

ASSESSMENT OF SPARK SCHOOL PARK PROJECTS FINDINGS AND RECOMMENDATIONS REPORT

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THE TRUST *for* PUBLIC LAND

LAND FOR PEOPLE

CONTENTS

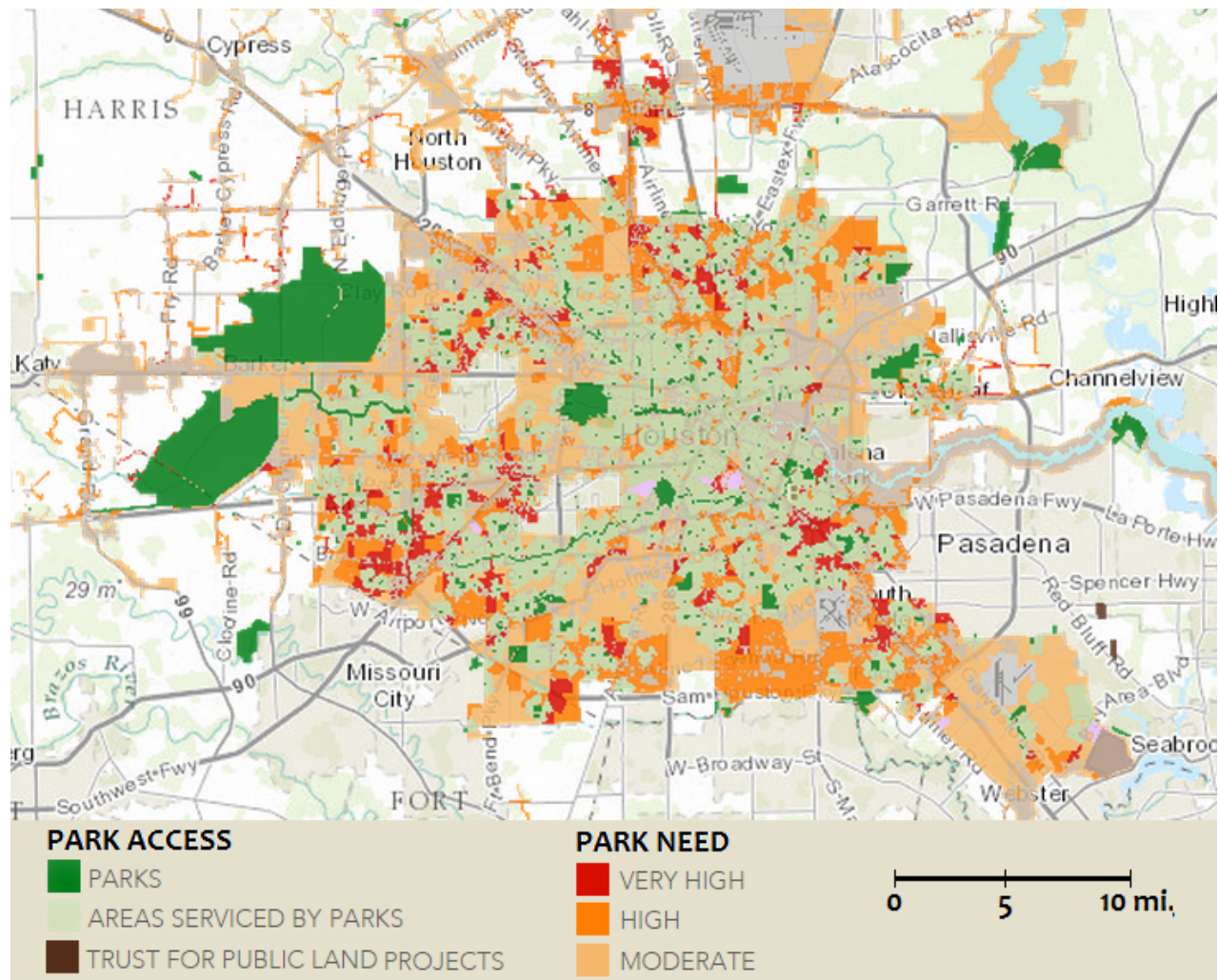
1	Background and Introduction	2
2	Methodology	6
3	Assessment Findings	10
3.1	Assessment of Existing Service Areas.....	10
3.2	Compliance with SPARK Contracts	12
3.3	Park Use and Activities Within the Parks.....	13
3.4	Park conditions, User Perceptions, and Stewardship	16
3.5	Identifying Underserved Areas and Park Equity Issues	18
4	Assessment Lessons Learned and Best Practices	21
5	Recommendations	23
6	Distribution and Leveraging	26
Appendix:		
7	List of SPARK Parks and Impact	27
8	List of SPARK Parks and Select Characteristics	32
9	Additional SPARK Maps	36
10	Assessment and Observation Tool	41
11	Survey Tool	46

1 BACKGROUND AND INTRODUCTION

Research demonstrates that urban public parks are essential for successful communities, as they are associated with individual, community, and environmental health. There are also many factors that differentiate parks and factors that influence their use. For instance, empirical research shows that close-to-home access to parks and other recreational amenities can encourage higher levels of physical activity. This is especially important today as parks are being explored as a cost-effective form of health prevention.

However, 31.7% of residents (over 16 million people) in the 60 largest US cities do not have close-to-home access to parks (defined as being within a 10-minute walk or half-mile walking distance). In Houston, Texas – the most populous city in one of the fastest growing and the most racially and ethnically diverse large, metropolitan areas in the nation¹ – the park system currently ranks 58th out of these 75 cities, as determined by The Trust for Public Land’s ParkScore® analysis (the Houston ParkScore® map is below).

¹ Emerson MO, Bratter J, Howell J, Jeanty PW, and Cline M. [Houston Region Grows More Racially/Ethnically Diverse, With Small Declines in Segregation: A Joint Report Analyzing Census Data from 1990, 2000, and 2010](#). Kinder Institute for Urban Research & the Hobby Center for the Study of Texas.



In Houston as well, the obesity and overweight rates are increasing significantly, with certain groups such as African Americans and Hispanics experiencing higher rates of obesity than others. Approximately two-thirds of all adults report being obese or overweight, and obesity rates are accelerating fastest in children. A high percentage of both adults and children in Houston report that they do not participate in the amounts of physical activity recommended for maintaining good health, and access to parks and availability of ample green spaces are important for providing opportunities for exercise and help promoting physical activity.²

In cities, particularly those that are close to being built-out, the use of schoolyards as publically accessible open spaces is an important option to explore. The SPARK School Park Program was created in 1983 to do just this in Houston and Harris County – to provide new park space to the residents – by developing public schoolyards into neighborhood parks. Importantly, over 130 schoolyard-to-park conversions (“SPARK Parks”) currently exist or are being developed within Harris County, and provide much needed park space to local residents.

The SPARK School Park Program works with:

² Harris County Healthcare Alliance, et al. [The State of Health: Houston & Harris County 2015-2016](#).

“schools and neighborhoods to develop community parks on public school grounds. In the past 30 years, SPARK has built over 200+ community parks throughout the Houston/Harris County area. Each park is unique, with its design based on ideas and needs of the school and surrounding neighborhoods. While all of the parks are different, a typical park consists of modular playground equipment, a walking trail, benches, picnic tables, trees, an outdoor classroom, and a public art component.”³

After the schoolyards are transformed into SPARK Parks, the schools agree to leave the SPARK Parks open and available for public use during non-school hours and on weekends for ten years. [More information about SPARK can be found at: <http://sparkpark.org/>].

There is some current research about schoolyards being used as parks. Joint-use agreements for schoolyards are generally recognized as an effective means of “encourage[ing] physical activity after school and on weekends,” since school grounds are open and children have places to play, and that they are “especially important in low-income, inner-city and rural settings that lack other recreation facilities.”⁴ It is generally recognized that, “children in poor and minority neighborhoods often lack adequate environmental support for healthy physical development, and [therefore] community interventions designed to improve physical activity resources serve as an important approach to addressing obesity.”⁵ Existing studies about schoolyard activities have focused on the levels of overall utilization (the total number of children observed on the grounds) observed and the rate of activity (the percentage of children observed who were physically active). Because this information is important for determining the impact of these places for leisure time play and recreation, overall utilization and rate of activity are included in this assessment.

This assessment project, in keeping with Houston Endowment priorities, provides information to help understand the availability and condition of local parks, as well as assess opportunities for improvement. Furthermore, this project sought to provide information to support future park development that will help provide Houston’s residents with vibrant places to recreate and be healthy. Evaluating the use and impacts of these projects on local communities can supports the need for more SPARK Parks and can be used to inform project priorities. The information collected, which helps to describe the conditions of these local parks, can be used to engage stakeholders and communities, as well as strengthen the strategic decision making of the SPARK School Park Program.

This project both complements and enhances the work that The Trust for Public Land has been doing in Harris County, which has involved documenting the need for new parks and identifying the most park-deficient neighborhoods through our ParkScore® methods.⁶ The Trust for Public Land has also been

³ **[SPARK School Park Program](#).**

⁴ **Marrow MW and Frost N. [Finding Space to Play: Legal and Policy Issues Impacting Community Recreational Use of School Property](#). Public Health Law Center. 2012.**

⁵ **Brink LA, Lampe SMR, Greenwood E, Kingston BA, Nigg CR. As assessment of schoolyard renovation strategies to encourage children’s physical activity. *International Journal of Behavioral Nutrition and Physical Activity*; 2011, 8:27.**

⁶ **The Trust for Public Land’s ParkScore® index measures how well the 75 largest U.S. cities are meeting the need for parks. Cities can earn a maximum ParkScore of 100 (and, as seen on the ParkScore website, each city is also given a rating of one to five park benches for easy comparison and at-a-glance assessment; one bench means the park system needs major improvement, while five benches means the park system is outstanding). In evaluating park systems, experts at The Trust for Public Land consider land owned by regional, state, and federal agencies within these 75 most populous U.S. cities — including school playgrounds open to the public and greenways that function**

seeking new public funding for parks and conservation, primarily at the city and county level. This project involved the assessment of SPARK School Park Program projects in Harris County. Ultimately, it is hoped that these projects will help ensure the continued creation and availability of local park space for Houston neighborhoods.

as parks. Our analysis is based on three important characteristics of an effective park system: acreage, facilities and investment, and access. More about the ParkScore® methodology and each of these characteristics can be found here: <http://parkscore.tpl.org/methodology.php>.

2 METHODOLOGY

As a research project funded by the Houston Endowment, this project's primary goals were to collect data about the current condition of the SPARK School Park Program (referred to as "SPARK" in the remainder of this report) and to provide information that could inform actionable recommendations for schoolyard-as-public-park systems.

The objectives of this research project include:

1. Assess existing SPARK Parks in terms of park accessibility, park use, park characteristics, park conditions, and user perceptions.
2. Identify which park features and cues contribute the most to park use and activity within the parks. As there is a gap in the current park-related research regarding what park features most impact use and health, establishing assessment methods that practitioners can integrate into their work would be useful.
3. Identify stewardship components that contribute to success (or lack of success) of the park upkeep and conditions.
4. Identify underserved areas and provide information to help address park equity issues.

This project involved the assessment of schoolyard-to-public-park conversion projects completed by SPARK within Harris County. SPARK completed 210 parks in Harris County between 1983 and 2014. Schools, when they enter into a contract with SPARK, agree to provide public access to their SPARK Parks for ten years after renovations are complete. Many schools that were part of the program in the 1980's have been "re-SPARKed." Other schools, however, have been rebuilt or closed in the time since they transformed their schoolyards into SPARK Parks. A list of the 127 schools with currently existing SPARK Parks and the 11 listed as under development during this project period can be found in the appendix. As part of this project, 85 schools were assessed. It was initially planned that all 127 SPARK Parks would be observed, but given data collection challenges, data was collected at 85 schools.

In order to provide information to inform findings and recommendations about the objectives above, Park Evaluators conducted observations performed during times when the parks were open to the public. Park Evaluators made direct observations, quality assessments, and surveyed park users. **The primary methods used include:**

1. An inventory and assessment of park characteristics and conditions:

An inventory/survey was used at each park to gather more detailed information about the upkeep and condition of the parks. This tool was based upon the Community Park Audit Tool (CPAT), which is a reliability-tested tool that is designed to evaluate parks for their potential to promote activity. The tool collects the following information:

- General information (i.e. amount of shade, the outside temperature and weather conditions),
- Park access and surrounding neighborhood attributes (i.e. ease of locating the park, the land uses around the park),

- Target area availability and condition (i.e. what amenities and features are present, if they are usable), and
- Park quality and safety information (i.e. what safety, maintenance, or aesthetic-related features exist).

2. An observation tool to measure park use:

Another tool used in this assessment project is the System of Observing Physical Activity and Recreation in Communities (SOPARC). SOPARC is an objective tool that was designed to gain observational data on park users and their levels of physical activity at parks. Observations occurred over approximately 3-4 days, with multiple observations per day. This tool was used to gather information about:

- Park use (the number of users, physical activity levels, and types of activities people are participating in) for the park overall and for specific areas of the park (“target areas”), and
- Contextual information, such as whether or not the park and each target area was usable, accessible, or supervised, as well as the level of organized activity within the park and for each target area.

