Complete Parks

SRTS National Conference
November 12-14, 2019
Jessica Nguyen, Planner
Outline

1. Complete Parks Approach
2. 7 Elements of a Complete Parks System
3. Policy & Assessment Tools
Complete Parks Approach
How will people get there?
Do people feel safe here?
Who is welcome?

Who is left out?
Complete Parks
Complete Parks
3 Goals
All residents have easy access to a great park that fulfills each community’s needs.
Improved parks in neglected places & increased park area for groups with the least access and greatest need
Holistic health incorporated into how parks are distributed, operated, and used by people and communities.
Complete Parks

7 ELEMENTS

Locate
Connect
Activate
Protect
Grow
Engage
Fund
Locate Equitable Distribution of Parks
Connect
Safe Routes to Parks
Activate Community-Led Park Activities & Programs
Protect

Safety In and Around Parks
Engage

Inclusive, Meaningful, Ongoing Dialogue
The Support Network for a Complete Parks System

Fund
The How of Complete Parks

1. Collaboration across local government agencies

2. Meaningful, ongoing community engagement
Partners may include:

- Community and neighborhood service providers
- Economic and workforce development agencies
- Educational institutions
- Elected officials
- Fire and law enforcement agencies
- Housing authorities and developers
- Planning departments
- Public health departments
- Public works departments
- Social service providers
- Transportation departments
- People who liaise between local government and communities
- People who coordinate efforts across departments at the city, county, or regional level
Priority Populations may include:

- People who live in areas of concentrated or generational poverty
- Communities of color
- People who don’t speak English as their first language
- Seniors, youth, and young adults
- People with disabilities
- People who are homeless
- The re-entry population
- People who identify as LGBT+
- Immigrants or refugees
Tool: Complete Parks Resolution
COMPLETE PARKS MODEL RESOLUTION (WITH EXPLANATORY COMMENTS)

Resolution No. [__________]

A RESOLUTION OF THE (CITY COUNCIL/BOARD OF SUPERVISORS) OF THE [JURISDICTION] ADOPTING A COMPLETE PARKS POLICY

PREAMBLE

COMMENT: The “Whereas” clauses below explain the underlying reasons for adopting this resolution and a Complete Parks Policy, providing the legal rationale for the local council or board to take legislative action. In addition, these statements can serve as useful talking points for policymakers and other stakeholders. These clauses can be amended as desired to fit the specific context or jurisdiction. The footnotes, which provide an authoritative basis for the clauses, should be deleted from the final version.

WHEREAS, parks can create more vibrant, healthy, safe, and equitable communities by improving physical health and mental health; providing environmental benefits; increasing social and economic opportunities; and promoting community cohesion;

WHEREAS, a Complete Parks System is a system of parks that

- Provides all residents with easy access to a great park that fulfills each community’s needs for nature, open space, and recreational activities, recognizing that there is no one-size-fits-all solution;
- Closes the gaps in parks access and quality by improving parks in neglected places and increasing park area for groups with the least access and the greatest need, and
- Supports health and health equity by incorporating holistic health into how parks are distributed, operated, and used by people and communities;

WHEREAS, research has repeatedly found that parks improve residents’ mental and physical health as evidenced by the following:

- Residents who live within walking distance or have easy access to a park are more likely to use parks, have higher physical activity levels, and are less likely to be obese than those who live farther away;7
- residents who maintain an active lifestyle suffer fewer chronic diseases and benefit from reduced mortality risks;1
- parks improve mental health by facilitating connections among friends, family, neighbors, and other social networks that can provide emotional support;4
- parks improve mental health by providing natural settings and green spaces for exercise, quiet reflection, and relaxation;1
Benefits of an Equitable Parks System
Complete Parks Commission
Formal Commitment
Benchmarks to Measure Progress
Comprehensive Community Engagement

Complete Parks Model Resolution
Tool: Complete Parks Assessment
Complete Parks Indicators
A Systems Approach to Assessing Parks

Indicators & Sample Metrics

This section presents indicators and sample metrics for each Complete Parks element. The indicators are factors or variables that express some meaningful aspect of a Complete Parks system. Organized by the relevant indicator, metrics are specific values derived from calculating or combining measurements that gauge progress on a particular indicator. Metrics capture the degree to which the parks system exhibits some important aspect of a Complete Parks element.

As an example, consider “Accessibility of Parks,” an indicator for the CONNECT element. One of the metrics that gauges progress on this indicator is “Number of people who visited a park in this system in the last three months.” If the number of people who visited a park is high, then it’s more likely that the park system performing well on this aspect of the Connect element. Taken together, the metrics and indicators for all 7 elements provide a snapshot of current conditions and assess how closely a given park system matches the characteristics of a Complete Parks system.

Within each element, the Complete Parks indicators are listed in order of importance or relevance for most parks systems. The likely method of data collection is listed in gray for each metric. Special considerations are shown in green boxes. Some Complete Parks elements are closely related, so metrics listed under one element could apply to another. For these metrics, look for icons for other related elements.

**LOCATE Indicator Example:**

<table>
<thead>
<tr>
<th>Related Elements</th>
<th>Complete Parks Indicators</th>
<th>Collection Methods</th>
<th>Special Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distance to parks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Percentage of residents who live within a half mile of a park</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Acres of park per population (for example, per 1,000 residents)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Percentage of parks with entrance and wayfinding features (for example, directional signs, pavement markings, and maps) in appropriate languages for the resident population</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

www.changelabsolutions.org/product/how-complete-parks
Use a Variety of Methods to Collect Data

- Document Review
- Audits
- Surveys
- Publicly Available Data
- Data Shared by Partners
# CONNECT

## Safe Routes to Parks

### 1. Accessibility of parks

- a. Percentage of parks in the system that meet the accessibility requirements of the Americans with Disabilities Act
- b. Percentage of streets within a half mile of parks with infrastructure that supports walking or bicycling, such as sidewalks or bike lanes
- c. Utilization of vehicle and bicycle parking spaces at each park (number available vs. number occupied during peak use)
- d. Number of people who visited a park in this system the last 3 months

