends. The final question to students was what could be done to increase their use of public transit. Of the 388 responses recorded, the predominant feedback relating to uncertainty on how to ride busses, the fees being too high, nervousness on how to use city busses, lack of accessibility, and negative connotations about transit usage. Some qualitative answers included:

"I think that if public transit were more commonly used, I myself would use it more. I think that public transit has a negative connotation around it, because people don't recognize that it is a great method of travel."

"Include more bus schedules, especially on weekends. I usually don't get out of the house because of the lack of transportation."

“I feel that it would be helpful if the school offered help or information that showed how to use the public transport system. I personally never have tried but I would like to! It would be very helpful if the school offered a session that provided info on it.”

“Free bus passes, for any student not just UPEI.”

“Nothing, because the thought of taking public transit by myself is pretty terrifying so I'd rather be driven to different places by a family member or friend.”

To summarize, this survey finds that students are generally unfamiliar with transit systems. Many have never taken transit before and are unsure about how to use it. Most do not consider public transit as an available form of transportation in Charlottetown. Further, there are many negative opinions about transit, such as it is too expensive, inaccessible, and unpopular.

Stage 2:

A general meeting was hosted with students who were interested in participating in the pilot project. During this session, students were taken through a Post-Up brainstorming session (see Appendix E), where questions were posed on chart paper, and students used sticky notes to post their ideas relating to the questions. Approximately 50 students participated in this session. The four questions posed to these students were:

- What are some limits about transit?
- What are good things/ what do I like about transit?
- How can we get more students taking transit?
- Using bus maps, where do you most often travel to in the City of Charlottetown?

Students responded that their general limitation in using transit has to do with the cost. Most found that the \$2 per ride was too expensive, but also did not expect they would use transit enough to pay the \$40.50 per month pass. Other limitations included that they did not understand how to use transit, that bus routes did not service their area (such as Cornwall), and that routes did not run long enough during the day for them to manage to use transit for a round trip, particularly on weekends. Students responded that they like taking transit as it is good for the environment, affords independence, that it is convenient, that it is safe, that it benefits their community, and that the drivers/staff are friendly. When asked how to get more students taking transit, responses varied from making the busses come more frequently, reducing the cost of the pass or making the pass free (as it is for University students who pay through their student fees), providing better discounts to high school students, have promotions such as cheap weekend passes or P.D day discounted passes, and provide better information about how to use transit to both students and families.

Stage 3 &4:

Once the sample group had been identified from the general population, three functions were required of the sample group:

- A pre-survey about transit use and attitudes.
- A post-survey about transit experience, use, and recommendations.
- A log book recording the journeys the sample group took during their time with a fully subsidized bus pass.

53 students participated in the pilot project. At the beginning of this project, only two students currently had a bus pass. 32% had a drivers' licence, and 15% currently had access to a vehicle. Three students identified as having mobility challenges (mental, physical, other). Most responded that they use transit less than 1-2 times per week.

Table 1: Sample students' grade.

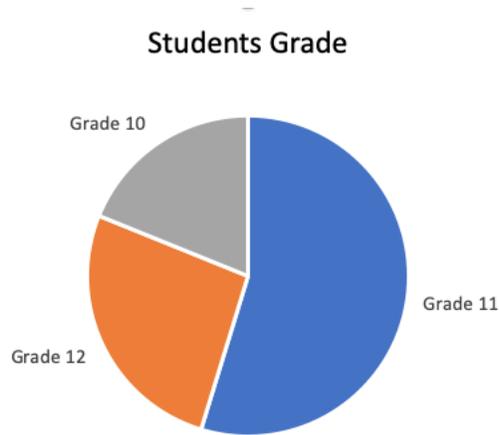


Table 2: Sample students' gender.

