

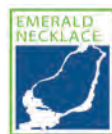


Walk With Us El Monte

WALKING SCHOOL BUS

PROGRAM EVALUATION

A project in partnership with:



INTRODUCTION

Background

Walking school buses are organized groups of students who walk to and from school with adults. They have designated routes and stops where students gather or get dropped-off near their homes. These programs encourage more students to walk to school, improve community health, strengthen community ties, and address safety concerns for people walking.

This Report presents a recently-completed Walking School Bus pilot program at Durfee School in El Monte, California. 90% of Durfee School students qualify for Free/Reduced Lunch and 23% are classified as English Language Learners. 73% are of Hispanic or Latino descent and 24% are of Asian descent. It evaluates what worked well, what could be improved, and guides future Walking School Buses in the El Monte City School District (EMCSD) and beyond.

“Children have demonstrated more confidence walking on streets; they follow the rules and watch out for each other.”

- PRINCIPAL JUAN MUNOZ

Overview

The *Walk with Us El Monte Walking School Bus* program was funded by a California State Active Transportation Program (ATP) Cycle 1 grant, which was awarded in 2014. Although the funds were initially awarded to the El Monte City School District (EMCSD), the City of El Monte eventually took on project management due to contracting issues with Caltrans.

The City selected Alta Planning + Design, in partnership with local nonprofit Amigos de los Rios and the Safe Routes to School National Partnership, to lead the project. The City of El Monte managed the project, with EMCSD as a key partner.

The pilot program took place during the 2017-2018 school year. *Walk with Us El Monte* aimed to:

- Encourage more students to walk to school;
- Create a mode-shift to reduce the number of students being dropped off at school and increase the number of students walking;
- Address above-average obesity rates by aligning transportation and land use planning with health-related goals; and
- Improve pedestrian safety by educating students, faculty, and parents about best practices for pedestrian safety.

The project also aimed to demonstrate how Walking School Buses could be implemented more widely. The pilot project at Durfee School tested materials, gathered data, and learned key lessons, which can help establish similar programs at other schools in the district and beyond.



Environmental Education

A unique component of *Walk with Us El Monte* was its emphasis on environmental education. Amigos de los Rios, a key partner, has brought green spaces and environmental education to the El Monte community since 2003. Connections to nature run throughout the entire program:

- Each of the walking routes was named after local wildlife.
- Route leaders received training and materials for safe, interactive educational activities that shared information about the nature found along their routes and in their community.
- Participating students measured temperatures under tree canopies and identified plants and trees along the routes. The activities promoted students' positive attitudes about their natural surroundings and encouraged them to think about how they can help protect the environment.

Process + Outcomes

At the program's outset, the Project Team identified walking routes to school, trained volunteers and Route Leaders, and developed reference materials, such as program forms, signage, website, the *Walk with Us El Monte* Concept Plan, and a route leader hiring plan. A rigorous evaluation process was designed to understand the program's impacts through parent surveys and student hand tallies, as well as route tallies, route leader and volunteer participation, and focus groups.

This report evaluates how well the goals of the program were met. It also provides an overview of best practices and lessons learned for Walking School Bus programs, along with recommendations for future implementation at other schools.