### 2. Integration of parks and other systems or services

- a. Percentage of park entrances within walking distance of key destinations or amenities, such as transit stops, schools, libraries, grocery stores, medical clinics or hospitals, or shopping centers, by neighborhood
- b. Number of hours when a park is open and no buses or trains arrive at stops within 2 blocks of the park
- c. Percentage of parks programs for which participants could arrive via public transit within 30 minutes of start time and with transit stops within two blocks of park entrance
- d. Number of cross-promotional materials between parks and transportation systems such as a greenways network, carpools or shuttles, made available to the general public

### 3. Safety of routes to and through parks

- a. Risk of traffic-related injuries or collisions for all modes of transportation (high, medium, or low risk)
- b. Annual number of traffic collisions within a half mile of parks, for all modes of transportation — disaggregate people involved in collisions by age, race, income, gender, or other meaningful demographic

A half mile is approximately equivalent to a ten minute walk, which is considered a walkable distance by industry standards. These distance and time thresholds may vary depending on the preferences and abilities of residents and the environment, and communities should adjust their thresholds accordingly. For example, children and older adults may require more time when traveling, and in rural or suburban areas, parks and other amenities may be located further away from each other.

Especially in places without a transit system, one way to measure connectivity of parks is proximity to other community amenities, however the community defines this.

Although some parks may be show qualities of a Complete Park within the park boundaries, people may encounter unsafe conditions on their way to and from the park, such as high traffic volumes and wide crossings, especially in urban areas. This metric can help identify ways to prevent traffic-related risks and enhance the park experience for users.
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a. Percentage of parks in the system that meet the accessibility requirements of the Americans with Disabilities Act

b. Percentage of streets within a half mile of parks with infrastructure that supports walking or bicycling, such as sidewalks or bike lanes

c. Utilization of vehicle and bicycle parking spaces at each park (number available vs. number occupied during peak use)

d. Number of people who visited a park in this system the last 3 months
2. Integration of parks with other systems or services

CONNECT
Safe Routes to Parks

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## ACTIVATE

### Community-Led Park Activities and Programs

<table>
<thead>
<tr>
<th>Related Elements</th>
<th>Complete Parks Indicators</th>
<th>Collection Methods</th>
<th>Special Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Satisfaction with uses of parks</td>
<td></td>
<td></td>
<td>It can be helpful to stratify ALL Activate indicators by types of parks (for example, pocket, neighborhood, community, regional, special use, open space, or greenbelt), as different types of parks may be intended to serve different purposes.</td>
</tr>
<tr>
<td>a. Percentage of residents and visitors who are satisfied with nearby parks – disaggregate by age, race, income, gender, or other meaningful demographic</td>
<td></td>
<td>SURVEY</td>
<td></td>
</tr>
<tr>
<td>b. Percentage of residents and visitors who say they are able to use nearby parks the way they’d like – disaggregate by age, race, income, gender, or other meaningful demographic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Activity levels in parks</td>
<td></td>
<td>DOCUMENT REVIEW</td>
<td>Examining the demographics of park program participants is recommended because parks in low-income neighborhoods or where many people of color live tend to have fewer recreation programs than parks in more affluent neighborhoods where mostly white people live.</td>
</tr>
<tr>
<td>a. Degree to which the demographics of parks program participants reflect the overall demographics of the county, city, or town</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Number and types of uses of parks</td>
<td></td>
<td>AUDIT</td>
<td></td>
</tr>
<tr>
<td>3. Inclusiveness of parks</td>
<td></td>
<td>DOCUMENT REVIEW</td>
<td>Some rules or procedures that may seem burdensome to some people may provide benefits to others, so it is important to consider the intent of the rules or procedures for this metric. For example, restrictions on where dogs are allowed in parks could help some people feel more comfortable, but limit others in using the park. After conducting a document review to identify potential rules or procedures that present barriers to park use, a survey could be administered to park users as well as park service providers or local government staff about perceived barriers. The results could be compared to see how perceptions might align or differ.</td>
</tr>
<tr>
<td>a. Percentage of park signs and communication materials that are in languages relevant to the resident population</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Number and types of rules or procedures likely to present barriers to park use, such as the requirement of keys kept off site to access park courts, fields or bathrooms, or reservation systems that are only available when most people work, for example.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using the data

- Guide future planning process
- Share findings with stakeholders, create solutions together
- Inform investment priorities
- Bring partners together
- Compare to goals articulated in policies and plans
Introducing Complete Parks

COMPLETE PARKS OVERVIEW
Creating an Equitable Parks System

Complete Parks Playbook

www.changelabsolutions.org/product/complete-parks-playbook
The How of Complete Parks

Complete Parks Model Resolution

May 2018

www.changelabsolutions.org/product/how-complete-parks
Shared Use

SRTS

Complete Streets

www.changelabsolutions.org
SERVICES

- Design customized tools backed by data and practical examples
- Conduct legal and policy analysis
- Synthesize and translate complex policy, research, and jargon
- Largest library in the nation of model laws & policies
- Deliver workshops, meetings, and trainings
- Provide in-depth technical assistance
- Disseminate policy innovations to broad audiences
The information provided in this discussion is for informational purposes only, and does not constitute legal advice. ChangeLab Solutions does not enter into attorney-client relationships.

ChangeLab Solutions is a non-partisan, nonprofit organization that educates and informs the public through objective, non-partisan analysis, study, and/or research. The primary purpose of this discussion is to address legal and/or policy options to improve public health. There is no intent to reflect a view on specific legislation.
SAFE ROUTES TO PARKS
ACTIVATING COMMUNITIES

Promoting Health and Equity Through a Walk to (and in!) the Park
Session Agenda

- Safe Routes to Parks
- 10 Minute Walk
- Complete Parks
- Stories of progress and success in Planada, CA
- Case study activity
- Questions and Answers
Hello!

I am Marisa Jones.

I am the Healthy Communities Senior Manager at the Safe Routes Partnership.

I live in Philadelphia, Pennsylvania, where I live a multi-modal lifestyle and visit parks almost every day.

You can find me on Twitter at @marisacjones.
The mission of the Safe Routes Partnership is to advance safe walking and rolling to and from schools and in everyday life, improving the health and well-being of people of all races, income levels, and abilities, and building healthy, thriving communities for everyone.
What do we mean by equitable park access?
What do we mean by equitable park access?

Safe, convenient routes to high-quality parks are not determined by a person’s race, ethnicity, national origin, socioeconomic status, age, ability, or other demographic factors.
Why work to improve park access?

