



**CHAMPION
PROVIDER**
FELLOWSHIP

A Powerful Approach to Healthier Communities

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SACHS Federally Qualified Health Clinic

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UCSF

Who are our children?

- ◆ San Bernardino County's children
 - ◆ Obesity rates above state levels
- ◆ One hour of physical activity a day
 - ◆ CA Department of Education → 200 min in 10 days = 20 min/day
 - ◆ Assumption of 10 minutes of recess during elementary school age
 - ◆ Missing 30 min of activity per day
 - ◆ Families will walk about 2 miles to clinic
 - ◆ Provided Two loops, each of 1.5 miles from the school door steps

S W A P “School Walkability Action Project”

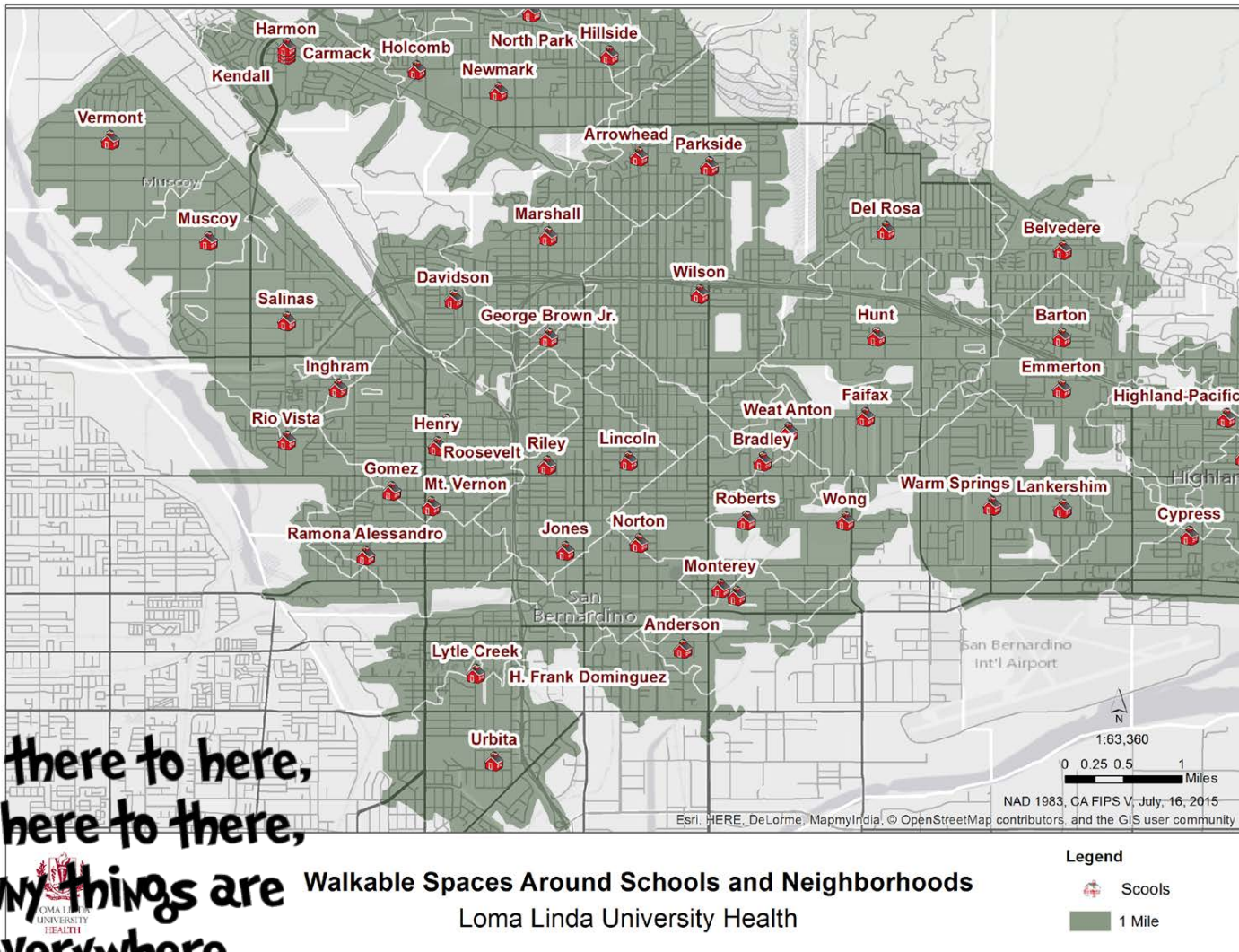
- ◆ Population:
 - ◆ 450,000+ children in schools in San Bernardino County