Walk With Us El Monte: BY THE NUMBERS

6 ROUTES



**DORRIS DANN
KIDS CAMPUS
ROUTE**
Began Jan. 2018

5.7 MILES OF ROUTES

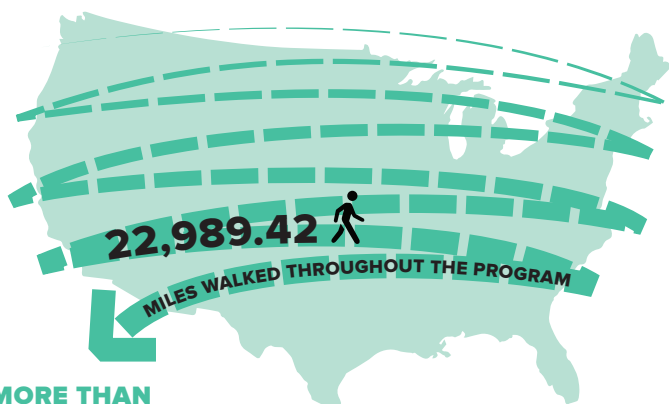


12 PAID ROUTE LEADERS



11 women (9 mothers), 1 man

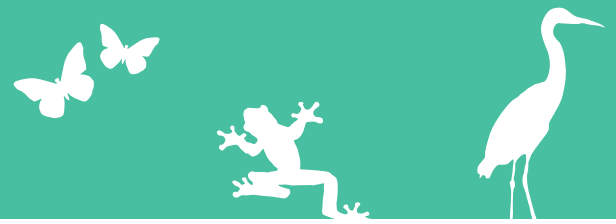
AVERAGE 68 WALKERS PARTICIPATING DAILY



**MORE THAN
8X ACROSS
THE U.S.!**



OUTCOMES




Participation Numbers

Leveraging the excitement in the build-up to International Walk to School Day (October 4, 2017), *Walk with Us El Monte* began daily operations on October 2, 2017. Route leaders led Walking School Buses to and from school for a total of 153 school days, until summer recess on June 12, 2018. **TABLE 1** shows a breakdown of the daily walk trips by route.

Route leaders were assigned to each route and collected daily student totals, volunteer totals, and recorded any significant incidents. Amigos de los Rios collected and maintained records for the lifecycle of the program.

After a few months of daily work, the Project Team analyzed participation numbers and recognized that nearly 40% fewer students were walking home with the program, compared to walking to school. Route leaders noted that many of the morning walkers were attending a church-based afterschool program, which led their own adult-led walking program from the school to Dorris Dann Kids Campus. *Walk with Us El Monte* began collaborating with the church program, significantly expanding our reach.

TABLE 1

ROUTE	ROUTE LENGTH	TOTAL WALK TRIPS	AVERAGE STUDENTS AM	AVERAGE STUDENTS PM	AVERAGE TOTAL STUDENTS DAILY
 Bighorn Sheep	0.88 miles	1,608	7	3	11
 Great Egret	0.56 miles	2,882	9	9	19
 Monarch Butterfly	1.12 miles	2,181	8	6	14
 Steelhead Trout	0.75 miles	1,081	5	3	7
 Thin Legged Frog	1.33 miles	2,593	12	5	17
Dorris Dann Kids Campus Route (began January 2018)	1.10 miles	12,053	N/A	119	119
TOTAL	5.74 MILES	22,398	41	146	187

EXPANDING REACH BY PARTNERING WITH EXISTING PROGRAMS

For more than five years, the Dorris Dann Kids Campus staff have organized students from Durfee School to walk the 1.1 miles to their afterschool program each afternoon. Approximately 120 students join these walks and attend the program each day. Beginning January 2018, *Walk with Us El Monte* partnered with the Dorris Dann Kids Campus program and brought their walking groups under the umbrella of the *Walk with Us El Monte* program to increase the impact and engagement of the program's safety, environmental, health, and sustainability messaging.

TABLE 1 outlines the total and average numbers of participating students throughout the project. Although the large increase in afternoon walk trips is mainly due to the participation of the Dorris Dann walking route, the original five routes also saw increasing numbers of students. **FIGURE 1** shows the increase in morning and afternoon weekly totals over time, with a significant increase after **WEEK 15** when the partnership began.

NOTE ON WEEKLY DATA TOTALS:

With consolidated days and holidays, comparing week-over-week participation is challenging

EXPANDING VISIBILITY INSIDE SCHOOL

In April 2018, **WEEK 28**, the Project Team hosted a “Step into Spring” walking challenge to increase visibility and broaden participation. Every student brought a competition announcement home. At an Earth Day assembly, the Project Team presented environmental education, walking encouragement, and safety information to all 200 third grade students at Durfee School. Throughout April, each student who joined a Walking School Bus placed a leaf on the “Step into Spring” poster – a tree that symbolized springtime and the environmental benefits of walking. Each week, the Principal recognized the route with the most students. As seen in **FIGURE 1**, April experienced a surge in walkers in both the morning and afternoon, indicating that the competition successfully increased visibility.