- Opportunity for new partnerships with public agencies and outside organizations
- New reason to engage community members
- Opportunity to partner with outside organizations
- Many schools have playgrounds and parks
- Promote connectivity to all kinds of important community destinations
- Address broad definitions of safety
- Incorporate transportation, public safety, and public health goals into additional plans and policies
How to Promote Health and Equity Through Improving Park Access

• Safe Routes to Parks
• 10 Minute Walk
• Complete Parks
• Grassroots leadership
Safe Routes to Parks

• Convenient, affordable multimodal transportation (walk, bike, transit) along routes that are safe from traffic and personal danger for people of all ages and abilities
• Routes start/end at well-maintained and well-programmed parks that are conveniently located within a 10-minute walk of where people live
• Long-term goal:
  • increase park usage
  • improve health and wellbeing for people of all ages, races, abilities, and income levels.
Safe Routes to Parks Pilot Sites & Grantees
Safe Routes to Parks Action Framework

- Step-by-step framework for improving park access
- Tested by parks and recreation professionals, public health organizations, transportation nonprofits, bike share operators, and more!
Blue Zones Hawaii

• Park activation
• Traffic safety improvement
• Houseless people living in park
• Informing development of park master plan
• Worked with city to establish ability to use public art to promote safety

Photo Credit: Blue Zones Hawaii
Blue Zones Hawaii

Video Credit: Blue Zones Hawaii
RESOURCES TO SUPPORT SAFE ROUTES TO PARKS
Resources to support Safe Routes to Parks

- Fact sheets
- Webinars
- Funding opportunities
- Technical assistance

https://www.saferoutespartnership.org/healthy-communities/saferoutestoparks
Resources to Improve Personal Safety from Crime and Violence

Putting the "Safe" In Safe Routes to Parks: Improving Personal Safety from Crime and Violence to Promote Park Access

Sometimes neighborhoods have nearby parks, but community members do not use them because they view the park or the walk to the park as dangerous. Threats to personal safety, whether real or perceived, strongly discourage outdoor activities like walking, bicycling, and spending time in parks.

This fact sheet highlights the importance of improving personal safety from crime and violence in order to promote park access. It shares examples of how community groups, park agencies, law enforcement, and community-based organizations have addressed real or perceived violence and crime to increase safe access to and within parks.

Why Safe Routes to Parks?

Research shows that after distance, safety most influences the decision to participate in physical activity and walk or bike, and children are less likely to walk when they feel unsafe. Safety is broader than making sure that traffic moves at a slow speed, well-maintained sidewalks are present, and crosswalks are well marked. Real and perceived crime can interfere with a perceived sense of security and create barriers to accessing parks. Street harassment and assault, robbery, gang activity, police harassment, graffiti, and abandoned homes are dangerous aspects of parks. While many facilities do not have visible crime, and crime is also barriers to safely accessing destinations, including parks.

What is Safe Routes to Parks?

Improving park accessibility helps increase use of parks and plays a critical role in ensuring that communities have access to places to be physically active. The Safe Routes to Parks concept provides advocates with the language to champion safe access during consideration of park siting, community engagement, allocation of funds, planning, and implementation of traffic and park safety initiatives, as well as park improvements. Safe Routes to Parks efforts improve accessibility to parks via multiple modes of transportation for people of all ages and abilities that are safe from traffic and personal danger. These routes lead to well-maintained, well-programmed parks that are conveniently located within approximately one half mile, roughly a 10 minute walk, from where people live.

2018

https://www.saferoutespartnership.org/healthy-communities/saferoutestoparks

- Developing community partnerships
- Partnering with law enforcement
- Programming
- Lighting, beautification
Safe Routes to Parks Walk Audits

- Community and partner agency engagement tool to assess what makes people feel unsafe (or safe!) along the route to a park

https://www.saferoutespartnership.org/healthy-communities/saferoutestoparks
Community Engagement Checklist

• Checklist for considering the needs of many different types of community members
• Ideas for visioning exercises

https://www.saferoutespartnership.org/healthy-communities/saferoutestoparks
Tactical Urbanism and Pop-Ups

This fact sheet provides a simple overview of how you can go about conducting a pop-up Safe Routes to School project in your community. This fact sheet lays out the basic steps for successful pop-up projects, and specifies when and how the process differs because schools are involved.

Note that there are several guides on how to successfully plan and implement tactical urbanism and pop-up traffic calming projects. This fact sheet is intended to complement, rather than replace, those guides. At the end of the fact sheet there is a list of several in-depth guides on how to execute tactical urbanism and pop-up projects, including information on permitting, site plan development, materials, cost estimates, and community and media outreach. We recommend that you use this fact sheet as a starting point for adapting the pop-up and tactical urbanism process to a school environment.

Distilled, the basic process for conducting a pop-up (or tactical urbanism) is:

1. Identify Partners
2. Present Concept to Decision-makers
3. Select Your Location
4. Identify Your Approach
5. Implement The Pop-Up
6. Evaluate
7. Advocate for Permanent Change

Using Tactical Urbanism to Jump Start Safe Routes to School Programs

This fact sheet is the second part in a series on using temporary installations, or pop-up projects, to advance Safe Routes to School. To learn more about pop-up projects and how they can be used to promote Safe Routes to School, check out our companion fact sheet, Pop-Up for Safe Routes to School: Using Tactical Urbanism to Promote Safe Routes to School Projects.

- Explains what tactical urbanism is and why it is an effective strategy for making infrastructure safety improvements and how to host pop-ups!
Technical Assistance and funding!

- Technical assistance and grant award from the Safe Routes Partnership
- Coaching to develop Safe Routes to Parks action plan + $12,500 to begin implementing it
- Application is OPEN NOW!

https://www.saferoutespartnership.org/healthy-communities/saferoutestoparks
Accomplishing Active Transportation, Safety, and Air Quality Goals through Regional SRTS Assistance
WHAT IS A MPO?

Urban regional planning entity

- Urbanized areas with populations > 50,000
- Can impact transportation, economic growth, land use patterns, preservation of natural areas/farmland, air quality, racial & economic equity for community members, safety, & more!