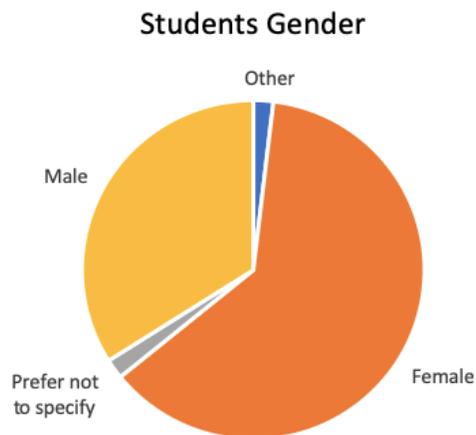
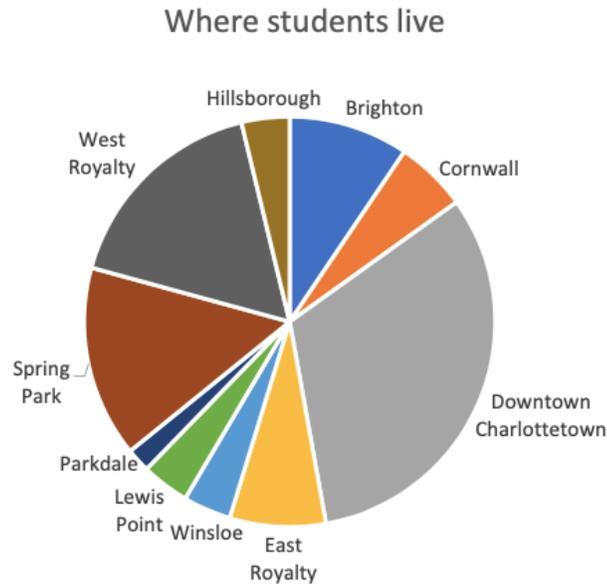


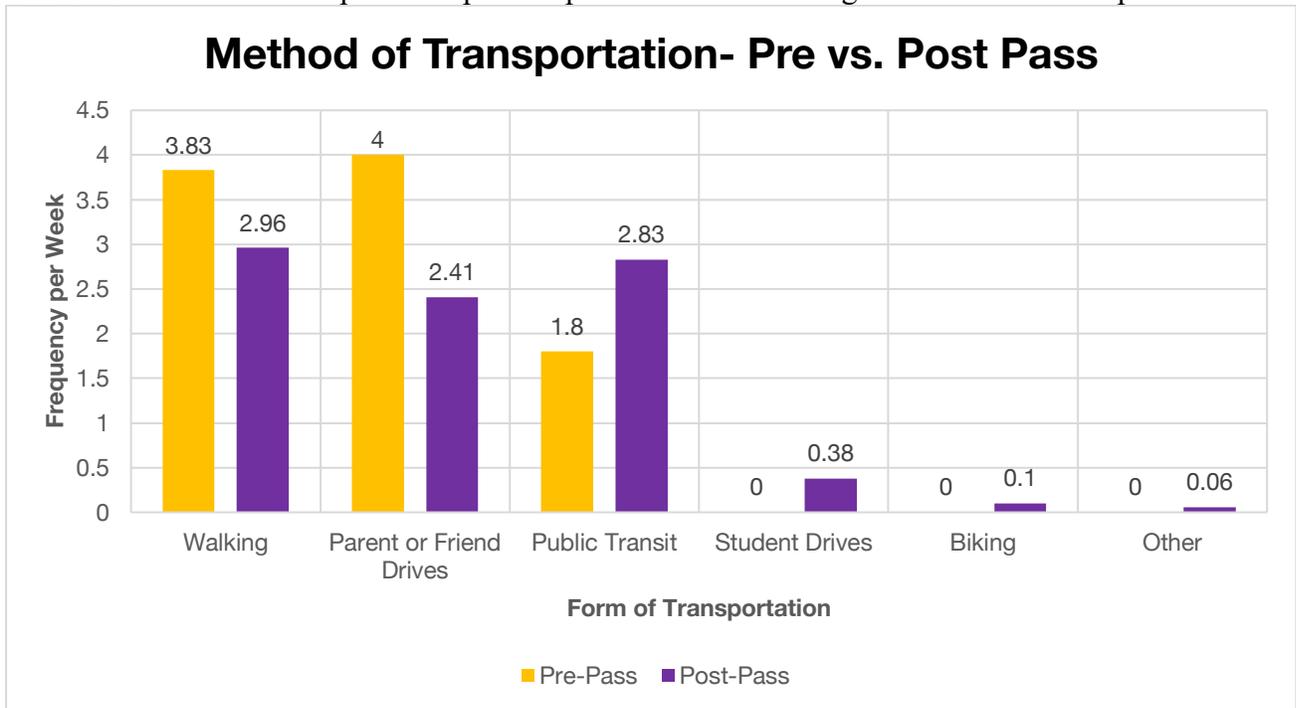
Table 3: Regions of Charlottetown and surrounding areas where sample students live.



42% responded that their family has used public transit. On average student's had 4.3 people living in their home, with 2.06 people in the home having drivers' licences, and 1.55 vehicles available. Most students could not estimate their household family income. Students described their parents as allowing them to travel anywhere in Charlottetown independently at almost any time of day, which they do frequently. 80% had access to a bike. 83% responded as knowing where the closest bus stop was located in relation to their home, and on average students ranked their familiarity with transit timetables and routes as a 5.2/10.