CHANGE IN WALKING

Despite the significant outreach and support for walking, the overall percentage of students walking to school did not change according to pre and post-implementation hand tallies (29%). Using Parent Surveys, we found that families who live within one mile of the school, 36% walked before and only 32% reported walking since the project has concluded. Since the standard Safe Routes to School National Partnership survey does not ask people about previous behavior, we cannot be certain why the rate decreased since the project concluded, but many of the parents expressed disappointment that the project had not continued. One possible conclusion we can draw from this data is that when people become used to receiving a service like a Walking School Bus, they are less likely to walk on their own when the project concludes.



FIGURE 1



“My children and I would love the Walking School Bus to continue in our school. It gave me peace in my heart to know they were walking home safe.”

- VIA PARENT SURVEY

Community Impacts

OVERCOMING BARRIERS TO WALKING

Throughout the project, the Project Team measured perceptions and behaviors through hand tallies, parent surveys, and in-person interviews with Route Leaders and stakeholders. Before project launch, many parents were concerned about the safety of their child walking alone. One parent whose student walks responded: “I like that my son walks, but it scares me a little because there are dogs on the streets.” Another parent explained that safety barriers prevent their student from walking: “My child’s health would benefit greatly from walking but the streets are not safe enough to trust.” Another simply said, “I just wouldn’t feel comfortable if my son walked to and from school.”

As the Walking School Bus began, some stakeholders, including parents and route leaders, wanted clarity about liability in the event of an injury during the walk. Hiring the Route Leaders as Amigos de los Rios staff provided insurance coverage through their blanket policies. The Walking School Bus program did not incur new risks; with more than 22,000 trips taken, there were only two minor incidents (one student had foot pain along the walk, and stray dogs were aggressive toward a route leader), and no collisions or other incidents requiring anyone to contact the police or seek legal counsel.

Before the project, only 40% of parents stated that the school ‘encourages’ (or ‘strongly encourages’) walking/ biking to school. After the project, that number increased to 59%. Similarly, only 28% of parents considered walking/biking to school ‘very healthy’ before the project, but 40% did so afterward.

In the after surveys, parents were supportive of walking in general and the project specifically. One parent said, “My children and I would love the Walking School Bus to continue in our school. It gave me peace in my heart to know they were walking home safe.” Another shared the benefits: “The program offers the opportunity for my son to walk to school and the chance for more physical activity.”

One parent detailed improvements in their students’ behavior at school and how they used the time to walk to grow closer as a family: “Walking to school helps my children to wake their mind and to arrive to school feeling energized and aware. We talk about the weather, the day’s activities, etc. It engages us to have conversation which also helps them.”

The Principal also reported that students appear more motivated, alert, and sociable. They have gotten to know more children at school and have created bonds while walking. “Children have demonstrated more confidence walking on streets; they follow the rules and watch out for each other.” Some students have also used the Walking School Bus as a time to collaborate on homework with their fellow students. Overall, students, parents, and caregivers reported being less stressed and in better spirits because of the program.

“Walking to school helps my children to wake their mind and to arrive to school feeling energized and aware.”

- VIA PARENT SURVEY

COMMUNITY-BUILDING

Nine of the Route Leaders are mothers who reported being unemployed prior to joining the program because no jobs gave them the flexibility to maintain their parental duties. The route leaders reported feeling a sense of economic stability thanks to the regular income as a route leader. One stated: “The Walking School Bus program has not only helped increase my household income, it has also allowed me to take care of my special education son. Prior to the Walking School Bus it was difficult for me to work because jobs were not flexible for me to pick up my son from school. Now with this job I can bring my son along for walks. He has also benefitted from this as he gets to interact with more children and adults, which has even improved his behavioral and social skills.”