3. A survey of park users:

A survey was developed to gather information from SPARK Park users. The surveys asked for self-reported information about:

- Personal use of the SPARK Parks (frequency of use, as well as primary activities people participated in while at the park),
- Barriers to use,
- Design preferences,
- Perceptions about other benefits of the park and interest in participating in stewardship activities, and
- Basic descriptive, demographic information.

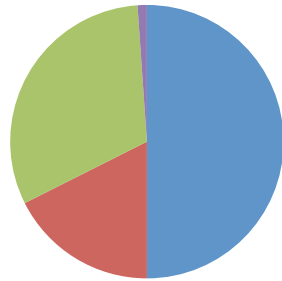
Overall, over 200 surveys were completed. As evaluators were only interviewing park users over the age of 18, these survey respondents included 25% of all adult or senior park users observed in the parks. Not all evaluators recorded survey refusal rates, so we were not able to calculate a refusal rate.

Surveys were available in both English and Spanish, and the surveyed park users represented a mix of ethnicities that reflect the backgrounds of the population of the City of Houston, which is now the most diverse city in the United States.⁷ Survey respondents were also asked for how long they have lived in their local community. The initial hypothesis was that we might see more park users who had been living in the community for longer – as they might have been involved with the SPARK schoolyard design process initially or had time to discover the park. However, as seen in the graph below, survey respondents did represent a mix.

⁷ Emerson MO, Bratter J, Howell J, Jeanty PW, and Cline M. [Houston Region Grows More Racially/Ethnically Diverse, With Small Declines in Segregation: A Joint Report Analyzing Census Data from 1990, 2000, and 2010](#). Kinder Institute for Urban Research & the Hobby Center for the Study of Texas.

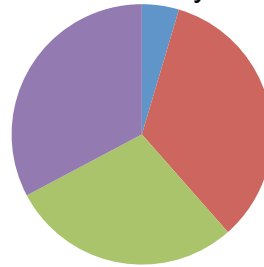
The appendix also includes a copy of the assessment tools described (report sections 10 and 11). These tools are based heavily on established and tested instruments, but adapted for use at schoolyard parks. A list of parks evaluated can also be found in the appendix.

Characteristics of Survey Respondents: how would you describe your race/ ethnicity?



- Latino/a
- White
- Black/African American
- Native Hawaiian or Pacific Islander

Characteristics of Survey Respondents: how long have you lived in this community?

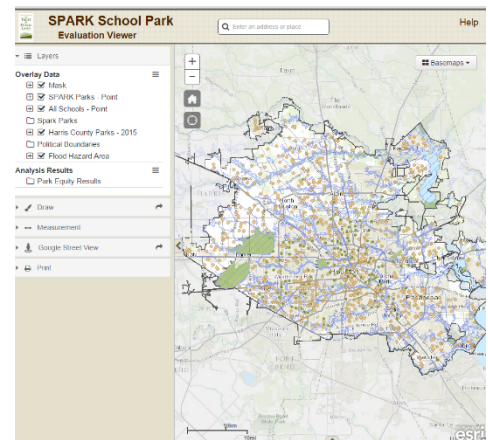


- Less than 1 year
- 1 to 5 years
- 5 to 10 years
- More than 10 years

4. GIS mapping and analysis:

We partnered with SPARK to determine the final list of school parks as well as to obtain information about the parks (such as size and year of the SPARK renovations or re-SPARKing efforts). Initially, park access was assessed through Geographic Information Systems (GIS) analysis. The Trust for Public Land’s GIS team used ParkScore® methodology to map schools in SPARKed schools in Harris County in order to determine their likely service areas for the local community (how many people are within a 10-minute walk of a park).

In addition, an online tool (to the right is a screenshot of the interactive tool) was created that illustrates impact for both SPARKed and other schools in Harris County. The analysis for these maps uses the Houston ParkScore® Park Equity. This analysis and associated maps illustrate which non-SPARKed schools are in high priority areas. An interactive map viewer is available online so that SPARK and the Houston Endowment can also obtain demographic data and impact (in terms of providing park access and the number of people served) for the potential sites. As HUD Community Development Block Grant funding is currently an important source of funding for SPARK projects, and since it cannot be used in flood plain areas, a flood plain layer has also been added for reference.



The Trust for Public Land worked with local college students in Houston to collect data. These students were hired as Park Evaluators, and they were trained at the beginning of this process to ensure consistent data collection. The Trust for Public Land used information collected by the Park Evaluators to examine the use and characteristics of these parks. Findings are presented next.

3 ASSESSMENT FINDINGS

Measuring park access allows us to identify underserved areas for development of new SPARK projects, support additional outreach and engagement activities, or point to opportunities for reinvestment through the re-SPARK process. As less than half of the population in Houston is within a 10-minute walk of a park,⁸ it is important to find strategies that maximize the accessibility and use of current SPARK Parks and to provide park-related organizations (specifically SPARK and the Houston Endowment) with data-informed recommendations that could inform effective park design and development as well as help direct future investments or reinvestment in projects.

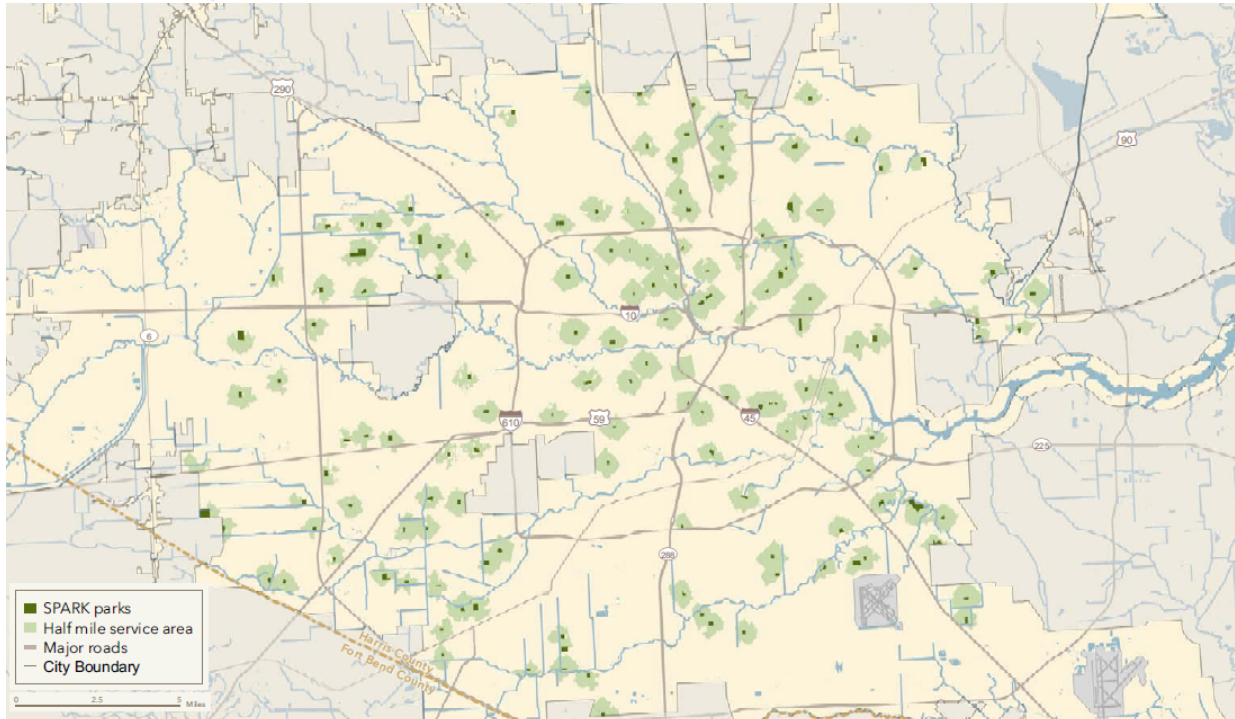
Also, evaluating the existing SPARK projects could help SPARK maximize the impacts of their projects. For instance, information about the use of different types of equipment could use be shared in future community engagement work and used to inform design choices. Survey information about park likes and dislikes could be used in a similar way. Use information could help to identify parks that might benefit from additional outreach.

3.1 ASSESSMENT OF EXISTING SERVICE AREAS

With approximately 200 schoolyard-to-park conversions within Harris County, SPARK provides much needed community park space to local residents. Initial GIS analysis by The Trust for Public Land sought to determine the number of people served by existing SPARK Parks. In other words, this analysis determined the number of people who live within a 10-minute walk of a SPARK Park (determined to be a half-mile walk). The map below illustrates these service areas. Important to note too is that these renovated schoolyards also serve the school populations in addition to local residents.

⁸ [The City of Houston City Profile](#). ParkScore®. The Trust for Public Land.

Map of Existing SPARK Park Service Areas:



Within the City of Houston, with a total population of 2,287,652, the SPARK Parks serve over 317,000 people, 130,000 of which have no other close-to-home access to parks and open space (within a ½ mile of their homes). The chart below details the percentage of Houston and Harris County residents that are served by the existing parks and open spaces. The impact for each individual SPARK School Park can be found in the appendix (report section 7) (as well as online at http://tplgis.org/Houston_SparkParks/images/PDF/HouSpark_ServiceAreas.PDF). Also included in the appendix (report section 8) is a list of the SPARK School Park schools, the year they were SPARKed or Re-SPARKed, and whether they received Community Development Block Grant (CDBG) funding.

Percent of Residents that are served by the existing Park and Open Space Systems (defined as those that live within a ½ mile of parks or open space)

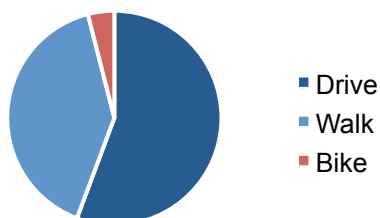
CITY OF HOUSTON	Total Population	Children	Low Income Households
All Public Parks and Open Space	45%	44%	47%
SPARK Parks	14%	14%	15%
SPARK Parks, and Not Served by Other Parks	6%	6%	6%

HARRIS COUNTY	Total Population	Children	Low Income Households
All Public Parks and Open Space	34%	32%	39%

SPARK Parks	8%	8%	11%
SPARK Parks, and Not Served by Other Parks	3%	3%	4%

Additionally, mode of transit to parks was an issue of interest. As seen in the graph to below, about half of the park users surveyed reported that they either bike or walk to the SPARK Parks, which could indicate that the SPARK Parks are serving local populations.

How do you usually travel to this park?



Park users were also asked if there is anything that makes it difficult to visit these parks. The majority of survey respondents (70%) chose the response “None, it is easy.” 14% of respondents reported that the gates being locked or the parks being otherwise inaccessible was a main barrier to use. 8% of respondents reported traffic concerns, and sidewalk conditions, safety concerns, and lack of parking were each reported as a barrier by 3% of respondents.

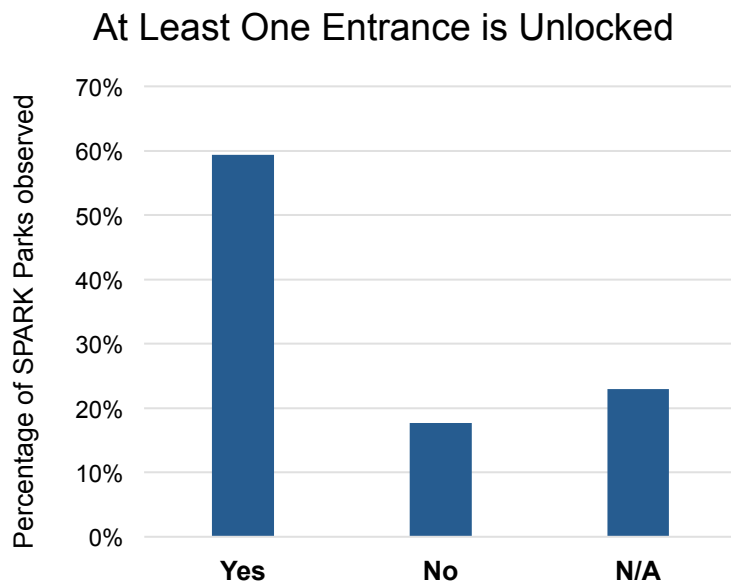
3.2 COMPLIANCE WITH SPARK CONTRACTS

In addition to this analysis, the assessment tool and observations provided information about the actual accessibility of the parks. One of the questions on the assessment tools was “Can the park be accessed for use?” This was comprised of several sub-questions: “Are there gates and fences; Are any of the gated entrances locked; and is at least one gate unlocked?” As the SPARK Parks are supposed to be open to the public after school hours and on the weekends, observations were conducted during these times.

Approximately 80% of the SPARK Parks observed have gates that can be locked, and the majority have multiple entrances. About 18% of parks have a fence and only one gated entrance. Almost 60% of parks have a fence with 2 to 5 gated entrances. The remaining parks observed (about 22%) have more than 5 entrances or have open boundaries without a fence. The images below illustrate examples (the one on the left has typical fencing, the one of the right has no gates or fences).



Almost 85% of all the SPARK Parks observed were open and accessible to the public through at least one entrance, but that approximately 15% were not. There are 71 SPARK Parks that are still within their 10-year periods where they are required to provide public access after school hours. Out of these, 90% were open to the public during observations periods and when they were supposed to be. When the Park Evaluators found locked parks, SPARK was notified, and SPARK contacted the school principals. In most cases, the SPARK Parks were found to be unlocked during subsequent observations.