When asked at the beginning of the project, students responded that most of the barriers to using transit were due to money. 68% of students responded that the fare of \$40.50 for a student transit pass per month was too expensive, particularly for newcomers. The second most discussed limitation was the lack of knowledge about the transit system. Students expressed concern about not knowing how to use transit, where to look for help, and uncertainty about where to get on the bus. Some students discussed being scared to ride transit alone, often for fear of getting lost. The final limitation that was frequently mentioned was the lack of routes at times that suited students, particularly routes on weekends and in the evenings, as well as a lack of routes to Cornwall, making transit a less attractive form of travel.

Table 4: Method of Transportation pre and post students receiving a subsidized transit pass.



After being given the subsidized transit pass, students described that the pass allowed them to move around easier and engage in new activities such as volunteering, going to the gym, and staying after school for homework help. Most described that the bus pass provided benefit for their mobility in Charlottetown, however they would still not purchase a bus pass due to cost. Students responded post survey that they would be comfortable spending \$18.33 on a bus pass per month while in high school. This jumps to \$28.42 per month once they graduate. 77% responded that they found the cost of \$40.50 to still be too expensive for a student bus pass, and 52% said the cost of \$58.50 would be too expensive post-graduation. Qualitative answers to the questions did you engage in new/more activities as a result of having a free transit pass included:

“Yes, because it is easy for me to go the place that I am going to work. Not really concerned about the transportation anymore.”

“Yes, I was able to go the gym after school more as transportation could be taken care of alone.”

“Yes I did. I'm volunteering at the senior house by taking the bus there, which I couldn't do before since the place is too far for walking and my parents were very busy and couldn't take me there.”

Students described the program as having both positive effects on themselves and their families, the primary impact being increased independence within their city. They also described enjoying learning about the transit system and having a positive effect on their environment and

communities. Further, many students expressed a hope that there would be an ongoing program such as this, and a hope that it could be expanded for more students. Almost all students said their parents encouraged them to use their bus passes, and that their parents were comfortable with them taking transit by themselves at any time of day. Qualitative answers to questions regarding the impacts of city transit on students and their families included:

“My brother started to (want) to take the bus like me.”

“It encouraged me to travel by public transportation more.”

“My parents are more aware of the efforts by the city to encourage travelling by bus.”

“It relieved my mom of stress because she works all the time and she usually has to drive everyone and it could be too much at times. One less kid to drive was nice for her.”

Pass book data shows that 1/4 of all trips taken occurred on the weekend. The remainder of trips occurred on weekdays, with the most popular ride time at 5:45PM. This suggests students using transit as a method of transportation outside of school hours. Most often, students are not travelling far off of the main routes (1, 2, and 3), most logged rides were between the Confederation Centre and the Charlottetown Mall, with a few other predominant stop locations such as Queen Charlotte, Maypoint Plaza, and West Royalty. Less than 5 students used transit as a method of travelling to and from school, two students used it frequently to get to and from school, mostly due to their early release from school each day (one student finished his classes at 11:48AM each day so the school bus was not an available option). Limitations to this trip analysis include a limited number of journeys logged, as well as difficulty in proving accuracy as students logged their journeys by hand, or through an online submission form (see Appendix F). There is also no way to guarantee that students logged their journeys 100% of the time due to technical limitations.

Discussion and Recommendations

This project proved to have benefits for high school students and their families. After removing initial barriers to access, such as cost and an understanding of the transit system, students were able to effectively move around the City of Charlottetown and nearby neighbourhoods at a greater frequency and ease than without the transit pass. Many families were relieved many transportation constraints, and there was an uptake in the amount students using transit. After discussing with students and summarizing their survey results, it is suggested that governments, T3 Transit, and high schools come together to offer self-identifying students at all Charlottetown high schools a free transit pass, that can be partially subsidized through student fees at the beginning of the school year, and partially subsidized by other organizing bodies. Offering similar courses of action has been seen in previous research to improve student's mobility and independence, particularly on weekends and after school. This also helps to alleviate transportation constraints often burdened on parents. Finally, it has been shown to help create ongoing transit users past the free pass program, as depicted in Kingston (Sullivan, 2017).

As depicted by the school-wide survey of students as well as in the sample groups responses, there are attitudes regarding public transit that need to be shifted in order to engage more students. When asked what would make more students want to take the bus, one student responded *"I honestly have no idea. I think public transport gets a bad reputation in TV and movies for bad things happening or being dirty/gross so most of my friends when I told them would get this grossed-out look on their face and offer me a drive with them. I don't have a solution to this but we need to change their mindset"*. One solution to this could be offering better programming targeted towards students. For example, free organizing group rides to school events such as prom or sporting events. Shifting attitudes is one key constraint to engaging more students to use public transit.