Other community members reported being able to take on other jobs because they know their children were being cared for, and more flexibility in their work schedules because they didn’t have to be home to drop-off and pick-up their students. The Walking School Bus allowed them to be close to their children and to children from their neighborhood, allowing community members to watch out for one another: “As women we feel empowered; we feel like we are contributing to our community, helping their kids get to school safe, helping other parents who need this program.”

One of the Route Leaders reported that prior to the Walking School Bus she would not have any contact with her neighbors. Now that she leads her neighbor’s children in the program, they have become friends. One route leader reported that parents from an apartment complex at the start of the route used to spend close to \$60 a week on public transportation to get to and from school. With the Walking School Bus, they no longer needed to face this financial burden.

“The program offers the opportunity for my son to walk to school and the chance for more physical activity.”

- VIA PARENT SURVEY



HEALTHY & SAFER NEIGHBORHOODS

Parents noted that a benefit of the program was traffic reduction around the school zone. Before joining the program, parents reported that they would sometimes spend 20-25 minutes sitting in their car near the school on Maxson Street. The program has resulted in safer streets for kids and less air pollution and reduced drop-off times for those who still drive.

Many walkers confessed to not engaging in regular exercise prior to the program. With the Walking School Bus, they participated in regular physical activity for at least an hour each day, Monday through Friday. All walkers reported having lost weight since starting the program. One of the Route Leaders said she lost more than 9 pounds during the course of the program. Another leader reported being diagnosed with high cholesterol before the program began, while another test at the end of the school year no longer classified her as high cholesterol. She attributes this change to increased physical activity from the Walking School Bus.

Throughout the project, students received pedestrian safety messaging while walking, in printed materials, and at a safety workshop. These efforts have the long-term health benefits of educating and reinforcing safe walking behaviors, reducing students' chances of being injured in a traffic collision. The workshop educated all third graders on safe walking behaviors, and Route Leaders modeled these behaviors on every Walking School Bus trip. Students' safety was paramount to this project, and these safety messages will continue to have a positive impact long after the project has concluded.

"I find it great that the school offers a walking school bus. There is a need for adult supervision for safety purposes."

- VIA PARENT SURVEY



Environmental Impacts

With 22,398 recorded student trips in the Walking School Bus, the project has an estimated a combined total walking distance of 22,989 miles walked throughout program – almost the circumference of the earth. While it is not possible to calculate an exact number of vehicle trips averted, the mileage may be used as an equivalency. Using an average of 25 miles per gallon, students walked the equivalent of 912 gallons of gasoline, saving 8.1 metric tons of carbon dioxide.

Amigos de los Rios worked with Route Leaders to develop curricula that educated the students about environmental topics and created engaging activities to show the importance of the natural environment and conservation. Along the routes,

students were encouraged to observe and identify plants and animals they saw. Students measured ambient temperature under the canopies of trees to reinforce the importance of shade trees on pedestrian comfort and discussed Urban Heat Island effects.

The project's environmental sustainability education component also connected students and families with the natural environment and encouraged them to reduce pollution. Further, by creating a culture and habit of walking to school, students who participated in this program will hopefully continue to replace car trips with walking trips and continue to create positive environmental impacts for years to come.



PROGRAM DETAILS

Concept Plan

A Concept Plan guided initiation and operation of the Walking School Bus at Durfee School. The Plan contains background information, program strategy, training materials, and program forms and flyers, among other materials. The full Concept Plan can be found in Appendix A.

Outreach Materials

Marketing materials were provided in English, Spanish, Mandarin and Vietnamese. They included:

- Simple Information Flyer
- Detailed Informational Flyer
- Large Banners Near Drop-Off Zone
- Walk Safety Tips
- Route Map
- Website (www.walkelmonte.org)

Examples of program marketing materials can be found in Appendix B.