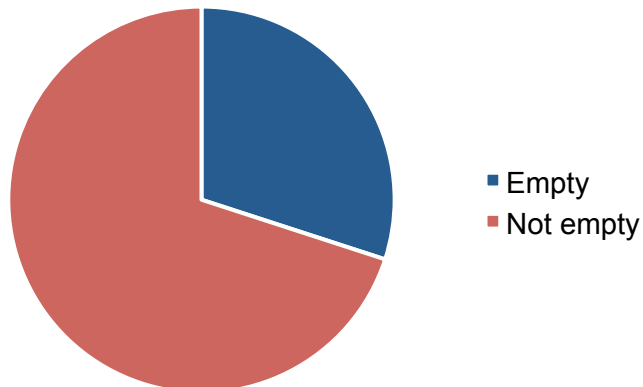
Important to note as well is that SPARK Parks can be locked and inaccessible to the public if school-related and organized activities are taking place after school hours. Also, other non-school sponsored, organized after-school activities are allowed to use SPARK Parks. In 59% of all observations, there were no organized groups present. In 37% of observations some form of organized activity was taking place.

3.3 PARK USE AND ACTIVITIES WITHIN THE PARKS

While compliance with the SPARK agreements is essential for the success of the program in providing accessible park space for Houston residents, park use is an important factor as well. Considering actual park use can help SPARK determine which parks are most successful and support recommendations for continued outreach and community engagement. Importantly, the observation tools provided information

about actual park use. The SOPARC observation tool provided information about park use overall as well as park use for specific areas of the park. In the observed parks, 70% had people present during the observation periods. In 30% of the parks, no people were present during observation periods.

Percentage of Parks Observed as Empty/ Not Empty



Approximately 3,300 people were observed in the parks over 575 observation periods. In very approximate terms, this equates to 5.75 people per observation hour, during the hours which the SPARK Parks are open to the public.

Children used the park most frequently. Teens and adults were also observed using the park more frequently, with seniors and young children observed the least of all age groups. More female children and adults were observed than males, though there were more male teens observed than female.

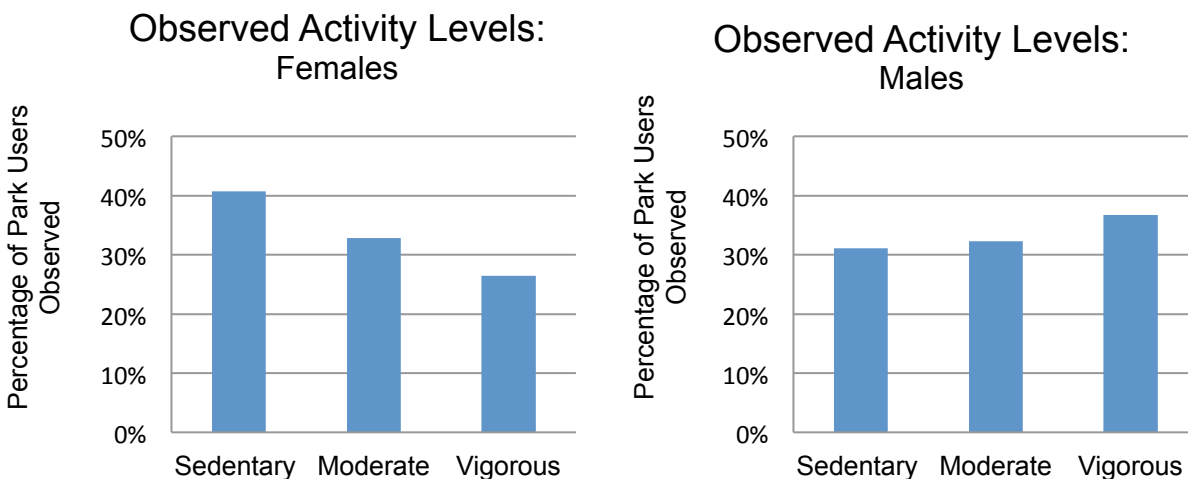
Self-reported information about park use was gathered through surveys. A majority of survey respondents (51%) reported that they visit the SPARK Parks a few times per week, including the 30% of survey respondents who report that they visit the parks on a daily basis. 27% also reported that they visit once per week or a few times per month. Only 11% of those surveyed report that visit these parks less once a month or less (with 4% saying that our interview date was the first time they had been to these parks).

Survey respondents were also asked “When do you usually visit this park?” 71% of respondents report using the parks during the weekdays (72% of respondents). In addition, 40% report using the parks during the weekend mornings (before noon), 42% use the parks during the weekend afternoons (between noon and 4pm), and 45% report using the parks during weekend evenings (after 4pm).

Though SPARK Parks may not be serving large numbers of people or a large percentage of the total city population, the people who are using them really value them. In addition to the self-reported use data, the surveys also revealed important contextual data that supports the notion that SPARK Parks fill an important niche:

- **86% of park users surveyed report that the SPARK Park they were surveyed at is the primary park they visit.**
- **58% of survey respondents also say they do not visit any other parks.**

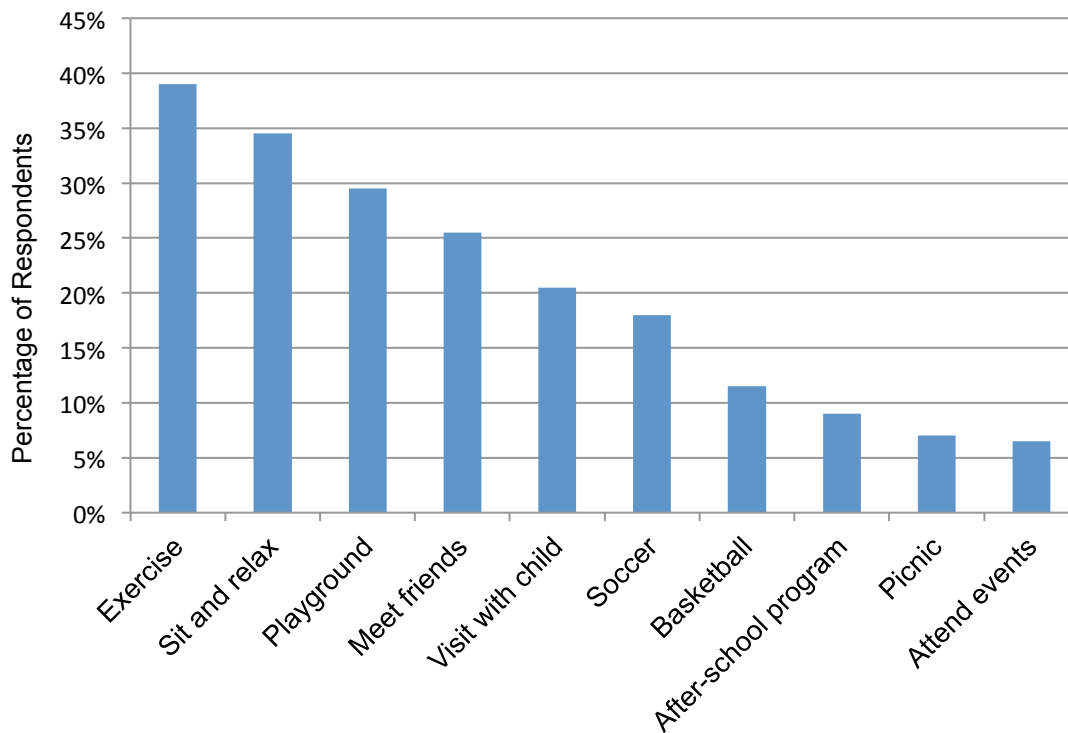
In addition to use, physical activity levels were also observed. In terms of activity levels that the parks support overall varied by age group and gender. A higher percentage of females were participating in sedentary activities (approximately 40% of females, compared to just over 30% of males). Males displayed a slightly higher degree of participation in vigorous activity than other activity levels, but the variation was limited.



The type of physical activity (sedentary, moderate, or vigorous) also varied by feature because some amenities support higher levels of moderate or vigorous activity. Playgrounds, basketball courts, and trails supported the highest levels of these physical activity types. This suggests that if SPARK wants to promote vigorous levels of physical activity, these features should be included in SPARK Parks.

In addition to observation data, surveys asked park users what activities they most frequently participate in at these SPARK Parks. The frequency of responses to this question, “What do you usually do while at this park?” are illustrated in the graphics below. Overall, 39% of respondents report that they exercise in the parks, 35% coming to the parks to sit and relax, and 30% visit the parks to use the playgrounds. Over a quarter of park users come to the park to meet friends, and over 20% visit with a child. Respondents could answer this question with more than one activity choice. On average, park users reported that they participate in at least two types of activities, with exercising; sitting and relaxing; and using the playgrounds the most frequently reported responses (with 19% of total responses, 17%, and 15% respectively).

Percentage of respondents that report participating in various activities



3.4 PARK CONDITIONS, USER PERCEPTIONS, AND STEWARDSHIP

While the design of the park is important (both in terms of features and layout), there is a difference between “quality” and access alone and there is a gap in the knowledge regarding what park features most impact use and health. Park conditions were assessed using the assessment tool, and included information about maintenance, safety, and aesthetics. Each park evaluated was also given a “grade” by the park evaluators that ranged from 1 (not at all) to 5 (extremely). Survey respondents were also asked the maintenance ranking question about the specific park they were visiting.

According to the Park Evaluators and Park User survey respondents:

- On average, the SPARK Parks were given a rating of 3.77 for the “How well-maintained do you feel this park is?” rating (on the assessment form completed by Park Evaluators). Survey respondents ranked the parks a 4.05.
- On average, the SPARK Parks were given a rating of 3.86 for the “How attractive do you feel this park is?” rating (on the assessment form completed by Park Evaluators). While survey respondents were not asked to rank aesthetics on a scale from 1 to 5, many did report that they like the parks because they contain aesthetically pleasing elements, such as greenery and art.

Park users were specifically surveyed about what they like most about the SPARK Parks. In response to the question, “What are the specific things you like about this park?” the most frequent responses for why people like the SPARK Parks were:

- That they provide close-to-home park space,
- That they provide playgrounds, open space, and places to walk (trails/walking paths), and
- That they're clean and aesthetically pleasing. The assessments, as described above, also support this as they showed that these parks ranked as well-maintained and are relatively aesthetically pleasing.

Park users were also asked these questions: “What are the specific things you do not like about this park?” and “If you do not visit this park or go very often, why not?” The responses to these two questions were similar, and the most frequent responses about concerns were:

- The lack of lighting,⁹
- That access was sometimes prohibited (as some gates are inconsistently unlocked at some parks), and
- That, for some park users, access to open space is a general barrier to visiting parks (so that distance from their homes is the primary reason they don't visit the parks or visit them often).

Among park users who were surveyed, maintenance and safety elements didn't seem to be a major concern in most of the parks. The surveys provided information about people’s perceptions of park safety. Overall, most people (almost 90% of park user survey respondents) thought that the parks were very safe or safe. About 10% of people reported that they thought the SPARK Parks were not very safe, and no one said they thought the parks were not safe at all. It was be interesting to compare to perceptions of parks in Houston overall.

In addition to these, the surveys also asked about: park users’ perceptions of their access to open space, the impact that open space has on their wellbeing, and their interest in participating in stewardship programs. For these questions, survey respondents were asked to rank their options about the statement from 1 (strongly disagree) to 5 (strongly agree). Overall, park users report:

- That they strongly agree that they have sufficient access to park space (average ranking was 4.50, the median was 5), and that, in general, they agree that there are sufficient facilities or equipment for what they want to do (average ranking was 3.96, median was 4). So, respondents

⁹ The SPARK Parks Program does not include lighting in the design of the parks. The parks are closed after sunset, and after-dark use is not encouraged. Furthermore, the literature about lighting and safety is fairly inconclusive. As noted: “Based on before-and-after studies of crime statistics, there is no clear evidence that outdoor lighting reduces crime... [And,] in some cases, leaving a park dark can make it safer by not giving users a false sense of security.” [From Harnik P, Donahue R, and Thaler J. [Safer Parks After Dark](#). The Trust for Public Land.] The Project for Public Spaces also notes that: “In many situations, particularly when people are concerned about security, there is a tendency to over-light a park, plaza, street, or other public space. But in fact, too much lighting can be just as bad as too little lighting. The key to developing a good plan is to relate lighting to the evening functions of a particular space.” [From Project to Public Spaces. [Lighting Use & Design](#).]

are slightly more satisfied about their general park access than the availability of specific facilities or equipment they want to use.

- That being at parks or in natural settings increases their wellbeing (average ranking was 4.32, median was 5). In terms of SPARK Parks specifically, people tended to agree that being at these parks also increases their wellbeing (average ranking was 4.10, median was 4). To a slightly lesser extent, they would also feel like an important part of their lives was missing if they were not able to get out and enjoy nature from time to time (average ranking was 4.03, median was a 4). These responses indicate that the SPARK Park users value their parks and open spaces.
- In terms of stewardship activities, many people have not participated in stewardship programs or events, such as picking up litter, restoring a playground, or clearing a trail (average ranking was a 2.61, the median was a 2). However, the response to the statement “I would be willing to participate in a stewardship program/event at this park” was more positive (average ranking was a 3.67, median was a 4), and indicated some willingness to participate.