Secondly, without offering passes at a reduced rate, there will be less uptake. The overwhelming majority listed cost as the major constraint to using the transit system. Many cited that paying \$2 each ride was inconvenient, but they do not expect to use the bus enough to pay \$40.50 for a bus pass. Many also said that one opportunity for getting more students to use the bus would be through offering students a trial pass or reduced rate weekends for students. Students who self-identify for a pass are likely to use it more frequently, resulting in efficient spending for T3 and benefits for high school students. Further, by offering free transit and engaging more students, it will help to slowly shift the attitudes of their peers through commonalities and normalizing transit within social circles. A second option would be discounted "punch-cards", allowing students to top up their bus pass balance with the amount of funds they desire, purchasing more rides resulting in bigger discounts. For example, allowing students to choose between 10 rides, 20 rides, and 50 rides. Solutions need to be focused on allowing students to use the bus without having to organize the fee each time they ride the bus, but also not being committed to a high cost bus pass each month.

Thirdly, students cited a lack of understanding about busses as a barrier to entry in to the transit system. One solution is for T3 to partake in an information session about busses, similar to the one that was conducted during the sample group session in the early Spring, to familiarize students with busses, describing how to use them, and allowing them to meet a few drivers and

figure out where to ask questions. Another option is through the development of multi-media by T3 that students can refer to. “How-to” videos, informational posters at transit stops, and signage on busses could help to educate some riders, as well as provide support to those students who believe transit is scary as they are nervous about getting confused or lost.

Finally, one barrier to transit cited by students is the lack of routes available to them during the times they would like to be using the bus, the time being cited most is on weekends. Students repeatedly discussed in their final survey that there was not enough routes and times available on weekends. Students felt they were able to travel to everywhere in Charlottetown that they wanted to, but the frequency of busses in the evenings and on weekends limited their transit use. Further, they felt this was a barrier to engage more students in using transit.

Limitations

These results contain a certain amount of limitations. Firstly, post-survey responses only included 60% of the original sample group. Although the remainder of responses remain valid, averages about transit usage and attitudes could be skewed. Secondly, the results are not statistically significant. Although qualitative surveying is accurate, quantitative survey results were not tested. However, many assumptions about transit behaviour listed in the discussion and recommendations section are referenced by the study at the University of Waterloo, which had results that were statistically significant. Also, since the sample group was determined by self-identification, it allows for skewed results to be more favourable towards transit as students have already determined they have an interest in using it. This was mitigated by surveying the school’s general population on attitudes regarding transit to gauge all student’s perception. Finally, students may have a vested interest in the success of this program as it directly benefits them and their peers, therefore results could be more positively skewed. This was mitigated through tracking students experience using transit through identification numbers, to ensure that those who responded very favourably to busses were in fact logging journeys and experiences using transit, then matching those identification numbers to the pre and post surveys. Through tracking students this way it works as a backstop to ensure students answers align with experiences.

References

Sullivan, V.L. 2017. Impact of Free Transit Passes on Youth Travel Behaviour. University of Waterloo, Waterloo, ON.

Appendix

Appendix A

Pre-pass survey administered to students in person in March, 2019.

Student Survey Sustainable Transit Project Pre-Pass

Instructions:

- 1) There are five parts to this survey. If you require clarification on any of the questions, please raise your hand.
- 2) When answering questions please consider your answer based on your knowledge/attitudes *before* this project started. For example, there is a question about how familiar you are with bus routes, in this case think about how familiar you were with bus routes before the transit project started at your school.
- 3) You will be given a sticker with a 3-digit number on it, please place that sticker on the 'X' below. Do not write your name on this survey.

X

Part 1: Demographic

What grade are you in:

- a) 10
- b) 11
- c) 12

Please select one:

- a) Female
- b) Male
- c) Other
- d) Prefer not to specify

Do you currently have a driver's license: Y/N

If yes, do you currently have a vehicle that you are allowed to drive/have access to: Y/N

What area do you live in?

- a) Downtown Charlottetown
- b) Spring Park
- c) Brighton
- d) Parkdale
- e) East Royalty
- f) West Royalty
- g) Sherwood
- h) Stratford
- i) Cornwall
- j) Other: _____

Do you have any mobility challenges?

- a) Physical (hearing, sight, etc.)
- b) Mental (behavioural, stress, etc.)
- c) None
- d) Other: _____
- e) Prefer not to specify.