- ◆ Partners:
 - ◆ School Nurses
 - ◆ Pediatric Residents
 - ◆ Continuation School in San Bernardino

- ◆ 31 School Districts:
 - ◆ 338 Elementary School
 - ◆ SBC School Nurse and Physician Collaborative

- ◆ CDC Walkability Toolkit
- ◆ Walkability App for “Mapping As You Go”
- ◆ Google Map, <https://goo.gl/maps>

WALKABLE SPACES AROUND SCHOOLS AND NEIGHBORHOODS



From there to here,
and here to there,
funny things are
everywhere.

Dr. Seuss

fiveminutevacations.com

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National Recommendations

National recommendations:

- School age children accumulate 60 min of daily physical activity
- CA Education code, sec 51210-51212, recommends 200 min every 10 days



Mile Equivalents

Activity	Actual Miles/Minutes	Recorded Miles
Walking, stroll (2 mph)	30 minutes =	1 mile
Walking, typical pace (3 mph)	30 minutes =	1.5 miles
Walking, brisk (4 mph)	30 minutes =	2 miles
Running (5.5 mph)	1 mile =	1 mile
Cycling/Mountain Biking (13 mph)	7 mile =	1 mile
Spinning	30 minutes =	2 miles
Aerobics (moderate intensity)	30 minutes =	1 mile
Stairmaster (moderate intensity)	15 minutes =	1 mile
Roller Balding	3 miles =	1 mile
Swimming	1 miles =	1 mile
Garden, digging	30 minutes =	2.5 miles
Garden, push mowing	30 minutes =	2.25 miles
Raking	30 minutes =	1 mile
Garden, planting	30 minutes =	1.5 miles
Dancing, moderate rapid	20 minutes =	1 mile

