

PARK EQUITY TOOLKIT

***A Guide to Community-Driven Park Design
for the California Statewide Park Development
and Community Revitalization Program (SPP)***

NEW PARKS EDITION



The Rosalinde and
Arthur Gilbert Foundation

About the Park Bond Equity Team

Kounkuey Design Initiative (KDI) is a non-profit design and community development organization that partners with under-resourced communities to advance equity and activate the unrealized potential in neighborhoods and cities. KDI's staff is comprised of planners, architects and development experts who believe that participatory planning and design are key to sustainable and equitable community development. KDI's vast experience in city planning and community-engaged process ensures that each project – whether a new park, a transportation plan, or an environmental campaign – is embraced, owned, and actively sustained by residents.

Public Health Advocates (PHAdvocates) is a nonprofit organization that promotes health equity and eliminates health disparities by transforming neighborhoods and schools into places that nurture wellbeing. PHA believes that everyone has the right to be healthy, and that good public policy can foster health when it improves neighborhood physical, social, and economic conditions for communities that have historically been left behind.

For more information, contact the Park Bond Equity team:

Alfred Mata, PHAdvocates: am@phadvocates.org | **Shirley Rempe, KDI:** shirley@kounkuey.org

Park Bond Equity Project Hotline: (513) 914-6868

Authors

KDI

Chelina Odbert, Executive Director
Jerome Chou, Planning Director
Paola Mendez, Planning Associate
Shirley Rempe, Planning Coordinator

PHAdvocates

Harold Goldstein, Executive Director
Kanat Tibet, Director of Local Policy
Alfred Mata, Program Manager
Vileana de la Rosa, Project Specialist
Maria Lourdes Perez, Program Manager



Table of Contents

Introduction	1
The Importance of Equitable Park Access.....	1
Community Led Park Design.....	1
About the SPP Grant Guidelines	3
Overview.....	3
The Statewide Park Program (SPP) Application	3
Project Selection Criteria Matrix	4
Other Application Checklist Items.....	8
Guide to Community Based Planning.....	11
Overview.....	11
Best Practices for Planning for Meetings (Criterion #4.A).....	12
Best Practices for Planning for Outreach (Criterion #4.B).....	14
Best Practices for Community Decisionmaking (Criterion #4.C)	16
Activities for New Parks.....	22
Engagement 1: Neighborhood Identity and Challenges Survey.....	23
Engagement 2: Park Features Brainstorm.....	25
Engagement 3: Park Priorities.....	29
Engagement 4: Site Planning	33
Engagement 5: Park Design.....	37
Appendix: Activity Materials	41

The background is a collage of various community engagement materials. At the top, a large poster asks '¿CÓMO DESCRIBE SU COMUNIDAD?' and 'HOW DO YOU SEE YOUR COMMUNITY?'. Below this, there are several smaller cards and photos. One card lists 'Me gusta' (I like) with items like 'Hermanos', 'Joven', 'Sofa', 'Danza', and 'Orgullo'. Another card says 'BONITO' and 'BEAUTIFUL'. A photo shows a group of people sitting together. Another card says 'FAMILIAS' and 'FAMILIES'. A photo shows a group of people standing together. A card says 'Me gusta' and 'We are hispanics from many different areas & cultures'. A card says 'Los Barrios' and 'We are hispanics from many different areas & cultures'. A card says 'Me gusta' and 'We are hispanics from many different areas & cultures'. A card says 'Me gusta' and 'We are hispanics from many different areas & cultures'.

About this Toolkit

The Park Equity Toolkit offers tips and specific activities to help make park design and planning more inclusive, participatory, and equitable. ***This Toolkit is meant to help people apply for funding for new or upgraded parks in high-need areas through the California Statewide Park Development and Community Revitalization Program (SPP),*** but it can also serve as a guide for community-based park design and planning more generally.