Part 2: Current Transportation

1. Please complete the following table:

Consider the amount of trips you take in an average week to **activities after school and/or on weekends** (sports, music, work, volunteering, friend's houses, the mall, etc.) using each type of transportation listed below.

Consider each trip as one way to a destination. For example, when attending a soccer practice, to practice is one way and from practice is one way, equaling two trips total.

Travel mode	Frequency				
Walk	0	1-2	3-4	5-6	7+
Parent or Friend Drives	0	1-2	3-4	5-6	7+
City Bus (T3 Transit)	0	1-2	3-4	5-6	7+
You drive yourself	0	1-2	3-4	5-6	7+
Bike	0	1-2	3-4	5-6	7+
Other: _____	0	1-2	3-4	5-6	7+

How often do you travel independently (without a parent or guardian)?

- a) I never travel independently; I always have a parent/guardian with me.
- b) I rarely travel independently, less than 1-2 times per week.
- c) I sometimes travel independently, a few times per week.
- d) I often travel independently; quite frequently during the week.
- e) Other: Please specify: _____

Do you own or have access to a bike? Y/N

Is there anywhere in the city of Charlottetown that your parent/guardian will **not** allow you to travel to independently?

Is there any time of day/night that you are **not** allowed to travel independently?

- 6AM-9AM
- 9AM-3PM
- 3PM-6PM
- 6PM-9PM
- 9PM-6AM
- Other. Please specify.

Part 3: Current Transit Use

Do you currently have a city bus pass? Y/N

How frequently do you use public transit?

- a) Never
- b) Infrequently, less than 1-2 times per week.
- c) Sometimes, less than 6 times per week.
- d) Often, 7+ times per week.
- e) Other: Please specify

Do you know where the closest bus stop is to the place you live? Y/N

How familiar are you with the routes available with T3 Transit?
Unfamiliar 1-2-3-4-6-7-8-9-10 *Familiar*

How familiar are you with the T3 Transit Timetable?
Unfamiliar 1-2-3-4-6-7-8-9-10 *Familiar*

Part 4: Family Attitudes

Does your family ever use public transit? Y/N

How many siblings do you have? _____

How many people live in your house? _____

What birth order are you in your family?

- a) Oldest
- b) Middle
- c) Youngest
- d) Twin
- e) Only Child
- f) Other: _____

How many vehicles does your immediate family have?

What would you estimate as your current family income?

- a) Less than \$45,000
- b) Between \$45,000 and \$90,000
- c) Between \$90,000 and \$140,000
- d) Above \$140,000
- e) Unsure

How many people in your home have a driver's licence?

Part 5: Current Transit Attitudes

Currently, a student city bus pass costs \$40.50 per month. Do you think this is:

- A) Just right
- B) Too little for the service
- C) Too much for the service
- D) Other: Please specify below.

Can you think of any barriers to using public transit in your own experience? Please specify.

Can you think of any barriers to student's ability to use transit? Please specify.

Appendix B

Post-pass survey administered to students online and in person in June, 2019.

Student Survey Sustainable Transit Project *Post-Pass*

Instructions:

- There are five parts to this survey. If you require clarification on any of the questions, please raise your hand.
- If you need any additional space for writing answers, please raise your hand and someone will bring you a sheet of blank paper.
- There are 29 questions in total.

Student Identification (###): _____

Part 1: Improvements (8 questions in total)

- 1) Was there anywhere you wanted to travel by transit but could not because the bus route was restricting (ie. did not allow you to)? Please specify where this was.
- 2) Was there any times you wanted to travel by transit but could not because the timetable was restricting (ie. did not allow you to)? Please specify what time of day/week this was.
- 3) How easy was it to read bus maps?
1-2-3-4-5-6-7-8-9-10
Easy *Difficult*
- 4) How easy was it to use Google routes?
1-2-3-4-5-6-7-8-9-10
Easy *Difficult*
- 5) How easy was it to use the timetable?
1-2-3-4-5-6-7-8-9-10
Easy *Difficult*

6) How easy was it to find bus stops?
 1-2-3-4-5-6-7-8-9-10
Easy *Difficult*

7) Did you experience any difficulties with using transit? Please explain.

8) How comfortable are you with using the transit system now compared to the beginning of this project?
 a) About the same.
 b) More comfortable.
 c) Less comfortable.
 d) Other. Please specify:

Part 2: Behaviours (11 questions in total)

2. Please complete the following table, reflecting on now that you have had your free bus pass for the past three months:

*Consider the amount of trips you take in an average week to **activities after school and/or on weekends** (sports, music, work, volunteering, friend’s houses, the mall, etc.) using each type of transportation listed below.*

Consider each trip as one way to a destination. For example, when attending a soccer practice, to practice is one way and from practice is one way, equaling two trips total.