Currently, SPARK Parks are maintained by the schools, and this was a primary topic of interest at a recent presentation about this work at the national Active Living Research conference. During the assessment period, some Park Evaluators reported that local community members inquired about creating “Friends of” groups for the SPARK Parks. This might be a topic for SPARK Park or the Houston Endowment to consider pursuing in the future to increase use and engagement around SPARK parks.

3.5 IDENTIFYING UNDERSERVED AREAS AND PARK EQUITY ISSUES

In order to inform priorities for new SPARK Parks, a map and online tool (available at: http://tplgis.org/Houston_SparkParks/) were developed to help identify high priority areas for new SPARK Parks has been developed. This component of the project incorporated a GIS analysis and mapping to help assess the impact of existing SPARK School Parks. This analysis combined the Houston ParkScore® combined equity need result and the Park Equity result from the urban area within Harris County that surrounds the City of Houston. The Park Equity analysis uses the following methodology:

The Trust for Public Land Park Equity analyzes public access to existing parks and open space. The analysis incorporates a two-step approach: (1) determines where there are gaps in park availability, and (2) constructs a demographic profile to identify gaps with the most urgent need for parkland. Park gaps are based on a dynamic 1/2 mile service area (10 minute walking distance) for all parks. In this analysis, service areas use the street network to determine walkable distance - streets such as highways, freeways, and interstates are considered barriers.

Demographic profiles are based on 2014 Forecast block groups provided by Esri to determine park need for density of kids age 19 and younger, density of individuals in households with income less than 75% of city median income (less than \$35,000), and population density (people per acre).

The combined level of park need result shown on the large map combines the three demographic profile results and assigns the following weights:

50% = population density (people per acre)

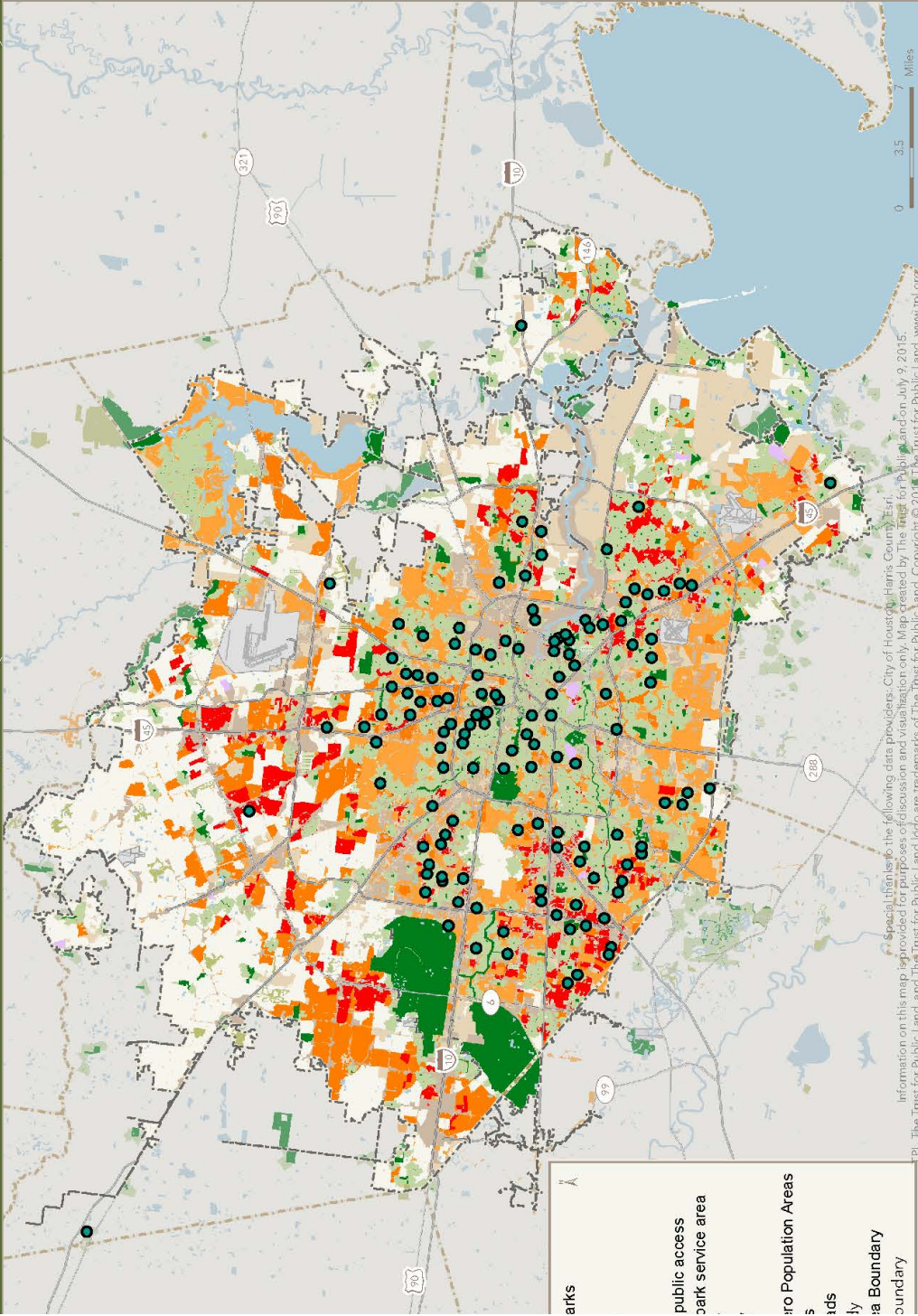
25% = density of kids age 19 and younger

25% = density of individuals in households with income less than \$35,000

The Park Equity map is included on the next page, and areas in dark red show a very high need for parks. This map is also available online at: http://tplgis.org/Houston_SparkParks/images/PDF/HouSpark_ParkEquity.PDF. In addition, a screen shot of the online portal, along with additional maps can be found in the appendix (report section 9).

SPARK SCHOOL PARK 2014 EVALUATIONS HOUSTON URBAN AREA IN HARRIS COUNTY, TEXAS

PARK LOCATIONS WITH PARK EQUITY (INCLUDES HOUSTON 2015 PARKSCORE®)



July 28, 2015

THE TRUST for PUBLIC LAND
CONSERVING LAND FOR PEOPLE

4 ASSESSMENT LESSONS LEARNED AND BEST PRACTICES

Over the course of completing this study, we learned a great deal and would like to share these findings, as we will use them to help direct our future evaluations and we hope that they may be useful to other park evaluators as well.

To accurately capture park usage rates, we believe future studies should have an all-season analysis and aim to study these variations in each park.

In many parts of the country, this would require a study to take place over the course of a year. This can be difficult for many organizations to implement. However, it could be worth the time investment as capturing only the summer and fall usage for SPARK Parks in Houston potentially tells only part of the story. It is possible that park usage rates are higher in the winter and spring than during the hot, muggy summer months. Information about seasonal variation or weather impacts is not available from this study.

Take care in selection of control parks, both in terms of having an adequate number of control parks and picking parks that are similar to the parks you are evaluating.

It is important to select enough control parks and to select parks that are similar to the ones being assessed. This information can help provide important context to the findings and help identify areas of focus for SPARK. For instance, we are unsure of the regular use of city parks. We would like to know if city parks are garnering much higher levels of use. If they are, that would merit follow-up that could help inform the SPARK program. For instance, are people more aware of the city parks? Are there different amenities or features that people are using? Alternatively, if city parks are seeing similar levels of use during certain months or weather conditions, this could help support the idea that people use parks differently in different seasons.

Survey people around the parks who are not currently park users to better understand why people use certain parks or do not use undersubscribed ones.

More than 25% of the parks were empty during all observation periods (the other 75% were being used during at least one observation period). It is possible that use of these parks varies with seasons or outside temperatures, but as surveying for this project focused on park users, we were not able to identify reasons why people do not use the empty SPARK Parks.

Park users were asked if there were reasons that they did not use the parks more often, or if there were barriers to use, but surveying local residents (who may or may not use the parks) would also provide valuable information. While locked gates are an impediment to park usage, there were also many parks theoretically accessible (gates unlocked) but still unused. The survey tool used in this assessment has been uploaded into an online platform, so it would be possible to make slight modifications and distribute to the schools or parents' groups. In addition, hard copies or the link could be made available at other local community centers or through the city parks department to help gather some additional information.

Conduct more in-depth training with new park evaluation staff.

To respect our part-time evaluators' schedules, we compressed our training program from 2 days into about 5 hours. In this training, we were able to cover the curriculum, do very limited practice, and conduct preliminary certifications of Park Evaluators. While all 9 Evaluators did complete our certification (meeting a certain degree of accuracy with SOPARC video examples), some were less comfortable with the tools. We made several trips to Houston early in the evaluation period to work in the field with each evaluator to ensure that protocols for the assessment, observation, and survey tools were understood and being followed. In the future, it's important to have more time to practice the techniques such as the SOPARC method for park observations. For future training sessions, we will revert to a longer training format with more time simulating the observation components.

Having just a few evaluators can be an advantage.

Initially, we had hoped to conduct a community-based research project and involve local volunteers in the data collection process. However, after discussions with local university professors, and with the need to collect reliable data, we decided to contract local university students as Park Evaluators. As we had never conducted a study of this size (approximately 150 parks), and due to both funding and hiring constraints, we planned to hire part-time evaluators through set-fee contract, and expected that they would take on more than 12-15 parks (each requires multiple visits at different times of the day and week to each park). As a result we initially hired and trained 9 students as park evaluators. However, about 1/3 of them didn't complete their park assignments. So, while we tried to spread out the work, we ended up with 3 reliable (and good) park evaluators. We were able to amend their contracts and allow them to take on more parks. For the most part, they were able to conduct more park evaluations, and since there were fewer evaluators, this increased consistency in methodology and the quality of the data collection. In the future, we will structure our contracts with evaluators to anticipate an attrition rate and/or release under-performing evaluators earlier in the process so we can focus on the outstanding evaluators.

Investments in time-saving technology for evaluators can make a difference.

We initially planned to have park evaluators complete paper forms and then enter and send their data to us in an electronic format. We realized within the first couple months of the evaluation period that we were not getting uploaded results as we had expected. This made quality control of the data, as well as monitoring of park evaluator progress, nearly impossible. To make it easier for our evaluators, as well as to help ensure we would have usable data, we issued electronic tablets. This enabled the evaluators to complete their evaluation forms electronically during park visits. We used a survey application that could be accessed offline to input data and then upload that information as soon as an internet connection was available. It was important that the forms could be completed in places without a wireless connection since the vast majority of parks do not have free wireless. Once we issued tablets to our evaluators, we saw a tremendous up-tick in work product. This helped us keep track of their progress, and they appreciated our investment in making their jobs easier.

5 RECOMMENDATIONS

With our study findings in mind, we have several recommendations. Some are specifically for the SPARK program, though we also have recommendations for Trust for Public Land staff and urban park partners.

RECOMMENDATIONS FOR THE SPARK SCHOOL PARK PROGRAM

Establish a standard process for reaching out to new principals to review access rules. Because 18% of parks are locked after school and over the summer, we recommend that SPARK program staff work with the school district(s) to establish a standard notification procedure so that the SPARK program is informed whenever a new principal takes over at a SPARK school. Ideally, this would be automated. Assuming there is a system to efficiently and promptly notify SPARK staff, at least once a year SPARK staff should make appointments to visit as many of the new principals as possible and review operating and maintenance procedures.

The high-turnover rate of principals and the high demands on their time, particularly at the beginning of the year, are recognized. While in-person visits could be time-consuming, taking this step will help assure that adequate access is provided and the SPARK Park can serve its intended community. An alternative format would be to have a workshop once a year and invite all new principals to attend. It may be worthwhile to extend the invitation to longer tenured principals as well. At this workshop SPARK program staff can review rules and procedures and introduce information about what's new in the parks and recreation field that may be of interest to them.

If the SPARK program is interested in hosting a workshop this fall, The Trust for Public Land would be happy to present on the SPARK Park evaluation.

Consider ways to engage local communities and encourage higher levels of park use.

This could include adding more or different signage and programming, creating Friends of (or local neighborhood stewardship groups), or working with existing local community groups, including Parent-Teacher Associations when possible, to provide events or programs located in the parks. Marketing of the SPARK parks could also encourage higher levels of park awareness and use.

An effective way to engage the local community could be to further incorporate their input into the art works designed and installed at the schools. These art works could be reflective of the school, but also of the local community identity and culture.

Consider information and tools developed through this process when selecting new sites to SPARK and amenities to include in the new SPARK Park.

For this project we've developed a map that shows the schools where a SPARK Park is most needed, in the sense that these neighborhoods do not have parks nearby. This map shows high-need neighborhoods (based on high poverty levels and high proportions of minority residents) around schools that do not currently have parks nearby. The Trust for Public Land's GIS analysis revealed that nearly 50% of Houston residents do not have a park within a ½ mile of their home. Putting a SPARK Park in areas not already served by parks could be of great value to those residents. We recommend that SPARK program staff consider this map in their selection criteria for where to invest next.

Some of our evaluation findings could also be used by SPARK Park staff to help direct future investments. For example, when deciding what amenities to put in future SPARK Parks, staff may want to consider amenities that may boost vigorous exercise by females. Our study revealed there are fewer females than males using the parks and the females who are using the parks are not exercising as much. If one of the objectives is to create space for active recreation and another is to provide equitable space for males and females, consider emphasis on playgrounds and perhaps also on more walking trails. These are two features that males and females use in equal numbers, and playgrounds have high rates of vigorous activity. Alternatively, this disparity between male and female use of the SPARK Parks and the lag in vigorous activity by females could be addressed through programming that targets female children and adults.

