

Grant Deliverables and Reporting Requirements for UTC Grants

UTC Project Information	
Project Title	Segregated Access to Educational Opportunities and the Role of Public-School Transportation Infrastructure
University	Cornell University
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Funding Source(s) and Amounts Provided (by each agency or organization)	USDOT: \$32,970
Total Project Cost	\$32,970
Agency ID or Contract Number	Sponsor Source: Federal Government CFDA #: 20.701 Agreement ID: 69A3551747119
Start and End Dates	<div style="display: flex; flex-direction: column; gap: 5px;"> <div> Start date: 05/01/2021</div> <div> End date: 04/30/2022</div> </div>
Brief Description of Research Project	<p>When measuring access to school quality, researchers commonly consider (1) a school district’s school choice zoning policy and/or (2) geospatial factors (e.g., distance, duration, and transportation mode). However, and surprisingly, less explored is the extent to which the transportation services provided by the school district affect access. In this paper, we ask: How do school transportation services impact accessibility? Do increases in service provision improve access to school quality? Do increases in service provision reduce segregation of school quality access across racial and economic divides? We probe these questions through neighborhood level data nationally.</p> <p>We can thoroughly explore these questions by leveraging the work by (Rich & Sprague, Working Paper). We build off this work but shift focus away from school choice zoning policy and toward transportation service provision. Similar to (Rich & Sprague, Working Paper), we estimate a student-school matching model that incorporates choice preferences conditional upon district zoning policy, school type, and capacity constraints. But here, we extend the model to include factors of transportation services. The results allow us to simulate shifts in accessibility</p>

	<p>due to changes in transportation service provision. That is, we estimate how transportation service provision affects student-school match rates, translating to changes in school quality access. Further, we track how these changes in access distribute across students, addressing questions of segregation.</p> <p>At a minimum, expected outcomes include preference estimates that differ across levels of district transportation service provision, including changes in travel preferences such as driving distance, driving duration, and walking duration. This is useful for transportation researchers interested in how district transportation services affect the spatial reasoning of a student-school match. More advanced outcomes shed light on the distribution of transportation service impacts, that is, which neighborhoods benefit the most (least) across the nation and how the benefits distribute across socio-economic groups. These findings allow us to determine which socio-economic and infrastructure factors most correlate with changes in school transportation service provision.</p>
<p>Describe Implementation of Research Outcomes (or why not implemented)</p> <p>Place Any Photos Here</p>	
<p>Impacts/Benefits of Implementation (actual, not anticipated)</p>	
<p>Web Links</p> <ul style="list-style-type: none"> • Reports • Project website 	<p>http://ctech.cee.cornell.edu/final-project-reports/</p>