Thanks to generous funding from the California Wellness Foundation and the Gilbert Foundation, KDI and PHAdvocates are providing this Toolkit to city officials, park advocates, residents, and other stakeholders statewide. We are also providing direct, pro bono technical assistance to 12 municipalities to help them complete the community engagement and application processes for SPP.



Introduction



The Importance of Equitable Park Access

There is now a national movement, backed by a growing number of studies, that understands parks as critical building blocks in healthy communities. Parks boost physical fitness, improve mental health, stimulate local economies, and promote social cohesion. Lack of access to park space is associated with chronic health problems such as obesity, diabetes, and cardiovascular disease.

Californians in park-poor communities are substantially more likely to be racial minorities suffering economic hardship. High-income neighborhoods in Los Angeles County enjoy 10 times more park space per capita than low-income ones. Majority Latino and African American neighborhoods have only 0.6 and 1.7 acres of park space per capita, respectively, compared to 31.8 acres in predominantly white neighborhoods.

It is no surprise that California's park-poor, low-income communities of color suffer disproportionately poor health outcomes. The obesity rate is over 10% higher for Latinos and African Americans in California than for whites, while Hispanic men and women and non-Hispanic black women are 10% more likely to develop Type 2 diabetes than the general US population. In Los Angeles, residents from the low-income, park-poor Watts area live 12 years fewer than those in high-income, park-rich areas.

Equitable park access is crucial to addressing serious racial and economic disparities in health outcomes and quality of life.

Community Led Park Design

Thanks to Proposition 68, cities throughout California have an opportunity—and an incentive—to engage stakeholders in creating or reimagining parks in their neighborhoods. Many municipalities already invite stakeholders to participate in design and planning processes; others may lack the resources or capacity to do it comprehensively. *This guide offers tips and specific activities that can help make any park design and planning process more inclusive, participatory, and equitable.*

Like parks themselves, meaningful engagement processes have multiple benefits, including:

Creating better projects: engaging a broad range of residents allows them to share their expertise about park uses, safety, and many other elements. Tapping into residents' knowledge results in parks that better serve all users.

Developing a sense of ownership: people who participate in planning and designing their park are more likely to feel that park belongs to them. This connection can help improve park safety, maintenance, and use.

Identifying and cultivating leaders: park planning and design processes offer a platform to cultivate community leaders. The result is an active group of residents with stronger ties to local government and civic affairs.

COMO QUIERES PARTICIPAR?

INSCRIBETE AQUI PARA QUE TE AVISEMOS CUANDO VAY A SER LAS JUNTAS!

DESIGN

QUIERES DECIDIR CUALES COSAS HANRA EN EL PARQUE? QUIERES SELECCIONAR LAS PLANTAS? TIENES IDEAS SOBRE EL DISEÑO DE LOS ESPACIOS? ESTE GRUPO ES DONDE PUEDES CONTRIBUIR



- ★ Empezando en noviembre, tendremos reuniones cada dos semanas para planificar, diseñar, y tomar decisiones sobre el diseño del parque.
- ★ Al final de enero esperamos tener un concepto completo del parque.
- ★ En febrero y adelante, los invitaremos a repasar los diseños y ofrecer sus comentarios, cambios, y votos de apoyo.
- ★ La gran meta es asegurarnos que el diseño final del parque cumpla con las necesidades y deseos, y refleje la historia de la comunidad.

PROGRAMING

TIENES IDEAS PARA LOS PROGRAMAS DEL PARQUE? QUIERES VER ALGUN PROGRAMA ESPECIFICO DE ARTE, O EDUCACION? HAY ALGUN NEGOCIO QUE DEERAS VER O AÑADIR EN EL PARQUE? ESTE ES EL GRUPO PARA TI



Find the SPP Guidelines and more information directly from the California Department of Parks and Recreation at <http://www.parks.ca.gov/spp/>