Conduct further evaluations to determine why 25% of SPARK Parks are getting 0% of community use and work with schools and neighborhood groups to overcome those barriers.

Because more than 25% of SPARK Parks are getting 0% use, it may behoove the SPARK program to commit resources to finding out why and seeing if the reasons can be addressed through physical improvements or programming (in addition to making sure they're not locked –see above).

Besides engaging the school children, also engage the park's neighbors in creative placemaking for the SPARK Park.

Our study confirmed that there is a great deal of art in SPARK Parks across Houston. The art helps to give each park its own identity and spruce up the schoolyard. Many of these art installations are quite handsome and really positive features in the school ground. We understand from conversations with SPARK program staff that typically students are involved in the development of the art. This is terrific, and we applaud these efforts. Engaging the community further during the art design process may help attract more people to the park and increase awareness that this park is available for their use. Consider a pilot program with some broader engagement around the art components.

RECOMMENDATIONS FOR THE TRUST FOR PUBLIC LAND AND OTHER PARTNERS

Promote the SPARK Park model in other communities across the country.

This program is of great interest to other communities. Kathleen Ownby, the Executive Director of SPARK, presented with The Trust for Public Land at the Active Living Research conference in February. Those in attendance were – by and large – more interested in talking about the SPARK Park concept than about the evaluation findings. People are very intrigued by the concept and we would like to

promote it within and beyond our organization. In the next section (See Distribution below), we offer ideas for how to do this.

Incorporate park quality into our park equity analyses.

For the past three years The Trust for Public Land has conducted an annual ParkScore of the most populous US cities. In addition we have GIS tools (including ParkServe and ParkEvaluator) to help city park staff and park advocates readily see where there are physical gaps in city's park systems. While we know that close-to-home parks are important and we advocate for a park within a ½ mile of every American (park equity for all Americans), we also know that these need to be high quality parks. This study has afforded us the opportunity to evaluate an entire network of parks. We have never before studied so many parks simultaneously across such a large area. With this project we have rolled out a comprehensive methodology previously used at the individual park level on a whole system scale. Now we are figuring out how we can do this more quickly and less expensively so that we can incorporate park quality measures into our park equity analyses and into our park and recreation system master planning work. We are also encouraging cities to better incorporate park evaluations into their park master planning work and annual budgeting decisions.

The Trust for Public Land is working to create quick, inexpensive tools for measuring park quality. Because some of our city partners are facing a crisis in capital/maintenance needs and need help deciding where to invest, the assessment of park quality and park conditions can be quite useful. We are experimenting with this now in partnership with two city parks departments, Eugene, Oregon and Portland, Maine. So we are taking the research and development of tools, lessons learned, and recommendations from this study and applying it to benefit other cities as well.

Continue to research park use determinants and drivers.

Experts and researchers that study parks and park use have been exploring common factors that may prevent people from using public parks. However, there is still uncertainty about many of the primary park use determinants and drivers (which can include perceptions of safety, maintenance, proximity, and size). This study has some information on these topics, but further research is needed to help inform optimal park planning and park maintenance. We will continue to look for opportunities to explore this topic.

Further study joint-use programs.

Parks departments are increasingly relying upon joint-use agreements with schools to fill park gaps for the populations they serve. However, as this study revealed, we cannot assume that the public is able to access the schoolyard after school hours and on weekends even when there is an agreement saying it will be so. The findings of this study reveal a need to take a closer look at joint-use programs in practice to determine how effectively they are operating and what systems can be put in place to better assure that community access is provided. For many organizations, project evaluation enables continuous improvement and informs best practices that are used to augment future work.

6 DISTRIBUTION AND LEVERAGING

As a result of this study, we have specific suggestions for the subject of the study (SPARK), and we also have ideas to share with broader audiences on these topics: park amenity investments to maximize vigorous activity; best practices for conducting park system evaluations (as well as template forms and model contracts for evaluator hiring); and lessons for joint-use agreement arrangements. As such, our first audience is the Houston Endowment and the SPARK Park program, but we also see an opportunity to leverage this work by sharing it with other audiences.

National Conferences: The recent 2015 Active Living Research (ALR) Conference included a session about this assessment project and about the SPARK program more generally. Active Living Research is funded in part by the Robert Wood Johnson Foundation, and seeks to “translate and disseminate evidence to advocates, policy-makers and practitioners aimed at preventing childhood obesity and promoting active communities.” The ALR Conference is one of the premier national opportunities to present and learn about the most up-to-date research and practices around healthy communities. This specific session focused on introducing the SPARK program, presenting information about the actual accessibility and use of the program, and presenting some of the recommendations that might help to maximize the impact of the program (both for existing projects and for new ones). The powerpoint for this presentation will be available at: <http://activelivingresearch.org/spark-parks-monitoring-implementation-and-impact-schoolyards-turned-community-parks>.

Sharing Information with Partners: We plan to disseminate this to local partners (specifically to SPARK and the Houston Endowment, though we also intend to reach out to other organizations we have partnered with such as the Houston Parks Board and Houston Wilderness). The online priority tool will also be shared with both SPARK and the Houston Endowment to help inform future SPARK Park investment or reinvestment in local SPARK Parks.

Within The Trust for Public Land, we will have a session on this at our urban retreat. 150 Trust for Public Land professionals will be meeting in Denver this June to talk about innovations in the parks field and we will be discussing the SPARK program and the evaluation. One of our goals is to familiarize staff with this model so that they can investigate opportunities in the cities and metro areas where they work for a similar program (where joint use agreements aren't already in place or aren't working). Similarly we see great promise for taking aspects of this evaluation to other places and park systems.

Future Engagement: In addition, we engaged local experts (local university professors) in the process, and there is an opportunity to continue to engage them with parks and open space work. Also as part of this project, local residents were involved through the park user surveys. However, there is an opportunity to engage at a deeper with the communities that surround the SPARK Parks.

In addition, there is an opportunity to identify new and achievable forms of funding for SPARK projects. SPARK is unique in many regards, such as its utilization of schoolyards, youth engagement, and community art. As a leading organization that converts schoolyard grounds to accessible community parks, SPARK could use this collected information to support future funding opportunities. Data collected could also be used in discussions that engage public agencies at all levels of government that provide parks and protect open space, elected officials that make decisions regarding the priority and funding for parks and conservation, and nonprofit partners.

7 APPENDIX: LIST OF SPARK PARKS AND IMPACT

SPARK SCHOOL PARK 2014 EVALUATIONS

SPARK Park Impact
Harris County/City of Houston, Texas

SPARK Park School	* Total Population within 1/2 Mile of SPARK Park	* Kids (19 and younger) within 1/2 Mile of SPARK Park	* Adults (age 20-64) within 1/2 Mile of SPARK Park	* Seniors (age 65+) within 1/2 Mile of SPARK Park	* Low Income Households within 1/2 Mile of SPARK Park
SPARK Park School	3,263	841	1,820	602	590
SPARK Park School	1,637	524	992	121	200
SPARK Park School	868	372	465	31	74
SPARK Park School	3,349	876	2,004	469	341
SPARK Park School	2,920	510	1,475	336	212
SPARK Park School	2,211	462	1,402	347	324
SPARK Park School	5,288	1,940	3,239	109	1,189
SPARK Park School	1,580	444	886	260	91
SPARK Park School	2,200	809	1,212	179	457
SPARK Park School	2,348	793	1,488	67	634
SPARK Park School	1,558	415	929	214	383
SPARK Park School	4,416	1,528	2,653	236	946
SPARK Park School	2,205	734	1,267	204	379
SPARK Park School	3,136	842	2,067	227	444
SPARK Park School	4,002	1,401	2,272	329	575
SPARK Park School	1,782	629	1,026	127	208
SPARK Park School	1,431	366	859	207	395
SPARK Park School	3,162	766	2,105	290	618
SPARK Park School	1,583	552	916	124	262
SPARK Park School	2,348	884	1,310	174	218
SPARK Park School	3,195	1,154	1,863	179	437
SPARK Park School	1,086	357	646	82	162
SPARK Park School	3,444	1,233	1,991	220	562
SPARK Park School	2,449	847	1,381	222	250
SPARK Park School	2,198	590	1,230	377	412
SPARK Park School	1,555	426	844	284	464
SPARK Park School	1,003	291	586	127	273
SPARK Park School	1,990	727	1,133	130	280
SPARK Park School	2,523	800	1,455	268	360
SPARK Park School	829	285	462	81	226
SPARK Park School	1,487	262	1,103	122	305
SPARK Park School	4,507	1,359	2,796	352	599
SPARK Park School	2,492	813	1,485	214	281
SPARK Park School	3,755	1,295	2,090	369	771
SPARK Park School	3,027	989	1,815	223	480

2013 Forecast Census Block groups Provided by Esri

The Trust for Public Land works with communities to ensure that everyone has parks, gardens, playgrounds, trails, and other natural places within a ten-minute walk from home.

SPARK SCHOOL PARK 2014 EVALUATIONS

SPARK Park Impact

Harris County/City of Houston, Texas

Spark School	* Total Population within 1/2 Mile of SPARK Park	* Kids (19 and younger) within 1/2 Mile of SPARK Park	* Adults (age 20-64) within 1/2 Mile of SPARK Park	* Seniors (age 65+) within 1/2 Mile of SPARK Park	* Low Income Households within 1/2 Mile of SPARK Park
ool	622	87	499	37	151
ol	2,755	893	1,551	311	682
ool	3,602	1,110	2,058	435	477
	3,722	1,005	2,395	322	717
chool	1,286	436	743	108	144
	4,366	1,383	2,532	452	930
ary School	5,306	1,867	3,121	318	1,065
	5,154	1,704	2,908	543	763
hool	3,463	929	2,273	262	699
chool	320	105	203	12	25
	2,873	506	2,060	307	403
	2,407	702	1,413	292	611
ool	2,666	1,012	1,498	156	648
ool	889	333	511	45	185
hool	902	259	491	152	155
ool	4,117	1,352	2,346	419	880
hool	4,348	1,426	2,502	419	339
hool	4,229	1,422	2,392	415	764
ol	2,269	836	1,267	167	408
y School	1,807	459	1,158	190	232
y School	913	260	540	113	73
ool	2,817	1,015	1,602	200	293
ool	645	227	365	53	86
	2,660	477	1,910	273	450
	217	75	118	24	52
	685	208	408	68	167
hool	2,495	688	1,426	382	570
ool	2,860	508	2,028	324	528
ol	2,514	516	1,771	227	371
ool	3,030	1,012	1,775	242	478
ol	505	144	292	68	101
ol	1,670	462	927	282	158
	2,841	523	2,046	272	317
	1,091	244	546	301	235
chool	2,524	809	1,489	225	313

based on 1/2 mile dynamic buffer
 2013 Forecast Census Block groups
 Provided by Esri

The Trust for Public Land works with communities to ensure that everyone has parks, gardens, playgrounds, trails, and other natural places within a ten-minute walk from home.

SPARK SCHOOL PARK 2014 EVALUATIONS

SPARK Park Impact

Harris County/City of Houston, Texas

Park School	* Total Population within 1/2 Mile of SPARK Park	* Kids (19 and younger) within 1/2 Mile of SPARK Park	* Adults (age 20-64) within 1/2 Mile of SPARK Park	* Seniors (age 65+) within 1/2 Mile of SPARK Park	* Low Income Households within 1/2 Mile of SPARK Park
Elementary School	860	250	476	133	163
High School	3,872	339	3,312	221	553
Community Center	1,883	568	1,096	219	491
Elementary School	2,072	671	1,228	172	276
High School	601	204	344	54	116
Community Center	231	69	138	24	17
School	2,032	301	1,603	128	358
Community Center	3,355	979	2,096	279	627
Elementary School	3,152	1,149	1,804	199	569
High School	1,136	322	705	109	224
Community Center	2,764	714	1,523	527	112
Elementary School	1,318	339	779	200	375
High School	555	181	304	70	112
Community Center	4,129	1,320	2,418	391	810
Elementary School	2,561	923	1,468	170	360
High School	214	75	121	17	30
Community Center	5,218	1,939	3,097	182	1,258
Elementary School	3,603	1,276	2,096	230	703
High School	1,063	303	673	88	113
Community Center	2,734	705	1,686	343	714
Elementary School	2,883	916	1,662	304	513
High School	3,235	1,175	1,852	208	357
Community Center	1,555	371	856	328	258
Elementary School	0	0	0	0	0
High School	2,234	776	1,266	192	334
Community Center	1,358	432	743	183	326
Elementary School	3,936	1,258	2,305	373	847
High School	2,843	952	1,606	285	427
Community Center	563	183	343	37	104
Elementary School	2,122	597	1,240	285	188
High School	2,093	316	1,588	189	180
Community Center	1,715	419	1,007	289	282
Elementary School	2,377	742	1,348	287	250
High School	750	272	425	53	87
Community Center	2,322	833	1,338	150	335

based on 1/2 mile dynamic buffer
 2013 Forecast Census Block groups
 Provided by Esri

The Trust for Public Land works with communities to ensure that everyone has parks, gardens, playgrounds, trails, and other natural places within a ten-minute walk from home.