Route Methodology

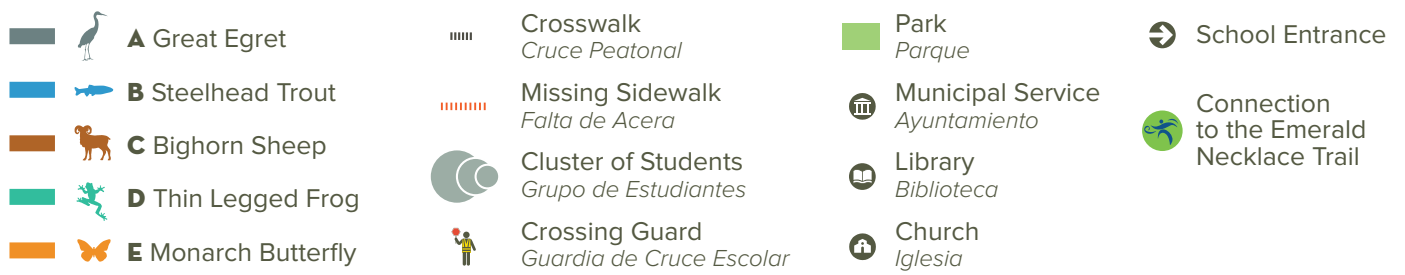
The Project Team developed a method to determine routes for the Walking School Bus. Steps included:

- Conduct a walk audit around the school to observe traffic patterns and infrastructure deficiencies and opportunities.
- Use on-site and digital mapping to identify where sidewalks are missing, and where difficult crossings may pose challenges.
- Map anonymized student address data, then create a 'buffered cluster' to identify potential starting points & 'bus stops' near where students live.
- Plan routes in a radial pattern that reduces exposure to vehicle traffic (sidewalks, least crossings, avoid difficult crossings) and pass by largest student populations.
- Adjust routes to maximize safety and participation based on requests from parents and feedback from Route Leaders.

"The Walking School Bus program has not only helped increase my household income, it has also allowed me to take care of my special education son. Prior to the Walking School Bus it was difficult for me to work because jobs were not flexible for me to pick up my son from school. Now with this job I can bring my son along for walks."

- ROUTE LEADER





Family/Student/ Volunteer Interest/ Agreement Forms

The Project Team developed Family and Student Interest and Agreement forms. Interest forms identified potential student and parent participants, and potential volunteers. Once the program started, all participants were encouraged to fill out agreement forms, but they were not required.

In total, the Project Team received 66 student agreements and 49 family agreements, likely due to families having more than one child in the program. Examples of the forms can be found in Appendix B.

Weekly Data Collection Forms

Route leaders recorded the number of student and volunteer participants during each trip. They also recorded any incidents that occurred. Examples of weekly data collection forms and incident reports can be found in Appendix C.

Route Leader, Volunteer, + Student Materials

Materials helped Route Leaders and volunteers lead Walking School Buses, as well as engaging and supporting students in participating. Parents initially expressed concerns about recognizing the Route Leaders, so the Project Team created easily-recognizable, branded materials for the leaders. Descriptions of these materials are found in **TABLE 2**.

Any remaining materials are stored with EMCSD and can be used during future Walking School Bus programs at Durfee School or other schools in the district.