From SRTS Partnership, *Metropolitan Planning Organizations & Health 101: The Nuts & Bolts of Regional Transportation Agencies*
WHO LIVES IN AN MPO?

From SRTS Partnership, Metropolitan Planning Organizations & Health 101: The Nuts & Bolts of Regional Transportation Agencies
WHAT DO MPOS DO?

• Engage in coordinated short- & long-term transportation planning

• Establish 20-year vision, goals, objectives, performance measures, and projects

• Plan & decide about large transportation projects

• Manage PL, Section 5305, STBGP, CMAQ, & other $$

From SRTS Partnership, Metropolitan Planning Organizations & Health 101: The Nuts & Bolts of Regional Transportation Agencies
MPO GOALS RELATED TO SRTS

• Manage Congestion/TDM
• Maintain or Improve Air Quality
• And potentially promote...
  ▪ Active Transportation
  ▪ Health
  ▪ Equity
REGIONAL SRTS FUNDING

• Congestion Mitigation & Air Quality (CMAQ)
• Highway Safety Improvement Program (HSIP)
• Metropolitan Planning set-aside
• State allocations
  - Caltrans’ Active Transportation Program (ATP)
<table>
<thead>
<tr>
<th>Region</th>
<th>Population</th>
<th>Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast Ohio (Cleveland)</td>
<td>2.1 million</td>
<td>5</td>
</tr>
<tr>
<td>Portland Metro</td>
<td>2.8 million</td>
<td>3</td>
</tr>
<tr>
<td>SF Bay Area</td>
<td>7.8 million</td>
<td>9</td>
</tr>
<tr>
<td>King County (Seattle)</td>
<td>3.9 million</td>
<td>1</td>
</tr>
</tbody>
</table>
SPEAKERS

• Northeast Ohio (Cleveland) Areawide Coordinating Agency (NOACA) | SRTS Assistance
• Portland Metro | Regional SRTS Program
• San Francisco Bay Area Air Quality Management District | Spare the Air Youth
• King County (Seattle) Metro | SchoolPool
NOACA will STRENGTHEN regional cohesion, PRESERVE existing infrastructure, and BUILD a sustainable multimodal transportation system to SUPPORT economic development and ENHANCE quality of life in Northeast Ohio.
WHY A TAKE A REGIONAL APPROACH?

Regional Connectivity
Understanding of Local Environment
Robust Data & Planning Support
Planning Experience
Link to State/Federal support

Regional Planning Approach
Impacts/Influences

- Mode Choice
- Traveler Behavior
- Infrastructure Options

Transportation

Safety

Air Quality
How can NOACA assist local communities with planning, implementation and programming that will improve transportation safety, air quality, and regional connectivity, with a focus on vulnerable populations and equity within our region?
• Supports NOACA goals for air quality, transportation, equity and safety
• Evidence-based practice
• Equity-based, focus on vulnerable populations
• State and national support
• Planning and implementation at local levels
• Safety in all modes addressed

WHY SAFE ROUTES TO SCHOOL?

AIM Forward 2040: Long Range Transportation Plan
SAVE Plan: Regional Transportation Safety
Air Quality Plan

Elevate safety within NOACA divisions, focus multi-divisional efforts to achieve agency goals
Safe Routes to School (SRTS) is an international, national and state program focused on improving safety, access, and conditions for kids and families to walk and bike to school.

- Planning, infrastructure, and non-infrastructure are supported
- ODOT awards up to $4 million annually for K-8 schools
- Education resources, training, and support material
- STP is required to apply for ODOT SRTS funding
FLEXIBILITY

Latitude to support outside of federal SRTS limitations:

- Student Grade (9-12)
- Student Proximity
- Safety in All Modes
- Private/Parochial Schools/Districts
- Non-infrastructure Resources
- School connections to student destinations (libraries, parks, recreation centers, employment)
Goals:

• Improve transportation safety for students and families within a 2-mile radius of schools and student destinations in the NOACA region.

• Elevate knowledge of the benefits and resources to improve transportation safety within the NOACA region.
Support includes:

- NOACA representation on school travel plan (STP) development, update and implementation teams
- Assist planning efforts through walk audits, proximity and crash mapping and analysis, and other NOACA programs that assist in transportation safety
- Offer safety, implementation and planning workshops and training
- Encourage participation in the Northeast Ohio Safe Routes to School (NEO SRTS) Coalition
- Support ODOT SRTS and other funding applications
## EQUITY FOCUS