<http://www.getmovinggethealthynj.rutgers.edu/miles.html>

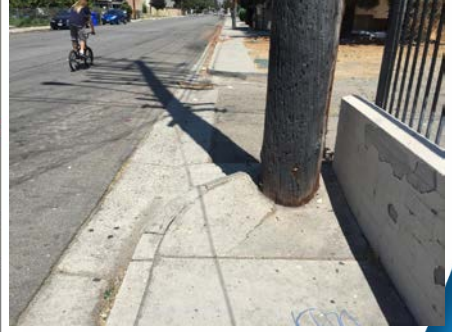
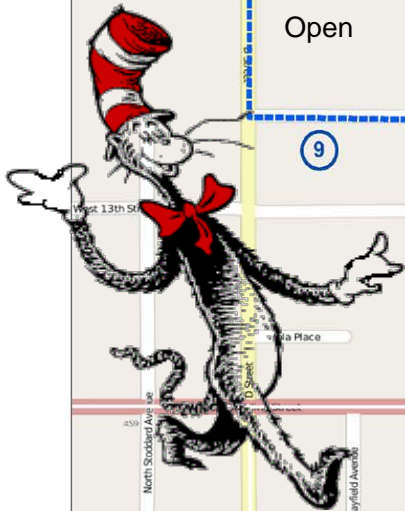
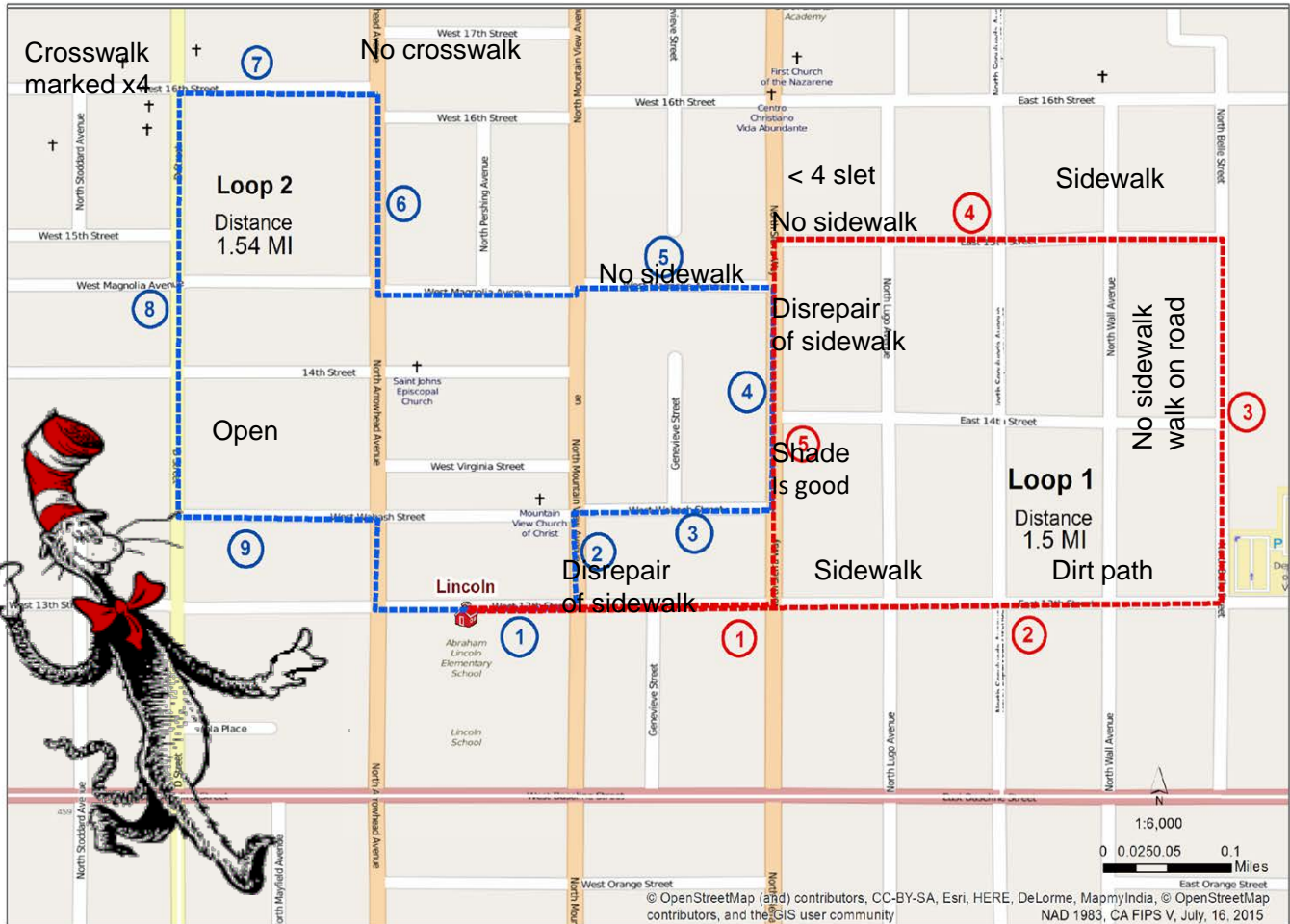


Audit Categories

1. Pedestrian Facilities
2. Pedestrian Conflicts
3. Crosswalks
4. Maintenance
5. Path Size
6. Buffer
7. Universal Accessibility
8. Aesthetics
9. Shade



WALKABLE SPACES AROUND SCHOOLS AND NEIGHBORHOODS



Walkable Spaces Around Schools and Neighborhoods
Lincoln Elementary School

Legend
 Schools



Healthier Worksite Initiative (CDC)

Steps:

1. MAP OF SCHOOL SITE AREA
2. CHOOSE LIKELY PEDESTRIAN PATHWAYS
3. ACCESS AUDIT TOOL ON MOBILE DEVICE
4. LABEL STREET SEGMENTS (1,2,3)
5. USE AUDIT TOOL (9 QUESTIONS) TO ASSESS EACH SEGMENT INDIVIDUALLY
6. SCORE EACH SEGMENT
 - 0-39 POINTS IS HIGH RISK (UNATTRACTIVE)
 - 40-69 POINTS MEDIUM RISK (NON-DESCRIPT)
 - 70 AND ABOVE IS LOW RISK (PLEASANT)
7. SUM SCORES (A-H)

OBSERVATIONS

1. WHAT IS THE MOST DANGEROUS LOCATION ALONG THIS SEGMENT?
2. WHAT IS THE MOST UNPLEASANT ELEMENT OF THIS SEGMENT?
3. WHAT IMPROVEMENTS WOULD MAKE THIS SEGMENT MORE APPROPRIATE FOR PEDESTRIAN USE?
4. WOULD IT BE POSSIBLE TO DESIGN A MORE DIRECT ROUTE TO CONNECT THE ENDS OF THIS SEGMENT?
5. ARE THE CONDITIONS OF THIS SEGMENT APPROPRIATE AND ATTRACTIVE FOR EXERCISE OR RECREATIONAL USE?



U.S. Department of Health and Human Services
Centers for Disease Control and Prevention



Walkability Audit Tool

This tool was adopted from the CDC to help assess the walkability near elementary schools and neighborhood

Location

Date

mm/dd/yyyy

A. Pedestrian Facilities (High): presence of a suitable walking surface, such as a sidewalk or path.

B. Pedestrian Conflicts (High): potential for conflict with motor vehicle traffic due to driveway and loading dock crossings, speed and volume of traffic, large intersections, low pedestrian visibility

C. Crosswalks (High): presence and visibility of crosswalks on roads intersecting the segment. Traffic signals meet pedestrian needs with separate 'walk' lights that provide sufficient crossing time.

D. Maintenance (Medium): cracking, buckling, overgrown vegetation, standing water, etc. on or near walking path. Does not include temporary deficiencies likely to soon be resolved (e.g. tall grass).

E. Path Size (Medium): measure of useful path width, accounting for barriers to passage along pathway.

F. Buffer (Medium): space separating path from adjacent roadway.

G. Universal Accessibility (Medium): ease of access for the mobility impaired. Look for ramps and handrails accompanying steps, curb cuts, etc.

H. Aesthetics (Medium): includes proximity of construction zones, fences, buildings, noise pollution, quality of landscaping, and pedestrian-oriented features, such as benches and water fountains.

I. Shade (Low): amount of shade, accounting for different times of day.

[Link to Pictures https://goo.gl/photos/3vJLSnVXLxVkqtxw7](https://goo.gl/photos/3vJLSnVXLxVkqtxw7)