TABLE 2

ITEM	DESCRIPTION	PURPOSE
HAT	Blue hat	Identify Route Leaders
HAT	Route-specific print (5)	Advertise program and identify student's route
PINS	Route-specific print (5)	Advertise program and identify student's route
STICKER	Route-specific print (5)	Advertise program and identify student's route
WRIST BAND	Reflective slap wristband	Advertise program and identify student's route
SAFETY VEST	Orange neon reflective vest	Identify Route Leaders and provide safety
SLOW SIGN	Orange and black slow sign	Slow automobiles and improve safety for pedestrians
FIRST AID	Blue and red containers	Safety precaution in event of need
UMBRELLA	Blue umbrella	Provide cover from rain or sun
PONCHO	Plastic ponchos	Safety precaution in event of need
LARGE VINYL BANNERS	Promotional banners	Advertise the WSB program
SQUARE VINYL BANNERS	Route-specific print (5)	ID meeting points for routes
CABLE TIES	Black	Affix banners to fencing as needed
LEAF PUNCH	Oak tree leaf craft paper punch	Create leaves for "Step Into Spring"
REMOVEABLE POSTER PUTTY	4 sticks per package	Hold paper leaves to banner
CLIPBOARD	Brown clipboards	Writing surface

Outreach

Outreach for the program began in March 2017. The Project Team attended more than 20 outreach meetings during the course of the program. Beyond PTA meetings, coffee with the Principal, back to school nights, and other events at Durfee School, the Team attended district-wide events to engage parents at other schools to lay the foundation for future Walking School Bus programs at other schools in the district. A few notable events included:

EARTH DAY PRESENTATION, APRIL 2018

To encourage even broader participation in the Walking School Bus and to promote pedestrian safety, the Project Team held an Earth Day presentation with 150-200 students at Durfee School. The presentation included scientific information about environmental topics as well as a presentation of pedestrian safety. Students learned ways in which they can reduce their carbon footprint, by reducing waste as well as walking to school. The students then performed a game of 'Simon Says' to reinforce the message of looking left, right and left before crossing the street.

ASIAN AMERICAN & PACIFIC ISLANDER (AAPI) PARENT GROUP, RIO VISTA ELEMENTARY SCHOOL, APRIL 2018

In an effort to reach a broader audience, the Project Team attended a meeting of the EMCS D's Asian American & Pacific Islander (AAPI) Parent Group in April, 2018. The Project Team gave a short presentation about the Walking School Bus, and distributed materials about the program, encouraging parents to consider starting a Walking School Bus at their school. The Project Team also connected with the school's principal and other representatives from the district.

EMCSD SCHOOL BOARD PRESENTATION, MAY 2018

The Project Team shared the successes of the pilot program through a short presentation at the school board meeting in May, 2018 including a public unveiling of a video about the program. The event was attended by nearly 50 parents and all were encouraged to learn more about the program and consider starting a Walking School Bus at their school.

Descriptions of all outreach events can be found in Appendix F.



*“As women we feel empowered;
we feel like we are contributing to
our community, helping their kids
get to school safe, helping other
parents who need this program.”*

- ROUTE LEADER



LESSONS LEARNED

Start Early

Outreach at Back to School nights can encourage parents to start walking before they develop the habit of driving to school. Parents or principals can now access resources on the website, including promotional videos and download flyers to kick off the program for the year, and highlight the benefits to walking at ‘Welcome Back’ nights and throughout the year.

Even before the school year starts, proactively identify parent champions and community liaisons who can lead the Walking School Bus coordination at their school, rather than trying to compete for parents’ attention once the school year is in full swing.

Ensure All Are Welcome

Although the Project Team made every effort to engage all community members by translating all marketing materials into Spanish, Mandarin, and Vietnamese, the majority of the Route Leaders were Spanish-speaking community members. As a result, some Asian-American parents reported feeling that the project was for Latino students, and not students of Asian descent.

The promotional banners outside Durfee School did not specifically include the word ‘Free’ and some parents believed there was a cost to participate.

The website consolidates information, but in El Monte, information is typically shared through social in-person communication. More direct outreach to parents is key to wider adoption.

Encourage Partnerships

Identify any existing walking routes or groups that could be brought on as partners, and do so early.

After analyzing walk totals in late fall 2017, the Project Team realized that a significant number of children at the school were already participating in a church-based adult-led walking program, organized by Dorris Dann Kids Campus. Rather than compete, it was better to join forces. After partnering with Dorris Dann Kids Campus in January 2018, *Walk With Us El Monte* saw a significant rise in the number of students walking each day – not only in the afternoon with the addition of the Kids Campus Route, but also in the morning in the original five routes.