<table>
<thead>
<tr>
<th>School District</th>
<th>County</th>
<th>STP/Year</th>
<th>ODE District Grade</th>
<th>Environmental Justice Community (NOACA)</th>
<th>Economic Disadvantage (ODE)</th>
<th>Chronic Absenteeism Indicator* (ODE)</th>
<th>% Students of Color (ODE)</th>
<th>% Students with Disabilities (ODE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedford City School District</td>
<td>Cuyahoga</td>
<td>No</td>
<td>D</td>
<td>Partial</td>
<td>60%</td>
<td>18.0%</td>
<td>91.5%</td>
<td>19.4%</td>
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<tr>
<td>Garfield Heights City Schools</td>
<td>Cuyahoga</td>
<td>No</td>
<td>D</td>
<td>Partial</td>
<td>65%</td>
<td>30.6%</td>
<td>83.8%</td>
<td>19.7%</td>
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<tr>
<td>Richmond Heights Local Schools</td>
<td>Cuyahoga</td>
<td>No</td>
<td>D</td>
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<td>60%</td>
<td>19.4%</td>
<td>95.8%</td>
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<td>Warrensville Heights City School District</td>
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<td>D</td>
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<td>99%</td>
<td>32.1%</td>
<td>99.3%</td>
<td>21.2%</td>
</tr>
<tr>
<td>Fairport Harbor Exempted Village Schools</td>
<td>Lake</td>
<td>No</td>
<td>D</td>
<td>Partial</td>
<td>40%</td>
<td>17.0%</td>
<td>21.4%</td>
<td>12.6%</td>
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<tr>
<td>Wickliffe City Schools</td>
<td>Lake</td>
<td>No</td>
<td>D</td>
<td>No</td>
<td>39%</td>
<td>13.2%</td>
<td>21.3%</td>
<td>14.6%</td>
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<tr>
<td>Cloverleaf Local Schools</td>
<td>Medina</td>
<td>No</td>
<td>D</td>
<td>No</td>
<td>28%</td>
<td>10.3%</td>
<td>5.9%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Painesville City Local Schools</td>
<td>Lake</td>
<td>No</td>
<td>F</td>
<td>Yes</td>
<td>99%</td>
<td>21.9%</td>
<td>79.0%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Cleveland Heights-University Heights City School District</td>
<td>Cuyahoga</td>
<td>2014</td>
<td>D</td>
<td>Yes</td>
<td>100%</td>
<td>24.2%</td>
<td>82.5%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Cleveland Metropolitan School District</td>
<td>Cuyahoga</td>
<td>2016</td>
<td>F</td>
<td>Yes</td>
<td>100%</td>
<td>30.5%</td>
<td>84.4%</td>
<td>22.8%</td>
</tr>
<tr>
<td>East Cleveland City Schools</td>
<td>Cuyahoga</td>
<td>2011</td>
<td>F</td>
<td>Yes</td>
<td>97%</td>
<td>46.0%</td>
<td>99.2%</td>
<td>27.9%</td>
</tr>
<tr>
<td>Euclid City Schools</td>
<td>Cuyahoga</td>
<td>2015</td>
<td>F</td>
<td>Yes</td>
<td>97%</td>
<td>34.3%</td>
<td>93.1%</td>
<td>21.3%</td>
</tr>
<tr>
<td>Maple Heights City Schools</td>
<td>Cuyahoga</td>
<td>2017</td>
<td>D</td>
<td>Yes</td>
<td>93%</td>
<td>37.1%</td>
<td>97.7%</td>
<td>19.0%</td>
</tr>
<tr>
<td>Parma City School District</td>
<td>Cuyahoga</td>
<td>2014</td>
<td>D</td>
<td>Partial</td>
<td>42%</td>
<td>20.2%</td>
<td>22.1%</td>
<td>15.8%</td>
</tr>
<tr>
<td>South Euclid Lyndhurst Schools</td>
<td>Cuyahoga</td>
<td>2013</td>
<td>D</td>
<td>Partial</td>
<td>56%</td>
<td>13.2%</td>
<td>82.4%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Clearview Local Schools</td>
<td>Lorain</td>
<td>2011</td>
<td>D</td>
<td>Yes</td>
<td>100%</td>
<td>22.5%</td>
<td>57.3%</td>
<td>9.9%</td>
</tr>
<tr>
<td>The Elyria City School District</td>
<td>Lorain</td>
<td>2009</td>
<td>D</td>
<td>Partial</td>
<td>71%</td>
<td>22.7%</td>
<td>47.9%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Lorain City School District</td>
<td>Lorain</td>
<td>2018</td>
<td>F</td>
<td>Yes</td>
<td>100%</td>
<td>42.4%</td>
<td>78.2%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Wellington Exempted Village Schools</td>
<td>Lorain</td>
<td>2014</td>
<td>D</td>
<td>No</td>
<td>38%</td>
<td>12.9%</td>
<td>7.5%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>
GIS AND DATA ANALYSIS SUPPORT

- Student Proximity Maps
- Crash Data Maps
- Student Location Heat Maps
- Countermeasure locations
Schoolpool - Air Quality & Safety

- OARC supported
- Air quality and congestion impacts
- No cost to schools/districts
- Influence traffic around schools
- Can assist walking school bus programs
- Currently piloting in 2 schools, with more onboarding in 2020

Schoolpool is a free, secure service that connects families who want to share the school commute. Link up with other parents to get students to school safely - whether walking, biking or driving.

WHY SCHOOLPOOL?
- Save time and money by sharing rides and walks.
- Reduce traffic congestion and emissions near schools.
- Improve air quality which can affect asthma rates.
- Improve attendance and reduce tardiness.
- Create connections with other families and make new friends!

Contact: GohioCommuter@mpo.noaca.org to learn more and start a schoolpool at your school.
TRANSPORTATION PLANNING PROGRAM

Street Supplies Library
- Expedite implementation
- Draw attention to opportunities
- Widen public engagement
- Gather data to assess design
THANK YOU!

Kate Moening
Planner, Safety & Operations Division
Northeast Ohio Areawide Coordinating Agency (NOACA)
kmoening@mpo.noaca.org
(216) 241-2414 x285
www.noaca.org

NOACA Regional Safety Program, Safe Routes to School:
Metro Safe Routes to School Program

SRTS National Conference | November 2019
Metro’s unique structure
2016: $1.5M in Regional SRTS Funding

- Driven by advocates with aim to fund SRTS as a regional priority
- Dedicated portion of 2019-2021 federal transportation funds allocated to MPO
Data on 300+ schools in region
Recommendations for regional program
Developed in conjunction with practitioners
“In 2040, everyone in the Portland metropolitan region will share in a prosperous, equitable economy and exceptional quality of life sustained by a safe, reliable, healthy, and affordable transportation system with travel options.”
RTP System Policies:
Transportation Equity

Regional Transportation Equity Policies

Policy 1: Embed equity into the planning and implementation of transportation projects, programs, policies and strategies to comprehensively consider the benefits and impacts on communities of color and people with low income.

Policy 2: Ensure investments are made to reduce transportation-related disparities and barriers for historically marginalized communities.

Policy 3: Prioritize transportation investments that eliminate transportation-related disparities and barriers for historically marginalized communities, with a focus on communities of color and people with low income.

Policy 4: Use inclusive opportunities to develop historically marginalized communities.

Policy 5: Use engagement to identify transportation-related disparities, barriers, needs and priorities of communities of color, people with low income and other historically marginalized communities.

Policy 6: Evaluate transportation plans, policies, programs and investments to understand how they address transportation-related disparities and barriers experienced by communities of color, people with low income and other historically marginalized communities, and the extent disparities are being eliminated.

Policy 7: Support family-wage job opportunities and a diverse construction workforce through inclusive hiring practices and contracting opportunities for investments in the transportation system.