SPARK SCHOOL PARK 2014 EVALUATIONS

SPARK Park Impact
Harris County/City of Houston, Texas

Spark School	* Total Population within 1/2 Mile of SPARK Park	* Kids (19 and younger) within 1/2 Mile of SPARK Park	* Adults (age 20-64) within 1/2 Mile of SPARK Park	* Seniors (age 65+) within 1/2 Mile of SPARK Park	* Low Income Households within 1/2 Mile of SPARK Park
	2,404	819	1,422	163	446
ool	1,078	351	601	126	272
chool	2,234	747	1,316	171	398
	1,996	733	1,117	147	349
ool	623	225	355	42	77
ool	2,829	904	1,597	328	295
ool	1,347	437	755	154	155
chool	1,327	420	777	130	159
chool	1,430	415	948	66	319
	2,606	517	1,720	368	221
School	502	163	288	51	90
	686	253	383	50	62
chool	1,950	713	1,168	68	323
ool	1,615	409	895	310	310
ool	1,692	392	913	387	390
chool	3,385	1,066	2,051	268	500
chool	1,726	351	1,006	369	69
ool	3,219	791	2,118	310	236
ool	541	169	278	94	118
	346	106	201	39	86
	2,249	554	1,380	314	587
School	1,344	451	813	80	210
	2,216	396	1,516	304	200
	32	9	19	4	1
School	1,644	486	1,008	150	279
chool	1,619	498	875	245	386
	4,554	1,526	2,698	329	765
ool	735	243	424	68	89
ool	2,157	387	1,453	317	204
	3,308	1,053	2,037	219	457
	3,247	860	2,224	163	774
y School	2,709	958	1,512	239	403
ool	2,522	681	1,449	391	293
	433	141	252	40	89
	2,596	967	1,523	106	376

based on 1/2 mile dynamic buffer
2013 Forecast Census Block groups
Provided by Esri

The Trust for Public Land works with communities to ensure that everyone has parks, gardens, playgrounds, trails, and other natural places within a ten-minute walk from home.

	* Total Population within 1/2 Mile of SPARK Park	* Kids (19 and younger) within 1/2 Mile of SPARK Park	* Adults (age 20-64) within 1/2 Mile of SPARK Park	* Seniors (age 65+) within 1/2 Mile of SPARK Park	* Low Income Households within 1/2 Mile of SPARK Park
	3,194	931	1,913	351	358
	5,243	1,736	3,380	127	1,109
	3,502	415	2,536	551	500
	712	142	433	137	90
	797	266	450	91	122
	3,824	1,216	2,258	348	698
	2,528	560	1,706	263	273
	2,632	866	1,601	165	498
	1,147	323	670	153	142
	3,451	1,091	2,065	295	752
	781	140	508	134	83
	1,100	247	699	153	168
	3,722	1,256	2,031	435	77
	1,972	675	1,155	142	366
	5,544	457	4,778	309	960
	940	311	535	94	248
	506	159	293	55	48
	3,223	306	2,553	364	441
	4,390	546	3,419	425	669
	232	84	136	12	28
	991	251	521	218	253
	2,415	602	1,557	256	249
	2,158	149	1,883	127	451

mile dynamic buffer

2013 Forecast Census Block groups
Provided by Esri

The Trust for Public Land works with communities to ensure that everyone has parks, gardens, playgrounds, trails, and other natural places within a ten-minute walk from home.

8 APPENDIX: SPARK PARKS AND SELECT CHARACTERISTICS

The SPARK School Park Program developed 210 parks in Harris County between 1983 and 2014. When they enter into a contract with SPARK, schools agree to provide public access to their SPARK Parks for ten years after renovations are complete. Many schools that had first been part of the program in the 1980's have been "re-SPARKed." Other schools, however, have been rebuilt or closed in the time since they became SPARK Parks. Given this, the final list of parks included in the assessment is below. Those assessed are marked with an *.

School Name	District	CDBG Funded	Year SPARKED/ Re-SPARKED
<i>Schools SPARKED/re-SPARKED between 1991 - 2000</i>			
Cage Elementary	HISD	Yes	1991
T.H. Rogers School	HISD	No	1991
Dodson Elementary	HISD	Yes	1983, 1994
Hartsfield Elementary	HISD	Yes	1983, 1994
Patterson Elementary	HISD	Yes	1994
Cornelius Elementary	HISD	Yes	1983, 1995
*Franklin Elementary	HISD	Yes	1984, 1995
*Kashmere Gardens Elementary	HISD	Yes	1995
*Shadydale Elementary	HISD/North Forest	Yes	1995
*Whidby Elementary	HISD	Yes	1984, 1995
*Woodview Elementary	Spring Branch	Yes	1995
Burbank Elementary	HISD	Yes	1983, 1996
*Ridgecrest Elementary	Spring Branch	Yes	1996
*Anderson Elementary	HISD	No	1997
*Fonwood Elementary	North Forest	Yes	1997
*Gallegos Elementary	HISD	Yes	1997
Garcia Elementary	HISD	Yes	1997
Ross Elementary	HISD	Yes	1997
*Chambers Elementary	Alief	Yes	1998
*Davis High School	HISD	Yes	1998
J.R. Harris Elementary	HISD	Yes	1998
Mading Elementary	HISD	Yes	1998
Valley West Elementary	HISD	No	1998
Westbury High School	HISD	Yes	1998
Wharton Elementary	HISD	Yes	1998
*Woodland Acres Elementary	Galena Park	Yes	1998
Askew Elementary	HISD	No	1999
Bendwood Elementary	Spring Branch	No	1999

*Briscoe Elementary	HISD	Yes	1993, 1999
*Field Elementary	HISD	Yes	1999
Scarborough Elementary	HISD	Yes	1999
*Stovall Middle School	Aldine	Yes	1999
<i>Schools SPARKED/re-SPARKED between 2000 - 2005</i>			
Ashford Elementary	HISD	No	1986, 2000
*Benavidez Elementary	HISD	Yes	2000
Browning Elementary	HISD	Yes	2000
*Collins Elementary	Alief	Yes	2000
*Looscan Elementary	HISD	Yes	1984, 2000
*Memorial Elementary	HISD	Yes	2000
*Osborne Elementary	HISD	Yes	2000
*Sutton Elementary	HISD	Yes	2000
*Terrace Elementary	Spring Branch	No	2000
*West University Elementary	HISD	No	1984, 2000
*Davila Elementary	HISD	Yes	2001
*E. White Elementary	HISD	Yes	1989, 2001
Eliot Elementary	HISD	Yes	1989, 2001
Harris Academy	Aldine	No	2001
*Houston Gardens Elementary	HISD	Yes	1988, 2001
*J.W. Oates Elementary	HISD	Yes	2001
*Northline Elementary	HISD	Yes	2001
Petersen Elementary	HISD	Yes	1985, 2001
Sharpstown High School	HISD	Yes	2001
*Eleanor Tinsley Elementary	HISD	Yes	2002
Harlem Elementary	Goose Creek CISD	Yes	2002
Janowski Elementary	HISD	Yes	1989, 2002
Landis Elementary	Alief	Yes	2002
Milne Elementary	HISD	No	1992, 2002
Sylvan Rodriguez Elementary	HISD	Yes	2002
Wainwright Elementary	HISD	Yes	2002
*Braeburn Elementary	HISD	Yes	2003
*Buffalo Creek Elementary	Spring Branch	Yes	2003
*Carrillo Elementary	HISD	Yes	2003
Garden Villas Elementary	HISD	Yes	2003
*H. S for Law Enforcement & Criminal Justice	HISD	Yes	2003
Hamilton Middle School	HISD	Yes	2003
Montgomery Elementary	HISD	No	1988, 2003
*Roberts Elementary	HISD	No	1993, 2003
Young Scholars Academy	HISD	Yes	2003

*Alexander Elementary	Alief	Yes	2004
*Burrus Elementary	HISD	Yes	2004
*Edison Middle School	HISD	Yes	2004
Hobby Elementary	HISD	No	1987, 2004
*J.P. Henderson Elementary	HISD	Yes	2004
Park Place Elementary	HISD	Yes	2004
Pyburn Elementary	Galena Park	Yes	2004
*Spring Shadows Elementary	Spring Branch	Yes	2004
<i>Schools SPARKED/re-SPARKED between 2005 - current</i>			
*B.T. Washington H.S.	HISD	Yes	1990, 2005
Deady Middle School	HISD	Yes	2005
*Fleming Middle School	HISD	Yes	2005
Ortiz Middle School	HISD	Yes	2005
*Schultz Middle School (Junior High School)	Waller ISD	No	2005
*Shadow Oaks Elementary	Spring Branch	Yes	1994, 2005
Smith Elementary	Alief	Yes	2005
Whittier Elementary	HISD	Yes	2000, 2005
*Garden Oaks Elementary	HISD	Yes	1989, 2006
*Hogg Middle School	HISD	No	2006
*Kashmere High School	HISD	Yes	2006
Liestman Elementary	Alief	Yes	2006
*McReynolds Middle School	HISD	Yes	2006
Meadow Wood Elementary School	Spring Branch	No	2006
Parks Elementary	Pasadena	Yes	2006
Stevenson Middle School	HISD	Yes	2006
Waltrip High School	HISD	No	2006
*Cimarron Elementary School	Galena Park	Yes	2007
*Cummings Elementary School	Alief	Yes	2007
Emerson Elementary	HISD	No	1985, 2007
Matthys Elementary School	Pasadena	Yes	2007
*Poe Elementary	HISD	No	1996, 2007
*River Oaks Elementary	HISD	No	1992, 2007
*Spring Woods Middle School	Spring Branch	Yes	2007
William S. Holland Middle School	HISD	Yes	2007
Chavez High School	HISD	Yes	2008
*Coop Elementary	HISD	Yes	1991, 2008
Garfield Elementary	Pasadena	Yes	2008
*Herrera Elementary	HISD	Yes	1995, 2008
Patrick Henry Middle School	HISD	Yes	2008
*Sherwood Elementary	Spring Branch	No	1992, 2008

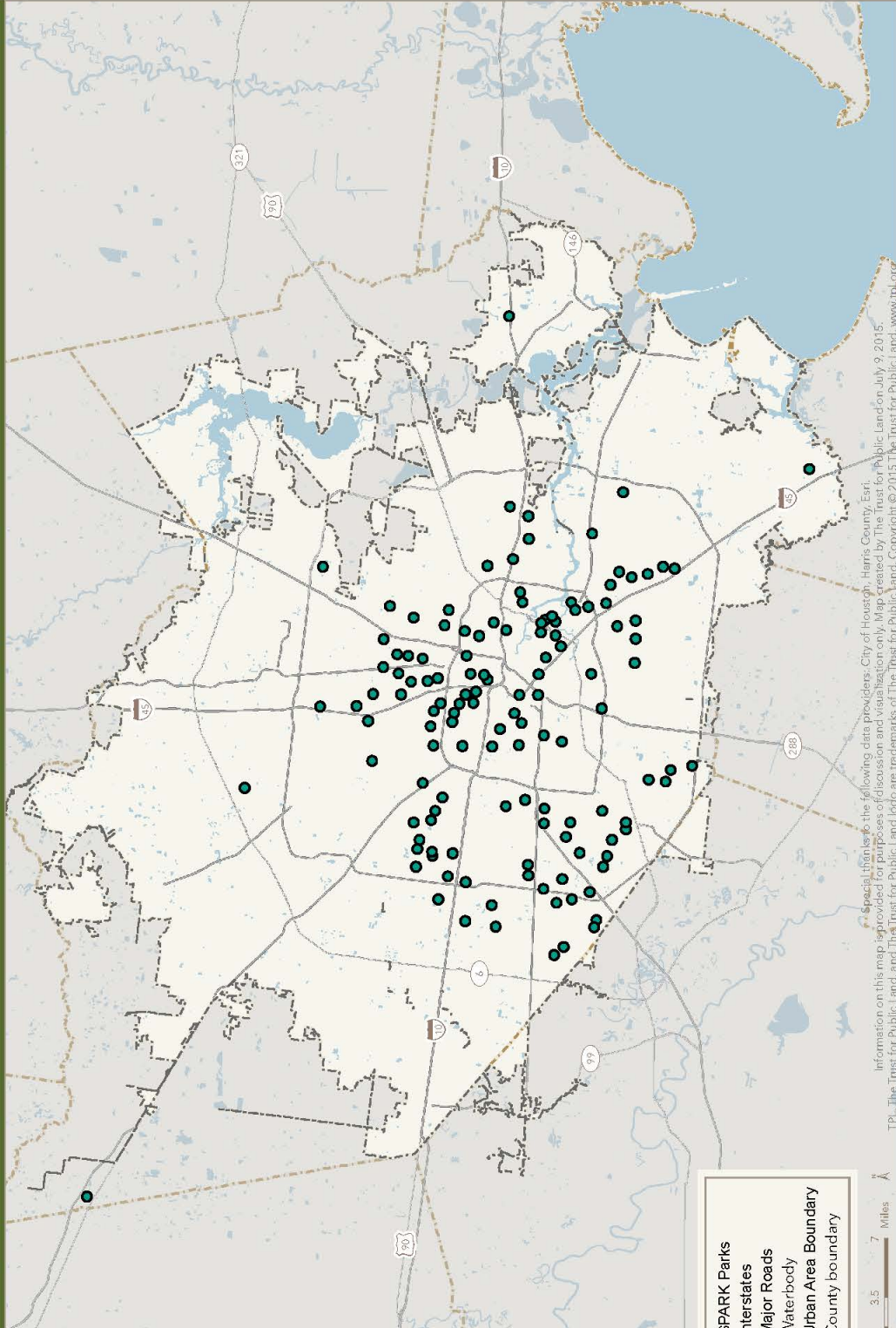
*Sinclair Elementary	HISD	No	1990, 2008
*Betty Best Elementary	Alief	Yes	1995, 2009
*Cedar Brook Elementary	Spring Branch	Yes	1997, 2009
*Fall Creek Elementary	Humble	No	2009
Freeman Elementary	Pasadena	Yes	2009
*Johnston Middle School	HISD	No	2009
McWhirter Elementary	Clear Creek ISD	Yes	2009
*School at St. George Place	HISD	No	2009
*Carroll Academy	Aldine	No	2010
*Hollibrook Elementary	Spring Branch	Yes	1994, 2010
*Kaiser Elementary	Klein ISD	No	2010
*Moreno Elementary	HISD	Yes	2010
*Travis Elementary	HISD	Yes	1990, 2001, 2010
Wilson Elementary	HISD	No	1993, 2010
Almeda Elementary	HISD	Yes	1996, 2011
Berry Elementary	HISD	Yes	1997, 2011
*Ketelsen Elementary	HISD	Yes	2011
Kruse Elementary	Pasadena ISD	Yes	2011
*Sneed Elementary	Alief	Yes	2011
*Tijerina Elementary	HISD	Yes	1990, 2000, 2011
Treasure Forest Elementary	Spring Branch	Yes	1998, 2011
<i>Parks under development</i>			
*Eastwood Academy	HISD	Yes	2011
*Pine Shadows Elementary	Spring Branch	No	1997, 2012
*Piney Point Elementary	HISD	Yes	1994, 2001, 2012
*Port Houston Elementary	HISD	Yes	1999, 2012
*Robinson Elementary	HISD	Yes	2012
Woodson Leadership Academy	HISD	Yes	2012
*Helms Elementary	HISD	Yes	1988, 1998, 2013
*J. Will Jones Elementary (now HAIS - Houston Academy International)	HISD	Yes	1995, 2013
*Lyons Elementary	HISD	Yes	2002, 2013
Paul Revere Middle School	HISD	No	2013
Spring Forest Middle School	Spring Branch ISD	No	2013