<i>Travel mode</i>	<i>Frequency</i>				
	0	1-2	3-4	5-6	7+
<i>Walk</i>	0	1-2	3-4	5-6	7+
<i>Parent or Friend Drives</i>	0	1-2	3-4	5-6	7+
<i>City Bus (T3 Transit)</i>	0	1-2	3-4	5-6	7+
<i>You drive yourself</i>	0	1-2	3-4	5-6	7+
<i>Bike</i>	0	1-2	3-4	5-6	7+
<i>Other: _____</i>	0	1-2	3-4	5-6	7+

2) Did you engage in **new** activities while you had the free bus pass as a result of having a transit pass? For example, were you able to participate in an after-school activity that may have been a challenge to attend in the past? Please explain.

- 3) Did you engage in **more** activities while you had the free bus pass as a result of having a transit pass? For example, were you able to attend more soccer practices as a result of having a transit pass? Please explain.
- 4) How frequently did you use the bus?
- f) Never
 - g) Infrequently, less than 1-2 times per week.
 - h) Sometimes, less than 6 times per week.
 - i) Often, 7+ times per week.
 - j) Other: Please specify
- 5) Would you purchase a city bus pass for yourself now that this project is complete? Why or why not?
- 6) How much would you spend on a city bus pass while in high school? _____
- 7) How much would you spend on a city bus pass once you graduated high school? _____
- 8) Currently, a student city bus pass costs \$40.50 per month. Do you think this is:
- a) Just right
 - b) Too little for the service
 - c) Too much for the service
 - d) Other: Please specify:
- 9) Currently, an adult city bus pass costs \$58.50 per month. This would be the fare you faced upon graduation if you were not attending a post-secondary institution. Do you think this is:
- a) Just right
 - b) Too little for the service
 - c) Too much for the service
 - d) Other: Please specify

10) Are you going to purchase a bus pass after the completion of this project? Y/N/Maybe

10b) Please describe why you are/are not/might purchase a bus pass?

Part 3: Family Attitudes (4 questions in total)

1) Did your parents encourage you to use your free transit pass?

- a) Yes
- b) No
- c) Other. Please explain below.

2) Were there times or day or the week your parents wouldn't allow you to use your free transit pass? Y/N

2.b) If yes, please briefly explain the time.

3) Were your parents comfortable with you using transit by yourself?

- a) Yes
- b) No
- c) Other. Please explain below.

Part 4: Recommendations (6 questions in total)

1) How did the free city bus pass impact you?

2) How did the free city bus pass impact your family?

3) How could this program be improved to include more students?

4) What do you think would make students want to take the bus?

5) In Kingston they have a PASSPerks Program. This is a system where you get discounts at different stores (ie. Cineplex, Shoppers, etc.) when you show your bus pass. Do you think a transit system with perks would incentivize you to take transit in Charlottetown?

6) Please write down any additional comments, questions, feedback, or thoughts below.

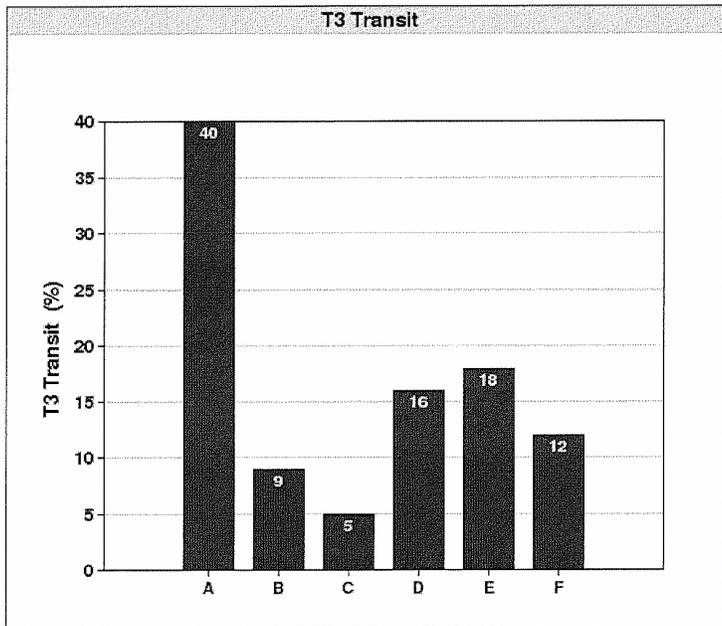
Appendix C

School-wide survey response.