View Ave. Ontario



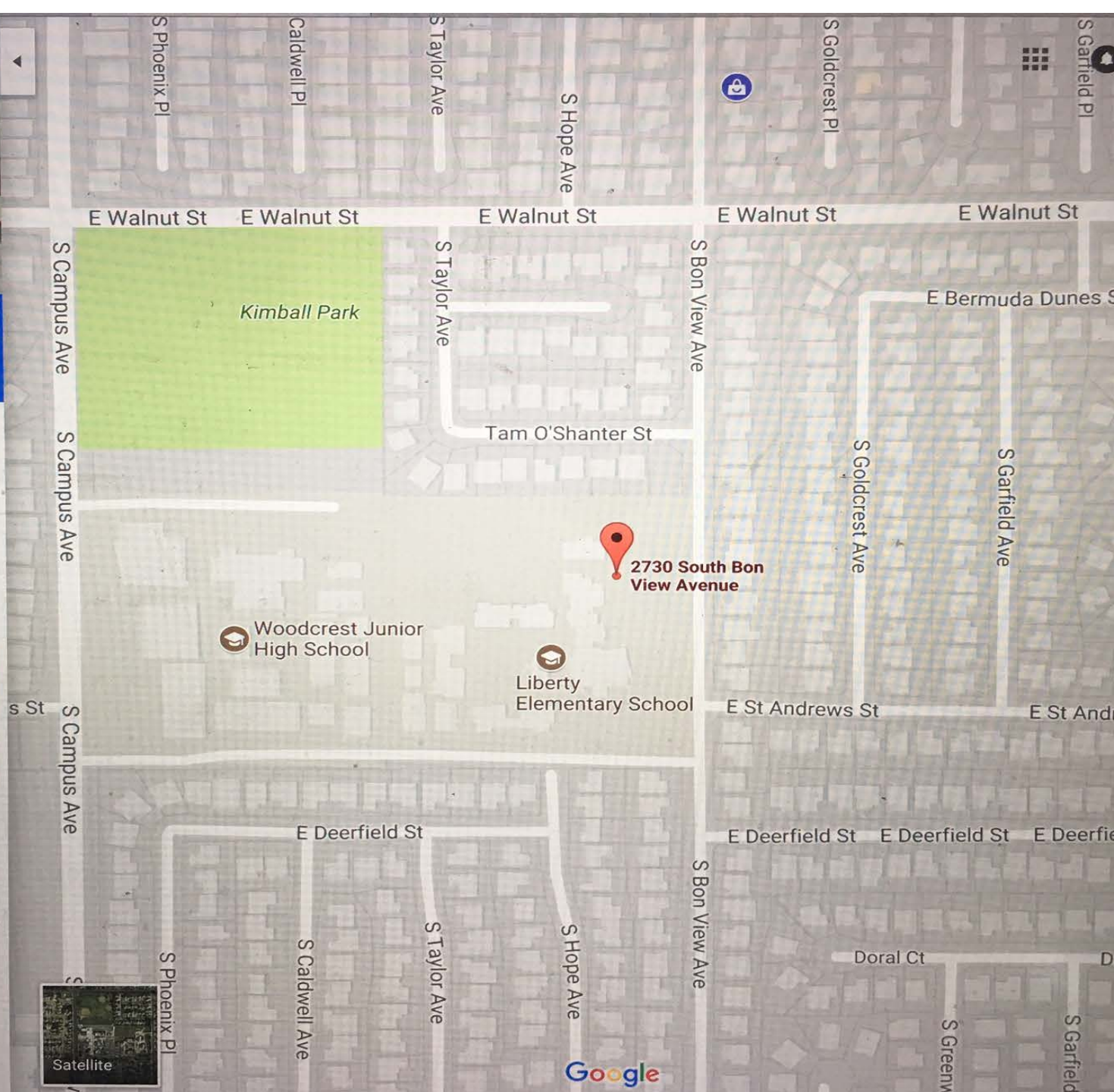
Directions



SEND TO YOUR PHONE



SHARE



Google



E St Andrews St

EXIT

2730 South Bon View Avenue

Liberty Elementary School

field Ave

E Deerfield

Google

SWAP

School Walkability Action Project

Scores of \leq 70 Means **POOR WALKING SPACE**

All school districts were in high desert

- “High Desert is its own environment and entity.”
Pediatrician, FQHC of DPH San Bernardino County.
“Needs its own solution due to demographics of families and school district.”

So Who Cares?

Municipalities

Board of Supervisors

Mayors

School districts

Parks and Recreation

Insurance Companies

How to Disseminate?

How to Engage?

Lessons.....Still More to Learn

1. Focus groups of parents and school personnel for feedback on the loops.
67% of schools had safe walking areas (>70 score)
Districts with 1 school (<70)
2. Engagement of School Nurse and Physical Education Teachers.
3. Allow the students to do the mapping with teachers using tools.
4. Advocacy for leaders at each community
5. Repurposing of school fields, joint use agreements
6. Engagement of the parents in advocacy, Safe Routes to School

QUESTIONS