9 APPENDIX: ADDITIONAL SPARK MAPS

SPARK SCHOOL PARK 2014 EVALUATIONS

HOUSTON URBAN AREA IN HARRIS COUNTY, TEXAS

SPARK PARK LOCATIONS



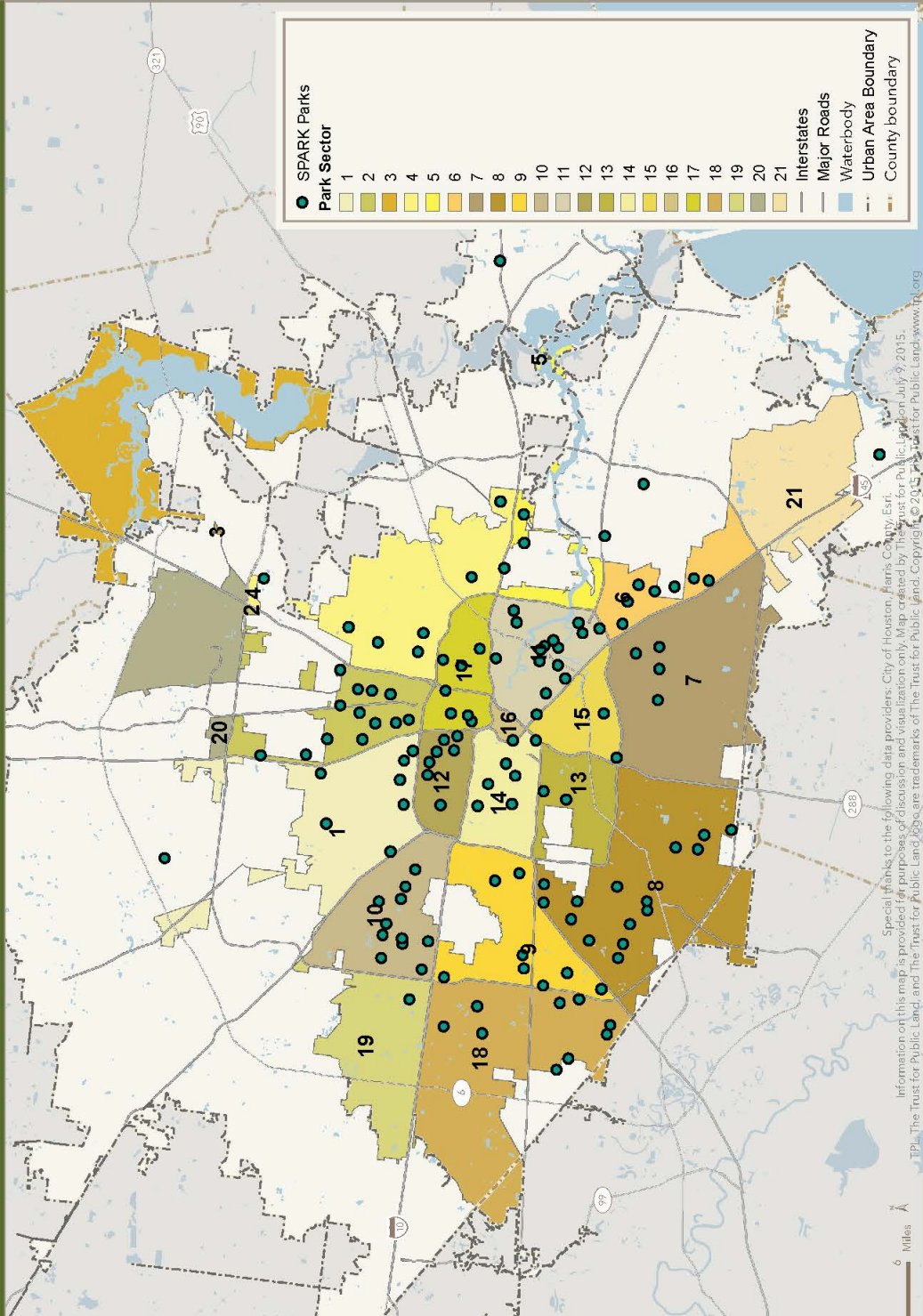
July 28, 2015

THE TRUST for PUBLIC LAND
 CONSERVING LAND FOR PEOPLE

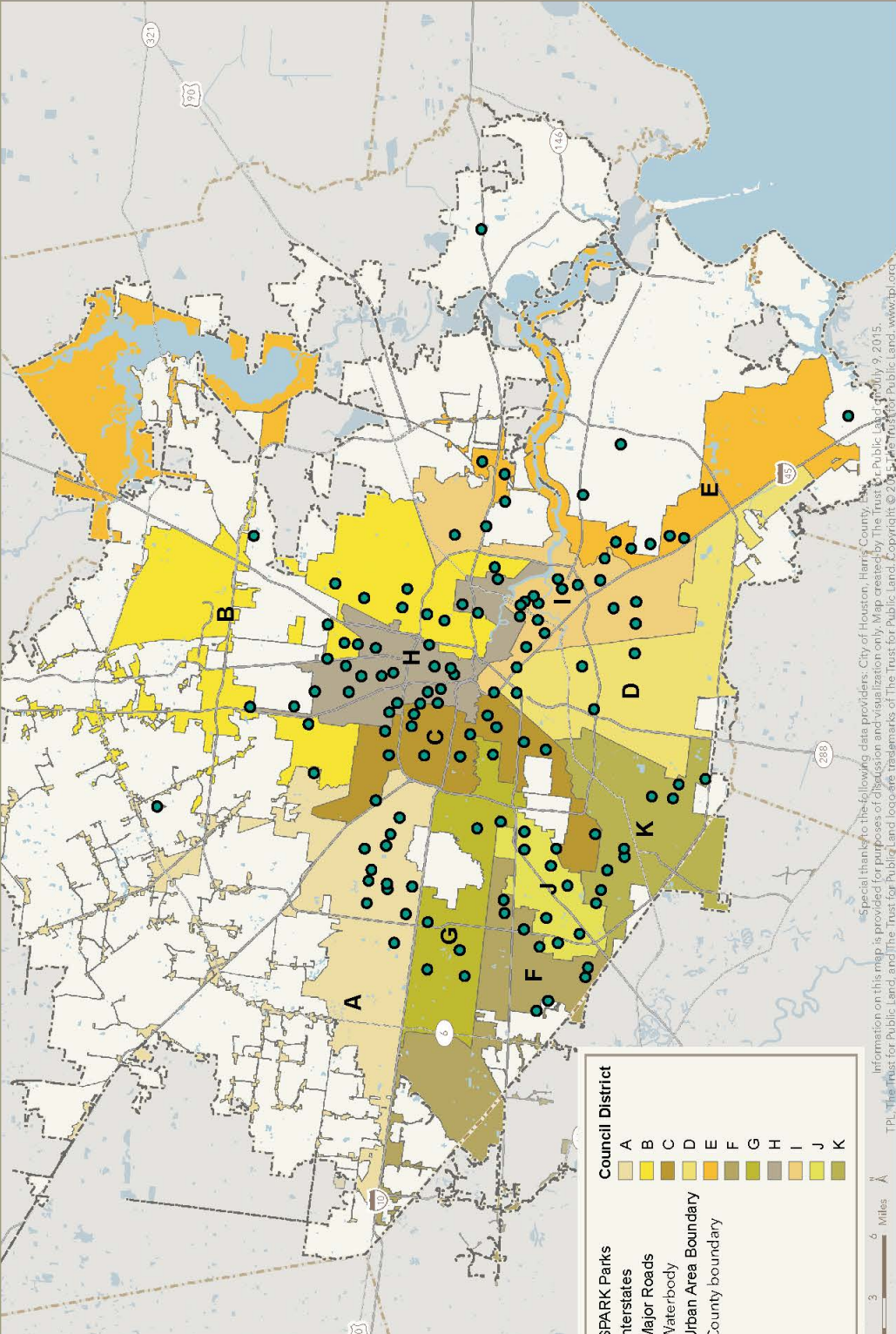
SPARK SCHOOL PARK 2014 EVALUATIONS

HOUSTON URBAN AREA IN HARRIS COUNTY, TEXAS

SPARK PARK LOCATIONS IN HOUSTON PARK SECTORS



SPARK SCHOOL PARK 2014 EVALUATIONS
HOUSTON URBAN AREA IN HARRIS COUNTY, TEXAS
SPARK PARK LOCATIONS IN HOUSTON COUNCIL DISTRICTS



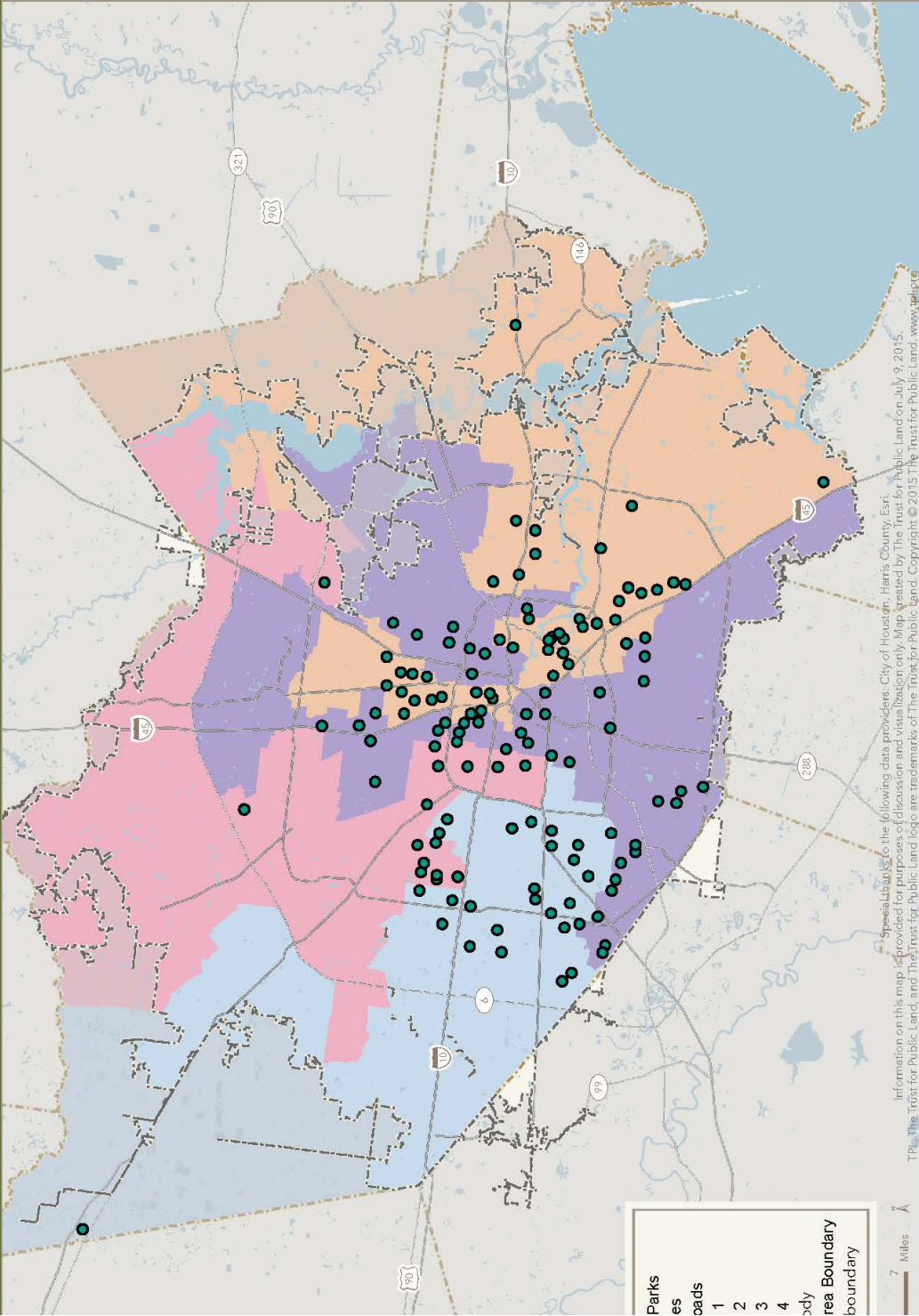
July 28, 2015

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SPARK SCHOOL PARK 2014 EVALUATIONS