Multiple Choice Question

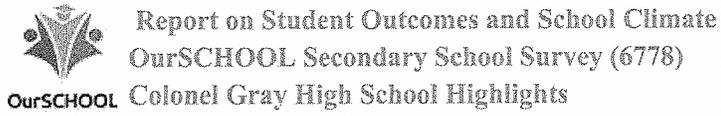
Students were asked: "How comfortable are you in planning a journey using T3 Transit? (For example: looking at timetables, using the bus maps, finding bus stops, etc.) Please check one. "

- I have never tried to plan a journey using city busses (A)
- I do not know how to plan a journey using city busses (B)
- I find it challenging to plan a journey using city busses (C)
- I find it somewhat challenging to plan a journey using city busses (D)
- I find it somewhat easy planning a journey using city busses (E)
- I find it very easy planning a journey on the city bus (F)



Appendix D

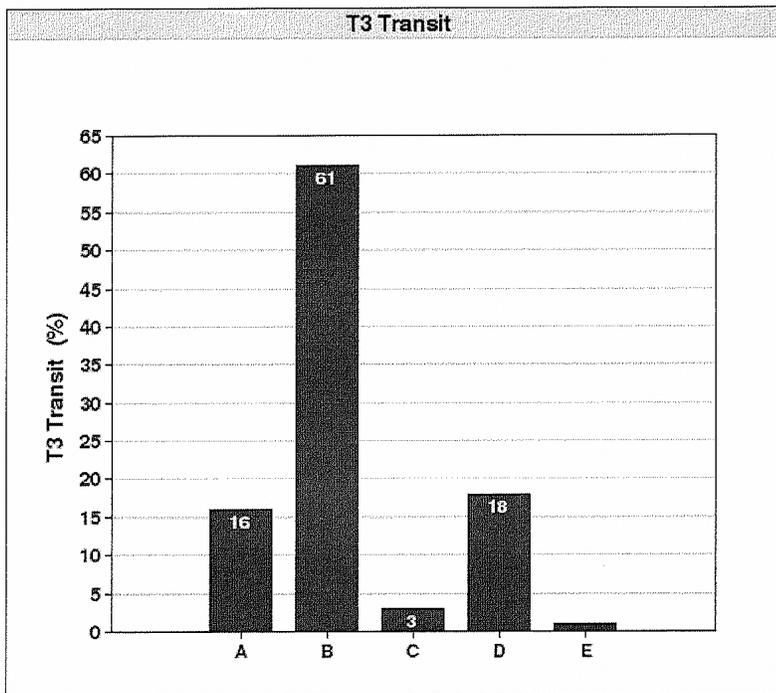
School wide survey response.



Multiple Choice Question

Students were asked: "How do you get to activities (sports, music, volunteering, the mall etc) after school and on the weekends?"

- Walk (A)
- Parent or Friend Drives (B)
- City Bus (T3 Transit) (C)
- You drive yourself (D)
- Bike (E)



WHAT ARE GOOD THINGS / WHAT DO I LIKE ABOUT TRANSIT?

It's the only way to get to school

Provides with an idea of service

To help with the traffic issue
Buses have a lot of seats so
you can use it to help with the traffic issue
when to use.

-good price
-get to meet new people

less pollution

Save the environment

Affordable price

sustainability

-safe environment for students & people to travel

Green
less pollution

can be convenient

Same price for non-long routes
Easy to follow

sense of community

I can travel independently

Bus every 15 minutes

I wouldn't need to get a driver's license or drive. I can go where ever I want without having to pay for gas.

accessible

Non-polluting

Better for the environment
Social benefit through shared costs

How it differs in how it's used - while some use it more than others

-convenient
-can go anywhere

cheap
Green
Environment friendly

Free tickets

-easy to go anywhere
-has a nice host system
-on time

comes in handy when don't have a ride

The transit is simple and fast

HOW CAN WE GET MORE STUDENT'S TAKING TRANSIT?