About the SPP Grant Guidelines



Overview

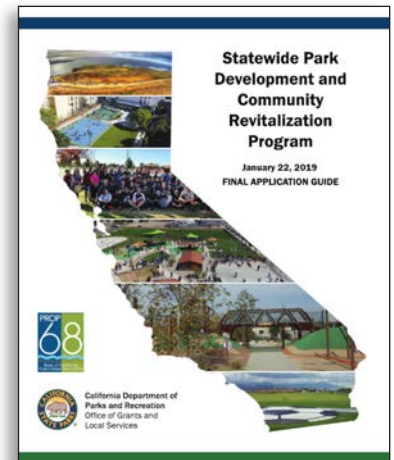
In 2018, California voters approved Proposition 68, making \$4.1 billion available for water infrastructure and parks projects. Through the SPP, the California Department of Parks and Recreation will award more than \$650 million of this funding to create new parks and recreation opportunities, or to expand or renovate existing parks.

The Department recently released a call for proposals for SPP, which will award over \$250 million to projects statewide through a competitive application process. Future round(s) of funding will make an additional \$395 million available. These funds are available exclusively to “critically underserved communities,” meaning those that are park-poor (have a ratio of less than three acres of park space per 1,000 residents) or have a median household income below 80% of the state level (below \$51,026).

Some cities may have less staff capacity and fewer resources to produce successful applications. In other words, inequities present a barrier before cities can even begin to access Proposition 68 funds. This Toolkit is intended to help level the playing field, supporting cities with high-need sites that might not otherwise have had the opportunity to apply for parks funding.

The Statewide Park Program (SPP) Application

The Statewide Park Program (SPP) application guide found at www.parks.ca.gov/spp/ includes an explanation of the scoring criteria that will be used to evaluate all proposals. The following pages of the Toolkit compile and explain all of the criteria in a single, at-a-glance chart, and describe what applicants must do to receive maximum scores.



Quick Facts About The SPP Grant Guidelines

- Eligible applicants are **cities, counties, districts, joint powers authorities, and nonprofits**
- Projects can **create a new park, expand an existing park, or renovate an existing park**
- **Parks** must designate at least 50% of the land's footprint for outdoor recreation and include at least one **recreation feature**, which includes a variety of athletic, cultural, active transportation, and other public space uses
- Projects may also include **major support amenities**, such as restrooms, parking lots, landscaping, and lighting, as long as the primary goal is to create a new recreation opportunity
- Each park requires its own application, but one applicant may submit multiple applications
- Applications can request between **\$200,000 and \$8.5 million**
- There is **no match requirement**
- Eligible costs include **acquisition, pre-construction** (no more than 25% of total grant), and **construction** within the park site
- Pre-construction costs dating back to the appropriation date (July 1, 2018 for Round 3), including those associated with **community-based planning**, may be billed to the grant

Criterion	What is asked of the applicant:
#1 Critical Lack of Park Space <i>Park acreage per capita</i>	Use the California State Parks Community FactFinder at ParksforCalifornia.org/communities to provide information about the critical lack of park space: a ratio of park acres per 1,000 residents within a half-mile radius of the project site.
#2.A Significant Poverty: <i>Median household income</i>	Use the California State Parks Community FactFinder at ParksforCalifornia.org/communities to provide information about median household income within a half-mile radius of the project site.
#2.B Significant Poverty: <i>Number of people living below poverty level</i>	Use the California State Parks Community FactFinder at ParksforCalifornia.org/communities to provide information about the number of people living below the poverty level within a half-mile radius of the project site.
#3 Type of Project <i>New park, renovation, or expansion</i>	Explain if the project will create a new park, or expand an existing park, or renovate an existing park.
#4.A Community Based Planning: <i>Planning for meetings</i>	Describe how the applicant made efforts to engage residents to design the park between June 5, 2018 and the application deadline. Describe how many meetings occurred and why the meeting locations and times were convenient for residents with various employment and family schedules and lack of private transportation.
#4.B Community Based Planning: <i>Outreach</i>	Describe the method(s) used for inviting residents and describe how participants represented a broad representation of residents.
#4.C Community Based Planning: <i>Community decisionmaking</i>	Describe how residents were enabled to design the park within the meetings held. <i>NOTE: Community based planning methods and sample exercises for Criterion 4 are discussed in detail in the following chapters of this Toolkit.</i>