HOUSTON URBAN AREA IN HARRIS COUNTY, TEXAS

SPARK PARK LOCATIONS IN COUNTY COMMISSIONER PRECINCTS



July 28, 2015

THE TRUST for PUBLIC LAND
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10 APPENDIX: ASSESSMENT AND OBSERVATION TOOL



SCHOOLYARD PARK EVALUATION TOOL SPARK EVALUATION 2014

This Schoolyard Park Evaluation Tool was developed in 2014 by The Trust for Public Land. This tool is based upon two reliability-tested tools: the Community Park Audit Tool (CPAT, <http://activelivingresearch.org/community-park-audit-tool-cpat>) and the System for Observing Play and Recreation in Communities (SOPARC, <http://activelivingresearch.org/soparc-system-observingplay-and-recreation-communities>). Development and use of this tool was supported by a grant from The Houston Endowment as part of an Evaluation of SPARK School Park Projects in Harris County.

Evaluator: _____

I. GENERAL INFORMATION

1. School/SPARK Park Name: _____

2. Address/Location: _____

3. Date: _____ / _____ / 2014

Time: _____ : _____ am / pm

4. Was the park easy to find onsite? Yes Somewhat No

5. Weather (check all that apply): Hot Warm Cool Cold Sunny Cloudy Windy

6. Approximately how much of the park is shaded? <25% 25-75% >75%

II. ACCESS

7. How many points of entry does the park have?

More than 5 (or park boundary is open) 2-5 Only 1

8. Are the following features or conditions present?

<i>Can the park be accessed for use?</i>		
Are there gates and fences?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are any of the gated entrances locked?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Is at least one gate unlocked?	<input type="checkbox"/> N/A <input type="checkbox"/> Yes	<input type="checkbox"/> No
Are areas of the park being used by school or other organized groups?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>How community-friendly is the park?</i>		
Is there a sign with the name of the park (a SPARK park sign)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there posted hours of operation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there signs with rules?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Are there any features that make the park difficult to access (e.g. stairs)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

9. From the center of the park, how visible is the surrounding neighborhood (i.e. If you are outside the park, can you see most of the areas or people inside? If you are inside the park, are you visible to people who might be walking by?)?

Fully Partially Not at all

III. PARK FEATURES

10. Map of the park:

Include:

- Cross-streets by park
- Entrance points
- Outlines of “target areas” and number them (*these numbers should correspond with the Recreational/Park Areas in Section V*)
- Outlines and name of facilities and amenities

For the next few questions, keep these definitions in mind:

- Useable: everything necessary for use is present and nothing prevents use
- Good condition: looks clean and maintained (e.g., minimal rust, graffiti, broken parts; etc.)

11. Is there a playground? Yes No

Useable	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Distinct areas for different age groups	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Colorful equipment (3+ colors)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Shade cover for some (25%+) of the area	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Benches in/surrounding area	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Fence around area (half or more)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Separation or distance from road	<input type="checkbox"/> Yes	<input type="checkbox"/> No

12. Information about other schoolyard/park areas:

	Present	Usable	Good Condition
Soccer field	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Baseball field	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Basketball court	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Tennis court	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Trail/Walking path	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No	<input type="checkbox"/> Yes <input type="checkbox"/> No

13. Are there any of the following amenities present in the schoolyard/park area?

Drinking fountain(s)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Benches or other seating area	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Picnic tables	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Trash cans	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No

IV. PARK CONDITIONS

14. What are the main land use(s) around the park? (check all that apply)

- Residential Commercial Institutional (other than the school)
 Natural Industrial (e.g., warehouse)

15. What aesthetic (i.e. beautiful or pleasing) features are present in the park? (check all that are present)

- Artistic feature (e.g. murals, statue, sculpture, fountain)
 Elements that reflect local community or culture
 Historical or educational feature (e.g. monument, nature gardens with educational signs)
 Landscaping (e.g. planted flower beds, trimmed bushes)
 Natural area (e.g. natural grass area)
 Trees throughout the park
 Water feature (e.g. stream, pond)
 Other: _____

16. Which of the following park quality or safety concerns are present in the park? (check all that are present)

- Poor lighting (e.g. low or no lighting)
 Graffiti (e.g. markings that reduce the visual quality of the area)
 Vandalism (e.g. damaged signs)
 Excessive litter (e.g. noticeable amounts of trash)
 Excessive noise (e.g. noticeable, unpleasant or annoying sounds)
 Heavy traffic (e.g. steady flow of vehicles, fast moving traffic on adjacent street)
 Poor maintenance (e.g. overgrown grass/weeds/bushes, broken or rusted play equipment)
 Evidence of threatening persons or behaviors (e.g. alcohol/drug use)
 Dangerous spots in the park (e.g. abandoned building, pit/hole)
 Other: _____
 None present

17. On a scale from 1 (very unattractive) to 5 (very attractive), how attractive do you feel this park is? (circle one)

1	2	3	4	5
---	---	---	---	---

18. On a scale from 1 (not at all) to 5 (extremely well), how well-maintained do you feel this park is? (circle one)

1	2	3	4	5
---	---	---	---	---

V. PARK USE

Definitions (also see <http://activelivingresearch.org/node/10654>):

Area Characteristics:

- Empty: No individuals present during the scan
- Usable: Usable for physical activity, e.g., is not excessively wet or roped off for repair
- Supervised: Park or adjunct personnel are in or adjacent to that specific area (does not have to be instructing or officiating)
- Organized: A scheduled event, class or activity is occurring in the area

Age Groups:

- Young Children: Infancy to 3 years of age (i.e. toddlers)
- Children: 3 to 12 years of age
- Teens: 13 to 20 years of age
- Adults: 21 to 54 years of age
- Seniors: 55 years and older

Activity Levels:

- Sedentary: Individuals are lying down, sitting, or standing in place
- Moderate: Individuals are walking at a casual pace
- Vigorous: Individuals are currently engaged in an activity more vigorous than an ordinary walk
- Main Activity: The activity in which a majority of individuals are participating during the observation (e.g. walking, sitting, climbing/sliding, basketball, etc.)

19. Observation Start Time: _____ : _____ am / pm

(1) Recreational/Park Area: _____

Area Characteristics: Empty: Yes No Supervised: Yes No
 Usable: Yes No Organized: Yes No

User Counts:

FEMALES	Young Children	Children	Teens	Adults	Seniors
	Sedentary	Moderate	Vigorous	Main Activity	

MALES	Young Children	Children	Teens	Adults	Seniors
	Sedentary	Moderate	Vigorous	Main Activity	

(2) Recreational/Park Area: _____

Area Characteristics: Empty: Yes No Supervised: Yes No
 Usable: Yes No Organized: Yes No

User Counts:

FEMALES	Young Children	Children	Teens	Adults	Seniors
	Sedentary	Moderate	Vigorous	Main Activity	

MALES	Young Children	Children	Teens	Adults	Seniors
	Sedentary	Moderate	Vigorous	Main Activity	

(3) Recreational/Park Area: _____

Area Characteristics: Empty: Yes No Supervised: Yes No
 Usable: Yes No Organized: Yes No

User Counts:

FEMALES	Young Children	Children	Teens	Adults	Seniors
	Sedentary	Moderate	Vigorous	Main Activity	

MALES	Young Children	Children	Teens	Adults	Seniors
	Sedentary	Moderate	Vigorous	Main Activity	

(4) Recreational/Park Area: _____

Area Characteristics: Empty: Yes No Supervised: Yes No
 Usable: Yes No Organized: Yes No

User Counts:

FEMALES	Young Children	Children	Teens	Adults	Seniors
	Sedentary	Moderate	Vigorous	Main Activity	

MALES	Young Children	Children	Teens	Adults	Seniors
	Sedentary	Moderate	Vigorous	Main Activity	

11 APPENDIX: SURVEY TOOL



SCHOOLYARD PARK SURVEY SPARK EVALUATION 2014

This survey is part of an evaluation effort that explores the role of SPARK School Parks in Houston and Harris County's open space system. This effort is led by The Trust for Public Land and funded by the Houston Endowment. All answers are anonymous, and we appreciate you taking the time to answer these questions.

"This park" refers to the School/SPARK Park you are currently visiting: _____

Date: _____ / _____ / 2014 Time: _____ : _____ am / pm

1. How often do you visit this park? (Check one)

- Daily
- A few times per week
- Once per week/a few times per month
- Monthly
- A few times per year
- Never, this is my first time

2. When do you usually visit this park? (Check all that apply)

- Weekdays
- Weekend mornings (before noon)
- Weekend afternoons (noon to 4pm)
- Weekend evenings (after 4pm)

3. What do you usually do while at this park? (Check all that apply)

- | | |
|-----------------------------------------------|----------------------------------------|
| <input type="checkbox"/> After-school program | <input type="checkbox"/> Playground |
| <input type="checkbox"/> Attend events | <input type="checkbox"/> Exercise |
| <input type="checkbox"/> Visit with child | <input type="checkbox"/> Basketball |
| <input type="checkbox"/> Meet friends | <input type="checkbox"/> Soccer |
| <input type="checkbox"/> Picnic | <input type="checkbox"/> Sit and relax |
| <input type="checkbox"/> Other: _____ | |

4. How do you usually travel to this park? (Check one)

- Walk Drive Bike
- Other: _____

5. Is there anything that makes it difficult to visit this park? (Check all that apply)

- Sidewalk conditions
- Safety concerns
- Gate locked/park inaccessible
- Other: _____
- None, it is easy
- Traffic
- Lack of parking

6. What are the specific things you like about this park?

7. What are the specific things you do not like about this park?

8. If you do not visit this park or go very often, why not? (Check all that apply)

- Safety concerns
- Maintenance issues
- Not nearby to my house
- Gate locked/park inaccessible
- Desired facilities/equipment not available
- No lighting at the park
- Other: _____

9. What would encourage you to visit this park more often?

10. Do you visit other parks? (Check one)

- No Yes; **which ones?** _____
- _____

11. Is this park (that you are currently visiting) the primary park you visit? (Check one)

- No Yes

12. On a scale from 1 (not at all) to 5 (extremely well), how well-maintained do you feel this park is? (circle one)

1	2	3	4	5
---	---	---	---	---

If not well-maintained, why not? (Check all that apply)

- Equipment conditions Trash/litter
 Other: _____

13. In general, how safe do you feel this park is? (Check one)

- Very safe
 Safe
 Not very safe
 Not safe at all

If not safe, why not? (Check all that apply)

- Safety hazards Crime or violence
 Other: _____

14. Please rate the following statements on a scale from 1 (strongly disagree) to 5 (strongly agree): (Circle one rating per statement)

A) I have sufficient access to park space.	1	2	3	4	5
B) In general, there are sufficient facilities or equipment for what I want to do.	1	2	3	4	5
C) I would feel that an important part of my life was missing if I was not able to get out and enjoy nature from time to time.	1	2	3	4	5
D) Being at parks or in natural settings increases my wellbeing.	1	2	3	4	5
E) Being at <u>this</u> park increases my wellbeing.	1	2	3	4	5
F) I have participated in stewardship programs/ events somewhere (such as picking up litter, restoring a playground, or clearing a trail).	1	2	3	4	5
G) I would be willing to participate in a stewardship program/event at <u>this</u> park.	1	2	3	4	5

15. Your gender:

- Male
 Female
 Decline to state

16. Please indicate your age group:

- Younger than 18 years
 18-25 years
 26-30 years
 31-40 years
 41-50 years
 50-65 years
 Over 65 years old
 Decline to state

17. How do you describe yourself in terms of race or ethnicity? (Check all that apply)

- Asian
 Black/African American
 Indian or Alaska Native
 Latino/a
 Native Hawaiian or Pacific Islander
 White
 Other: _____

18. What is the closest intersection to your residence?

_____ &

19. For how long have you lived in this community? (Check one)

- Less than 1 year
 1 to 5 years
 5 to 10 years
 More than 10 years

20. Do you have any additional comments?

Thank you for participating in this survey!