Promote Friendly Competition to Spur Participation

The Step into Spring Walking Challenge was a major catalyst for increasing participation in the Walking School Bus. Students felt motivated by the tree activity, and were encouraged to join their peers in the Walking School Bus. In particular, parents appreciated recognition from the Principal for leadership and participation in the program.

Family Members Make Great Route Leaders

The Project Team observed that Route Leaders whose children were participating in the program or who attended Durfee School were more committed to the program.

Ten of the 12 Route Leaders were parents, grandparents, or caregivers of a current student at Durfee School. They were committed to the program and had outstanding participation. One was the parent of a middle school student who had recently graduated from Durfee School. The last was a college student with no relationship to the school.

Only one route leader was let go from their role due to inconsistent attendance and lack of reliability: the college student. She was the only leader without a direct connection to the students or school. This experience indicated that parents are the most reliable leaders and should be encouraged to participate whenever possible.

Promotional materials for future Walking School Buses should strive to engage parents, grandparents, or other relatives of participating students.

Create Formal Support Roles

The creation of a Safe Routes to School Coordinator at either EMCSD or the City of El Monte would be helpful to continue the program and create a more comprehensive program across the city. While the Project Team built a strong relationship with the EMCSD and principals at the five schools, without a specific individual dedicated to these efforts, it was difficult to maintain the attention a program like this needs.

EMCSD has Community Liaisons at each school, who work with parents to improve parent/school relations and Durfee's Community Liaison proved an invaluable resource for program launch. A dedicated staff member could work with Community Liaisons as needed, supporting the larger effort without adding to their already high workload.

Incidents

Only two incidents were reported during the program's 153 days of operation, both of which were minor. A description of each incident is included in **TABLE 3**.

TABLE 3

ROUTE	DATE	DESCRIPTION	OFFICIAL REPORT (Y/N)
Thin Legged Frog	October 2017	One child complained that he had pain in his foot. He was taken to the school nurse as soon as the group arrived on campus.	Y
Steelhead Trout	October 2017	When the route leader was on her way to Durfee to start the afternoon walk, two dogs emerged from a house along the route and barked at her and chased her for a short period of time. The dogs eventually left her alone.	Y

PROGRAM CONTINUITY

As a pilot program, it was important to identify opportunities to continue and expand the Walking School Bus concept to other schools in the community. The Project Team aimed to create long-lasting products for promoting the Walking School Bus at Durfee School and lay the groundwork at other schools should the district seek to expand the program. This section provides a summary of those activities.

Walk Audits

In an effort to build the foundation for expanding the Walking School Bus program to additional schools, the Project Team conducted walk audits at four schools in addition to Durfee School: Columbia School, Cortada School, Rio Vista School, and Shirpsr School. School officials, law enforcement officers, parents, and residents joined the Project Team to inventory existing conditions around the schools. The Project Team documented these observations and developed recommendations for improving the areas around the schools to make them safer for children walking and biking. All five walk audit reports can be found in Appendix D.

TABLE 4

SCHOOL	WALKING RATE	TOP CONCERNS	PARENT COMMENTS
COLUMBIA ELEMENTARY SCHOOL	28%	Violence or crime; Safety of intersections and crossings; Speed of traffic along route; Amount of traffic along route; Weather or climate	I like to accompany my children to and from school because I feel it is safer. It is too dangerous for my son to walk to school. It is healthy to walk and reduces traffic.
CORTADA ELEMENTARY SCHOOL	40%	Safety of intersections and crossings; Violence or crime; Speed of traffic along route; Crossing guards; Weather or climate	It would be very helpful to have a crossing guard for children to be safer. I would love if my daughter could bike to school with an adult or adult supervision. I think children walking or biking is a good way for them to be leaders.
RIO VISTA ELEMENTARY SCHOOL	22%	Safety of intersections and crossings; Distance; Violence or crime; Weather or climate; Speed of traffic along route	We need crossing guards, people drive through there like it's a freeway. Kids should walk or bike with parents. It's good for exercise. Even though convenient it is somewhat dangerous because of careless drivers late for work or school.
SHIRPSER ELEMENTARY SCHOOL	43%	Safety of intersections and crossings; Violence or crime; Speed of traffic along route; Amount of traffic along route; Weather or climate	I always walk with my children because I do not like them walking alone. It would be better to promote adult supervision. We cannot leave our children alone because it is unsafe for them to walk or bike. I would feel unsafe if my child walked to school alone.