To receive the highest score:	Points
The half mile radius around your proposed project site must have low or no access to park space. All proposed project sites will be ranked together statewide by park acreage per capita. Your proposed project site must fall in the lowest 10% of the ranked list to receive the highest score.	15
The half mile radius around your proposed project site must have a relatively low median household income. All proposed project sites will be ranked together statewide. Your proposed project site must fall in the lowest 10% of the ranked list to receive the highest score.	11
The half mile radius around your proposed project site must have a high number of people living below the poverty level. All proposed project sites will be ranked together statewide. Your proposed project site must fall in the highest 10% of the ranked list to receive the highest score.	5
Your proposed project site must be a new park and must not be adjacent to an existing park space to receive the highest score.	10
You must facilitate at least 5 meetings to obtain ideas from residents within the critically-underserved community or at a convenient distance for residents without private transportation to receive the highest score, and at least 2 of these meetings must have occurred on a weekend or in the evening.	4
To receive the highest score, you must use at least 3 methods to invite a broad representation of residents to meetings. The number and general description of residents who participated in the combined set of meetings must consist of a broad representation of the critically-underserved community.	4
<p>Residents must be enabled to design the park in the following three ways:</p> <ul style="list-style-type: none"> Identify and select which recreation feature(s) they would like to see in the park and provide their thoughts on the design of those features. Residents should be able to submit their own ideas for preferred recreation feature(s) and should not be limited to a predetermined list of options to select from. A list of the residents' ideas that will be included in the design of the recreation feature(s) is required in the application. Express their preferences for the location of the recreation feature(s) within the park. A list of the residents' reasons for the preferred locations is required in the application. Provide design ideas for the park at-large, including ideas for safety measures and beautification like landscaping and public art. A list of those suggestions is required in the application. 	10

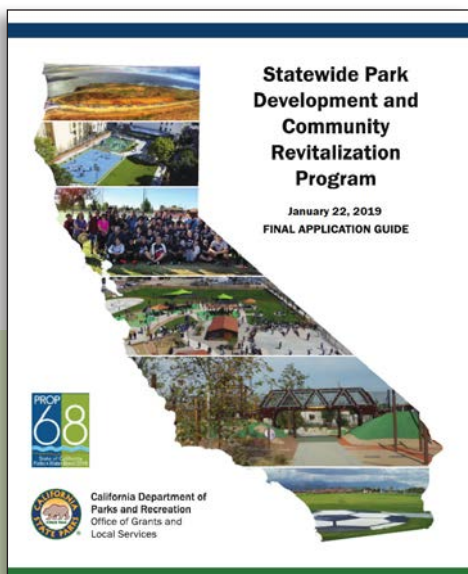
Criterion	What is asked of the applicant:
#5 Employment or Volunteer Opportunities <i>Description and number of opportunities</i>	Describe how the project will include employment and/or volunteer outdoor learning opportunities for residents and/or Conservation Corps members and list the number of residents/corpmembers that will receive opportunities.
#6 Partnerships or Committed Funding <i>Names and roles of partners</i>	Describe partnership assistance given to the applicant from June 5, 2018 through project completion. What are the organization names of the partners and what are their roles? If the applicant has committed funds, indicate this in the funding sources form.
#7.A Environmental Design: Option 1.A	<p>Describe how the project will provide efficient use of water and other natural resources.</p> <p><i>NOTE: For the application to be eligible, the project must include, at a minimum, pervious surfaces, bio-swales, grading, or other storm water capture technique(s).</i></p>
#7.B Environmental Design: Option 1.B	Describe how the project will provide efficient use of water and other natural resources.
#7.C Environmental Design: Option 2	Describe how the project will provide efficient use of water and other natural resources.
#8 Hours of Operation & Public Use Fees	Describe how youth, seniors, and families affected by poverty will have daily access to the project site.
#9 Challenges & Quality of Life Benefits	<p>Provide responses to summarize the project's need and benefits. This criterion is designed for the applicant to tell the story about the project need and benefits not yet covered through Criteria 1 through 8:</p> <ul style="list-style-type: none"> • What challenges are present within the critically-underserved community that contribute to the need for the project? • How will the project benefit the health and quality of life for youth, seniors, and families by improving the community's recreational, social, cultural, environmental, and educational conditions?