Actions to implement Transportation Equity Policy 3:

- Implement the Regional Travel Options Strategy, including the new Safe Routes to School program, with emphasis to support new partnerships with organizations that serve historically marginalized communities.
2018 Regional Travel Options Strategy

Goal 3: Encourage families to walk and bicycle to school safely by implementing a Regional Safe Routes to School Program

Metro can support SRTS by:

Regional SRTS Coordination
- Hire SRTS staff
- Host region-wide meetings
- Coordinate efforts between jurisdictions and school districts

Direct Program Delivery
- Local pass-through funding to counties, cities, school districts, health departments, or CBOs
- Innovation funding
- School site improvements

Program Development and Regional Technical Assistance
- Build local capacity to carry out programs
- Prioritize equity in programs and funding
- Offer translation and interpretation
- Support evaluation, data, and GIS
- Provide assistance and resources for outreach, leadership, and storytelling
- Provide access to regional materials and equipment
Communities of Color, English Language Learners, and Lower-Income Communities

This map shows census tracts with higher than regional average concentrations and double the density of one or more of the following: people of color, people with low income, and English language learners. Census tracts where multiple demographic groups overlap are identified.

Figure 3.5 RTP equity focus areas
Metro SRTS Program Vision + Goals

We envision a region where all kids and youth are able to safely, affordably, and efficiently access school and their community by walking, rolling and transit.

Goal 1: SRTS programs in the Metro region are effective, inclusive & sustainable

Goal 2: SRTS programs prioritize equitable outcomes for students of color, low-income students, and students with disabilities

Goal 3: SRTS is integrated into state, regional & local policy priorities to support programming and invest in safety improvements
Metro SRTS Program Structure

Grants to local programs

Technical Assistance

Regional Coordination
Grants to local programs

- $900,000 over three years, starting July 2019
- FTA funded; flexibility in eligible programming
- Embedded into existing Regional Travel Options grant program with goal of reducing VMT
- Priority to programs serving Title I or equivalent schools
Metro Area School Districts
2015 – 2017 Metro funded SRTS programs
2017-2019 Metro funded SRTS programs
2019-2022 Metro funded SRTS programs
All programs in Metro Area
Technical Assistance

• $150,000 over three years allocated for technical assistance

• Identified priority areas with regional practitioners and in accordance with program vision & goals.
  • Centralized contract services
  • SRTS ‘mini-grants’
  • Resources to share/borrow
20 minutes of walking or rolling leads to better school performance!
Regional Coordination

Navigating funding, policy & coordination barriers

- Research and policy development
- Initiate partnerships and communication between jurisdictions
- Support additional SRTS funding; reduce barriers for access to existing funding

Navigating administrative and capacity barriers

- Support networking, implementation strategies & discussion of barriers amongst SRTS practitioners
- Develop and collect new resources and tools
- Administer technical assistance and grant funds
Tool: SRTS Coordinator Map

Metro Region Safe Routes to School Coordinators
Use this map to find your local SRTS coordinator!

About

About the SRTS Coordinator Map

Metro’s Safe Routes to School Coordinator map can help you find the people and resources needed to support Safe Routes to School efforts in your school community.

Click on a school to get contact information for your coordinator.
Scroll down in the pop-up to download the school walk zone map.
Use the filter button to select schools by district.

Coordinators

Mary Jo Anderson, Safe Routes to School Program Coordinator at Multnomah County
My gender pronouns are she/her/hers
Maryjo.anderson@metro.us
503-990-0019
I support East Multnomah County schools in Gresham-Barlow, Centennial and Reynolds School Districts

Jordan Bailey, Education Programs Director at The Street Trust
My gender pronouns are he/him/his
Jordan@thestroetchust.org
503-226-0676 ext. 13
Talk to me about bike and pedestrian safety education programs

Leah Blado-Luis, Beaverton Safe Routes to School Coordinator at Beaverton School District
My gender pronouns are she/her/hers
Leah.Blado-Luis@beaverton.k12.or.us
503-951-2128
I support schools in Beaverton School District

Craig Fondren, Community Program Director at the Community Cycling Center
craig@communitycyclingcenter.org
503-288-6864
I support Dress Codes Elementary, Career College
Tool: Online Collaboration Space

Metro Safe Routes to School Collaboration
This page was developed by Metro to support Safe Routes to School (SRTS) efforts in the Metro region. The SRTS project lead is Noel Mickelberry, Metro's Safe Routes to School Coordinator (noel.mickelberry@oregonmetro.gov).

Message Board
- Lightweight - Reflective Stickers
- Welcome to the Metro SRTS Collaboration Basecamp!

Schedule
- Thu, Nov 21
  - SRTS Regional Practitioners Meeting
    - 3:00pm - 5:00pm

Automatic Check-ins
- Asking 32 people the 1st Tuesday of each month at 5am.
- What challenges/barriers are you facing in implementing SRTS in your community? Share something you've studied on and could use some support.
- Asking 32 people the 1st Thursday of each month at 5am.
# Regional Travel Options Strategy: SRTS Performance Measures

## Table 5. Goal 3 Performance Measures

<table>
<thead>
<tr>
<th>Performance Measure</th>
<th>Baseline</th>
<th>2028 Target</th>
<th>Data Collection Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-SOV school commute mode share for schools participating in RTO-funded activities</td>
<td><strong>To be collected</strong></td>
<td><strong>To be calculated</strong></td>
<td>Parent surveys and student hand tallies collected by local partners</td>
</tr>
<tr>
<td>Number of jurisdictions or school districts with formalized SRTS programs</td>
<td>8 jurisdictions or school districts have a SRTS coordinator</td>
<td>All jurisdictions or school districts have or work with a SRTS coordinator</td>
<td>Local SRTS Coordinator reporting</td>
</tr>
<tr>
<td>Number of SRTS Coordinator positions in the region</td>
<td>8 SRTS coordinators in 2017</td>
<td>All districts have access to a coordinator (may not be housed at the district)</td>
<td>SRTS Coordinator reporting</td>
</tr>
<tr>
<td>Reach of SRTS programming (number of students involved in SRTS activities)</td>
<td><strong>To be collected</strong></td>
<td><strong>To be calculated</strong></td>
<td>SRTS Coordinator or grantee reporting</td>
</tr>
</tbody>
</table>
Survey/Hand Tally Data for Metro Region (National Center):