Tally + Survey Results at Additional School

To understand commuting patterns and barriers to walking and biking at other EMCSD schools, the Project Team conducted hand tallies and parent surveys at four additional schools (Columbia, Cortada, Rio Vista, and Shirpsen Schools). A summary of the findings is shown in **TABLE 4**.

Do-It-Yourself Guide to Walking School Bus

As the project came to a close, the Project Team created a 'Do It Yourself' guide to Walking School Buses in El Monte. The guide includes generic *Walk With Us El Monte* banners for installation at any EMCSD school and EMCSD received the remaining materials, available for any parent leaders. Beyond the high-quality branded vests, hats, and signage, the materials are easily editable MS Word files that can be printed at home by any parent or volunteer. EMCSD will share videos and content with parents throughout the year encouraging them to lead their own Walking School Bus in their community using the lessons learned at Durfee. These materials are available at the project website, WalkElMonte.org.

Educational Videos

The Project Team created two videos to highlight *Walk With Us El Monte*'s successes and to provide an easy-to-use guide for forming a Walking School Bus at other schools. One video highlights the benefits of a Walking School Bus, using informational interviews with Route Leaders conducted at the end of the school year. The other video provides an overview of the benefits of a Walking School Bus and what steps someone can take to launch and maintain a Walking School Bus in their community. The bilingual videos can be found on *Walk With Us El Monte* website, WalkElMonte.org.

Durfee School Walk With Us Mural

In order to create a lasting, permanent installation promoting the walking at Durfee School, the Project Team partnered with a local muralist to create a painted mural promoting safe walking and encouraging environmental sustainability by walking. The mural was painted over the summer of 2018 and provides a meeting place and focal point for Route Leaders to continue the Walking School Bus at Durfee School in the 2018-19 school year and beyond.



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CITY OF EL MONTE

City Council and agency staff

EL MONTE CITY SCHOOL DISTRICT:

Superintendent Dr. Maribel Garcia

School Board and agency staff

DURFEE SCHOOL:

Principal Juan Munoz

Community Liaison Rose Lazo

Teachers and support staff

CONSULTANT TEAM:

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Amigos de los Rios

Safe Routes National Partnership

COMMUNITY PARTNERS:

Dorris Dann Kids Campus

Size 15 Productions

Southern California Service Corps

MOST IMPORTANTLY:

*The parents, students, and
neighbors of Durfee Elementary!*

*This project was funded by California Department
of Transportation Active Transportation Program.*



Appendices

A *Walk With Us El Monte Walking School Bus* Concept Plan and Original Appendices

B Additional District-Wide Materials

- Walking School Bus Banner (English and Spanish)
- Step into Spring Banner

C Walk Audit Reports

- Columbia School
- Cortada School
- Durfee School
- Rio Vista School
- Shirpser School

D Hand Tally Reports

- Durfee School Pre-Implementation Hand Tally
- Durfee School Post-Implementation Hand Tally
- Columbia School
- Cortada School
- Durfee School
- Rio Vista School
- Shirpser School

E Outreach Events List

F Do It Yourself Walking School Bus Guide

To view the appendix files, please visit www.WalkElMonte.org



Walk With Us El Monte

WALKING SCHOOL BUS PROGRAM EVALUATION

Read More: www.WalkElMonte.org