To receive the highest score:	Points
Your proposed project must include employment or volunteer outdoor learning opportunities for at least 20 residents and/or Conservation Corps members between June 5, 2018 and project completion.	3
Your proposed project must involve partnerships with at least 3 government, foundation, or community-based organizations, including a “health organization,” to receive the highest score. Partnering with PHAdvocates and KDI via Park Bond Equity Technical Assistance secures 2 of the three partnerships.	3
<p>To receive the highest score, your proposed project must include the following four techniques:</p> <ul style="list-style-type: none"> • Pervious surfaces, bio-swales, grading, or other stormwater management technique(s). • Use of water efficient irrigation system or not require additional use of water for irrigation. • Using at least 10% recycled materials for construction or minimizing construction waste via separation and recycling. • Landscaping with drought tolerant, climate appropriate, non-invasive plants and minimizing the use of toxic pesticides and inorganic fertilizers. 	4
To receive the highest score, your proposed project must include 3 sustainable techniques in addition to those in #7.A, such as energy, water, and/or natural resource conservation techniques.	3
As an alternative to #7.A and #7.B, your proposed project must include SITES or LEED certification to receive the highest score.	7
Your proposed project, once completed, must have weekday and weekend operating hours appropriate for youth, families, seniors, and other population groups, and have reasonable or no entrance or membership fees to receive the highest score.	5
To receive the highest score, you must be able to tell a compelling story about the critically underserved community’s varied needs and how this project addresses them.	10-20

Other Application Checklist Items

In addition to the information related to the Project Selection Criteria, the SPP application also requires the following items:

- ☐ *Application Form*
- ☐ *Community FactFinder Report and Certification Form*
- ☐ *Resolution*
- ☐ *Grant Scope / Cost Estimate Form*
- ☐ *Funding Sources Form*
- ☐ *Project Timeline Form*
- ☐ *Applicant Capacity*
- ☐ *CEQA Compliance Form*
- ☐ *Project Site Ownership, Acquisition, or Lease*
- ☐ *Conceptual Level Site Plan*
- ☐ *Photos and Copyright License Agreement*
- ☐ *Project Location Map*
- ☐ *Non-profit Applicant Requirements (optional)*



View page 11 of the application for a more detailed copy of the SPP application checklist

Find the SPP Guidelines and more information directly from the California Department of Parks and Recreation at <http://www.parks.ca.gov/spp/>





A playground design activity with elementary students in Oasis, Riverside County, 2018



A community mobility workshop in Thermal, Riverside County, 2017





Guide to Community Based Planning



Overview

Creating a great park starts with establishing a great park planning and design *process* - one that empowers residents to take a more active role in shaping their environment in the future. To adequately address the challenges faced by critically underserved communities, engage residents at the start of and throughout the process. Give people opportunities to make decisions about the park, including determining needs, selecting sites, prioritizing amenities, and creating site plans. Through that process, community members can develop a sense of ownership over a space they were directly involved in creating and designing.