<table>
<thead>
<tr>
<th>Bike</th>
<th>Carpool</th>
<th>Family vehicle</th>
<th>Other</th>
<th>School Bus</th>
<th>Transit</th>
<th>Walk</th>
</tr>
</thead>
<tbody>
<tr>
<td>2%</td>
<td>2%</td>
<td>34%</td>
<td>1%</td>
<td>41%</td>
<td>0%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Issues: Data collected differently in each district, data ranges from 2015-2019, response rates vary dramatically between schools; no high school data

Oregon Household Activity Survey for ODOT Region 1/Metro area:

“Households with children tend to make three times the number of trips on average as compared to households without children, with the former spending twice as long traveling in terms of both distance and time”

- Oregon Household Activity Survey

Issues: Unclear sample size
What’s next: Policy & funding

• Developing a Metro-led SRTS Policy Advisory Committee
  - Setting regional mode-split targets
  - Standardized data collection methodology
  - Shared legislative agenda
  - Collaboration between pupil transportation, SRTS, and regional planning efforts

• Regional Investment Measure
  - Program development for potential new funding
What’s next: More tools

- Storytelling Snapshot: The Journey to School
- Racial equity training/program planning support
- Traffic Playground Toolkit
- Regional School Bike Fleet Strategy
- Professional Development course for teachers
- College credit course for high school students
Thank you!

Noel Mickelberry
Safe Routes to School Program Coordinator

noel.mickelberry@oregonmetro.gov

Learn more: oregonmetro.gov/saferoutes
Raquel Trinidad, Metropolitan Transportation Commission

November 2019
How it all started...
It all comes down to the right elements…

Icons created by Freepik and srip from flaticon.com
2018 Youth for the Environment and Sustainability Conference (YES)

2018 Video: https://www.youtube.com/watch?v=OpH6nJMsSIQ
Who Attends?
YES! Conference 2020

YOUTH FOR THE ENVIRONMENT AND SUSTAINABILITY 2020
SATURDAY, MARCH 28, 9 AM – 3 PM
EL CAMINO HIGH SCHOOL, 1329 MISSION RD, SOUTH SAN FRANCISCO

JOIN HUNDREDS OF YOUTH LIKE YOU!
• Organize for climate action
• Share ideas, solutions and projects
• Make new friends & have fun!
• Enjoy free food and giveaways

For more information and to register, visit sparetheair.org

The conference is open to middle and high school students, teachers, parents, and community members. This event is sponsored by the Bay Area Air Quality Management District and the Metropolitan Transportation Commission. The Spare the Air Youth Program is a joint program of the Air District and MTC.
Student Advisory Council
2020 *Draft* Agenda

- 9 a.m. – Registration/Breakfast
- 10 a.m. – Welcome & keynote
- 10:45 a.m. – Session 1
- 11:30 a.m. – Lunch
- 12:30 p.m. – Chill Time
- 1:00 p.m. – Session 2
- 2:00 p.m. – Keynote Speakers
- 2:30 p.m. – Raffle/Closing
- 3:00 p.m. – Conference ends
Sample Sessions

- **Environmental policy**
  - Students present big-picture youth legislative policy update on how you can affect the environment

- **Waste reduction**
  - A student presentation on dealing with waste and our disposable society

- **Climate change at your school**
  - Learn strategies to motivate your fellow middle school classmates to learn about climate change

- **Particulate matter**
  - See data on air safety collected in an Oakland park. Learn how to measure particulate matter to make sure the air is safe
Engagement

• **Who?**
  – Friends
  – Organizations
  – Classmates
  – Social media
  – Hang out spots?

• **How?**
  – Website
  – Posters
  – Postcards
  – Outreach toolkit
  – Presentations
  – Others?
Thank you.
SchoolPool
November, 2019
National SRTS Conference
The Seattle Region
King County Metro

Vision: a diverse and dynamic community with a healthy economy and environment where all people, businesses, and organizations have the opportunity to thrive.

Goals

• Mobility
• Safety & Justice
• Health & Human Services
• Economic Vitality

• Accessible, Affordable Housing
• Healthy Environment
• Efficient, Accountable Regional and Local Government
Benefits of SchoolPool & SRTS

★ Cleaner Air and Water – Sustainable ways to get around don’t produce as much harmful emissions.

★ Less Traffic – Less congestion around schools is safer and healthier for everyone.

★ Increased Social Interactions – By getting outside for the trip to school, families can talk with neighbors and meet other families.

★ Cost-Savings – Walking, biking, busing and carpooling save money on gas.

★ Improved Safety – More families walking, biking, busing and carpooling to school improves safety on streets near schools.

★ Healthier Living – Walking and rolling are great ways to get more physical activity.

★ Better Educational Achievement – Students who are active in the morning arrive at school focused and ready to learn.
WHY IS SAFE ROUTES TO SCHOOL IMPORTANT?

Families with incomes under $50,000 per year spend an average of 30% of their budget on transportation...

...and SRTS helps families save $ by reducing single family vehicle trips to school.

Nationwide, parents' concerns over safety and traffic discourages 40% of students from walking or biking to school.
Equity Focus

SchoolPool Structure

• Countywide Technical Assistance & Confluence
• Local Hands-On Assistance
• City, School District, School Partnerships
• PTSA Trainings and Support
Safety Tips & Resource Sheets

**WALK WITH OTHERS**
Walk with an adult, other students, or a buddy.

**FOLLOW DIRECTIONS**
Follow directions from crossing guards and safety patrols.

**CROSSWALK REMINDERS**
- **STOP** at the curb’s edge.
- **LOOK** left, right, and behind you.
- **MAKE EYE CONTACT** with drivers.
- **CROSS** with heads up and looking around.

**WALK TOGETHER WITH SCHOOLPOOL!**
kingcounty.gov/metro/SchoolPool

**DRIVE SAFELY IN SCHOOL ZONES!**
- Park, stop, and load students only in designated spaces.
- Watch for students crossing, especially when other vehicles block your view.
- Keep crosswalks, handicapped spaces, fire hydrants, bus stops, and driveways clear.

**Before you ride, do an ABC QUICK CHECK**
- **A** is for Air: Do you have air in your tires? Inflate them to the pressure listed on the side wall of the tire.
- **B** is for Brakes: Are your brake pads worn thin or rubbing anywhere? Do your brake levers pull all the way down to your handbars? Adjust your brakes if you find these problems.
- **C** is for Chain: Is your chain threaded over the sprocket and properly aligned? Check your chain for wear. If your chain skips on your cassette you might need a new one or just an adjustment.