Make it free or at least reduce the price by at least \$0.5

- increase awareness school since many ask parents to pick them up which is time consuming
provide free bus passes for a certain time

Make a clear and current online platform

special discount for student cards

the main idea is to bring

best reducing the price of the bus route for students

Making it free, or at least cheaper

More stops

if possible bus could stop to shops where most students walk to go to school or on their way

Provide promotion or vouchers to help make it more attractive through a membership card

- use the bus to go to school
- bus for home - school

Make promotions for the weekend for who is going to school

have free passes

Cheaper prices

advertise more bus transit bus to family provide clear information about bus transit

the way comparing to how much time it takes to drive to school and how much it costs to drive to school

Free Pass to try

advertise it in schools

make it free for high school students

Pay less to try a year

Make signs in school for routes - educate them

buses come more frequent

- Make it more frequent (every 20min)

More bus routes starting in bus stops more buses

High school student discount
More frequent after school times

the school student discount

By making it more available / make it easier to use the routes

- Free
- Decrease fee for students

Offers free tickets
Make more routes available

extend line
Buses come together

Make it free

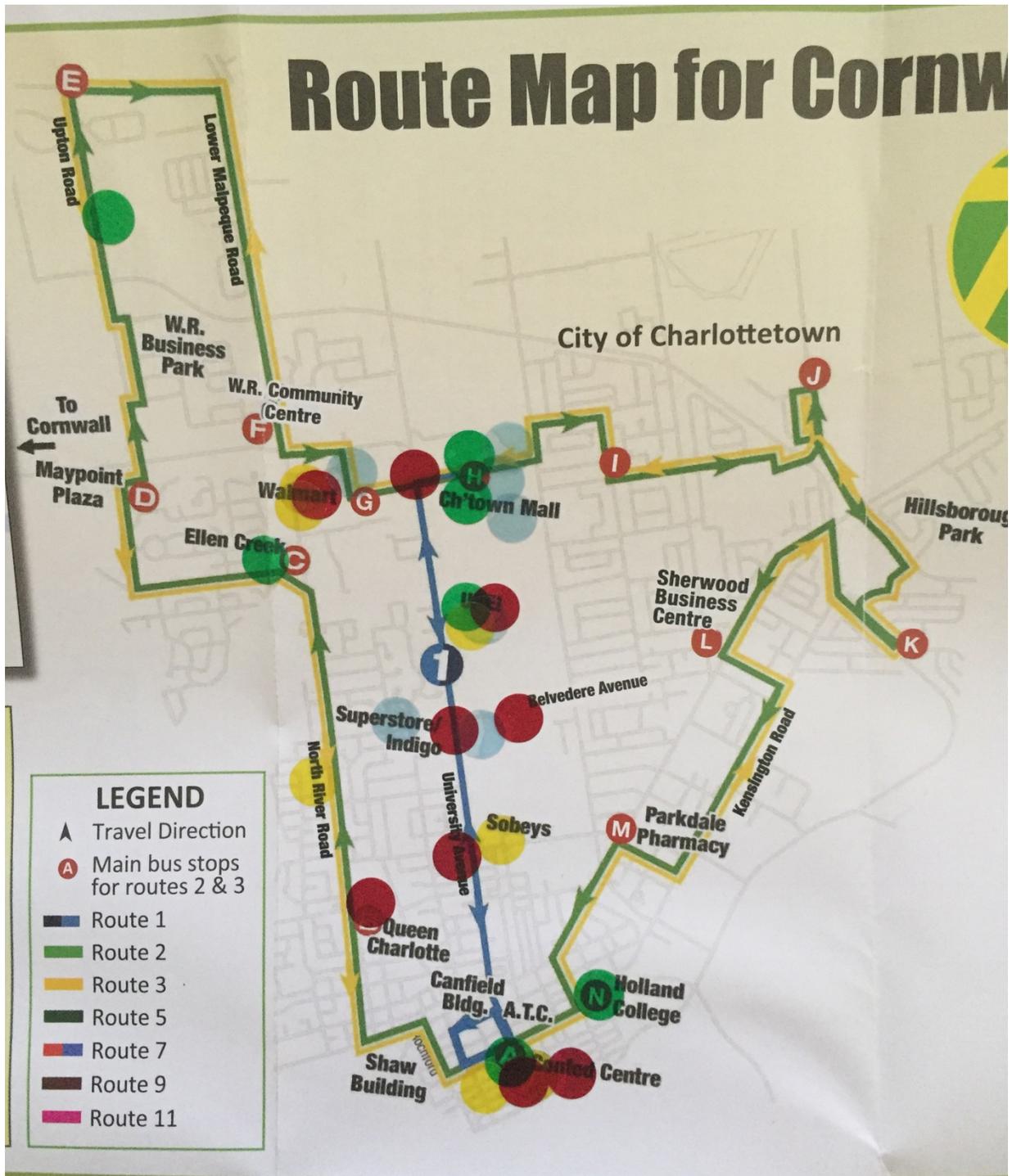
There could be a bus parent riding

if it was free

the High School Student Passes

For more students to use transit I believe that prices should be reduced and even more

Where do students want to travel to?"



Appendix F

Example pass book log entry. QR code went to an online submission form where students could fill out the same information on their phones.