**QUICK** is for Quick Release:
- Are your quick release levers on tight? Check the lever on your hubs in the center of the wheel.

**CHECK** is for Check It Over:
- Check the tires for any tears or broken parts. Take it for a test ride to check braking and shifting.

Tell an adult if your bike looks damaged or if something’s not right.
Technical Assistance

- Event Development
- Community Engagement + Outreach
- Implementation Guides
- Training
Year-Round Messaging & Event Days

- **Kirkland School Pool**
  - **Join Us For Walk to School Day**
  - Lace up your shoes, grab your backpack, and be active on your way to school!
  - Walk with friends and family on Friday, October 5, 2018.
  - Remember to fill out your trip calendars marking that you walked to school to be entered into a special prize drawing at the end of the month!

- **Kenmore School Pool**
  - **Join Us For WINTER Walk to School Day**
  - Put on your rain boots, splash in a puddle, and be active on your way to school.
  - Follow the signs marking the walking route to school.

- **Kenmore School Pool**
  - **Walk, Bus and Carpool on Earth Day**
  - Celebrate our Earth by greening your commute to school. Walk, bus or carpool to and from school this Earth Day. Follow the signs marking the walking route to school. We’ll be giving away rewards to our green heroes!
  - Monday April 23, 2018!
How-to Guides, Yard Signs, Encouragement Materials
Partnerships
Next Step: Mobility Hub at/near Schools
Thank you!

Hannah Day-Kapell, Alta
hannahday-kapell@altaplanning.com

Julie Burrell, King County Metro
Julie.Burrell@kingcounty.gov

https://kingcounty.gov/metro/schoolpool.aspx
Promoting Equitable Park Access and Quality

Jared Mummert
Program Specialist
National Recreation and Park Association

www.nrpa.org
Advancing parks, recreation and environmental conservation efforts that enhance the quality of life for all people.
Because everyone deserves a great park close to home.

**PARKS HAVE ENVIRONMENTAL POWER**

1 ACRE OF TREES absorbs the carbon dioxide produced by DRIVING A CAR 11,000 MILES.

**PARKS HAVE HEALTH POWER**

Increased access to places for physical activity leads to a 25% increase in people exercising 3 or more days a week.

**PARKS HAVE SAFETY POWER**

In Macon, GA, a revitalized park that included new programming and beautification efforts reduced incidents of crime and violence by 50%.

Parks have the power to strengthen communities, transform lives, and protect the future.

Parks are the most powerful aspect of every community.
American’s Support Parks

76% of Americans are more likely to vote for politicians who make park and recreation funding a priority.

78% of Americans indicate they want to increase park and recreation funding.

More than 9 in 10 Americans agree that parks and recreation is an important local government service.

www.nrpa.org
10 MINUTE WALK • IMPROVING ACCESS TO PARKS + GREEN SPACES
Planning

Funding

Policies
Equitable Access & Quality Strategies

Physical Access & Quality

- Park Entrances, Borders & Signage
- Street Design & Connectivity
- Park Design for Safety
- Quality Amenities

www.nrpa.org
Sustainable Funding Mechanisms

Annual Agency Performance Review

Operating Expenditures Per Capita: $78.69/year

Full-time Equivalent Employees (FTEs) per 10,000 residents: 8.3

Residents per Park: 2,181

Acreage of Park Land per 1,000 Residents: 10.1

Acreage with Playgrounds: 94.4%

Acreage that ban the use of tobacco products at parks and facilities: 73.7%

Acreage offering summer camps: 82.4%

https://www.nrpa.org/ParkMetrics

**Figure 18: Sources of Operating Expenditures**
(Average Percentage Distribution of Operating Expenditures)

- 59% General Fund Tax Support
- 25% Earned/Generated Revenue
- 8% Dedicated Levies
- 3% Other Dedicated Taxes
- 2% Other
- 2% Grants
- 1% Sponsorships
Park & Recreation Policies

- Citywide prioritization of parks in complete streets, developments, zoning, schools, etc.
- Open space and parks legislation and referenda
- Funding mechanisms for parks and open space created through policy change (earmarks and allocations)
- Park quality standards that address maintenance, operations, and programming
Lewisville, Texas
Commitment

Increase the percentage of residents living within a 10-minute walk to a park to 85% by 2025 with an emphasis on accessibility in Community Development Block Grant (CDBG) areas and small area plan communities.

Strategies

- Update Parkland Dedication Ordinance
- Conduct walk audits
- Execute joint-use agreement with school district
- Develop social equity model for determining park and sidewalk improvements
ParkServe®

ParkServe is a comprehensive database of local parks in the nearly 14,000 cities, towns and communities across the U.S.

Baseline open-source data for cities to know where they should start when moving toward the 100% by 2050 goal

Suite of tools that measures and analyzes current access to parks in cities, towns, and communities nationwide

https://www.tpl.org/parkserve
NRPA Park Metrics

- Annual Performance Review
- Interactive Tools
- Custom Agency Performance Reports

Select your agency’s peer group
- Key Ratios, Operations, Budgets, Personnel, Responsibilities, and Activities

https://www.nrpa.org/ParkMetrics
NRPA’s Community Engagement Resource Guide

INTERNAL ASSESSMENT AND PLANNING
This section addresses the internal barriers to community engagement, including staffing, funding, leadership support and building a community engagement plan.

BUILDING TRUST WITH COMMUNITIES
This section provides strategies for overcoming the community barriers to community engagement, including acknowledging past experiences, involving community stakeholders, being transparent and delivering on promises.

COMMUNITY ENGAGEMENT STRATEGIES
This section overviews the importance of a mixed method approach and flexible communication style to ensure diverse opinions are heard.

EVALUATION
The final section shows how to collect, analyze and communicate the data gathered through community engagement activities to determine if goals set in the planning phase were met.
Resources

10 Minute Walk Learning Series

- Bimonthly webinars
- Bimonthly network calls
- Online engagement – NRPA Connect
- Professional development videos
Jared Mummert
Program Specialist
jmummert@nrpa.org | 703.858.2150
Pronouns: He/Him
Lewisville, Texas

What are creative strategies the city could employ to equitably connect people to this potential site?