This section includes best practices for community engagement, and directly addresses the following criteria from the SPP application:

SPP Criterion #4 Community Based Planning

#4.A Community Based Planning: <i>Planning for meetings</i>	<p>Describe how the applicant made efforts to engage residents to design the park between June 5, 2018 and the application deadline.</p> <p>Describe how many meetings occurred and why the meeting locations and times were convenient for residents with various employment and family schedules and lack of private transportation.</p>
#4.B Community Based Planning: <i>Outreach</i>	<p>Describe the method(s) used for inviting residents and describe how participants represented a broad representation of residents.</p>
#4.C Community Based Planning: <i>Community decisionmaking</i>	<p>Describe how residents were enabled to design the park within the meetings held.</p>

Best Practices for Planning for Meetings (Criterion #4.A)

Inside the Application:

Criterion #4.A asks: How many meetings occurred in the critically underserved community? Describe why the meeting locations and times were convenient for residents with various employment and family schedules and who lack private transportation. (4 points)

You'll need to host at least 5 meetings to get the maximum score for this question. Meetings must be held within each community, or within a convenient distance for residents without private transportation, to give residents multiple opportunities to attend.

You'll need to host at least 2 of the 5 meetings on evenings or weekends to get the maximum score for this question.

Making Meetings Accessible

Residents of underserved communities face many barriers to attending community meetings: lack of child care, for instance, or working multiple jobs. Fortunately, there are many ways to make meetings more accessible to everyone:

- Offer free food— meetings that take place close to lunch or dinner times should offer full meals.
- Organize a raffle during the meeting.
- Provide free childcare, or activities for children.
- Conduct meetings and meeting outreach in major languages spoken in the community.
- Where possible, provide free transportation to and from the meeting.

Mobile Engagements

To open up a planning process to a broad range of stakeholders— especially people who typically can't attend conventional meetings— it helps to "meet people where they are." Mobile engagements bring the planning and design process to schools, strip malls, churches, the future park site itself, or other hubs specific to each community.

You can think of these mobile engagements as "mini-workshops" that can supplement larger, more formal meetings. Residents can be asked to participate in a shortened version of an activity taking place at workshops held during the same time period, using methods such as:

- playing a game
- engaging in mapping
- adding ideas on Post-It notes
- voting on or prioritizing from a list of options.

Residents can also be given flyers with additional information about the project and any other upcoming engagements.

Mobile Engagement Tools: The Beacon

To facilitate meeting people where they are, KDI designed and built the Beacon, a mobile cart that can be easily be moved to various public spaces. It has a fold-out table that can be used to lay out maps and other documents for people to review and to write on. Because it's something that people don't see everyday, the Beacon helps attract attention, and makes it easier to engage strangers.



A mobile engagement led by youth residents at a park in the City of Coachella, Riverside County, 2018



A mobile engagement activity in Thermal, Riverside County, 2017

Best Practices for Planning for Outreach (Criterion #4.B)

Inside the Application

Criterion #4.B asks: For each meeting listed in the response to 4(A), what method(s) did the applicant or partnering community based organization(s) use to invite residents? (3 points)

In the combined set of meetings, was there a broad representation of residents? (1 point)

Getting the word out about meetings is just as important as the structure of the meeting itself. When you conduct outreach successfully, you'll have good attendance from a broad representation of people at your meetings.

General principles

- Plan to contact people early and often: give people enough notice (typically at least 2 weeks) to work meetings into their schedule. Send multiple reminders leading up to a meeting.
- Send people information about the project and why it's important. through fliers, postcards, and emails.
- Include information about accommodations that will be available, such as food, childcare, translation, transportation, etc.

Methods

- Door to door canvassing
- Posting flyers in key community centers and high foot traffic areas, including translation into any languages prominently spoken in the community
- Mailing invitations, for example, postcards
- Distributing notices at local schools.

Partnering with Local Organizations

Partnering with local grassroots organizations can facilitate outreach and engagement. These organizations will have relationships with existing networks of people who'll be more likely to respond to invitations from that organization.

Local organizations can help with:

- Planning and implementing outreach, including canvassing and identifying critical communities to include
- Selecting meeting locations that are convenient and accessible to residents
- Selecting dates and times that are convenient for residents, and identifying local happenings or events that might conflict with potential dates and times
- Translating into languages commonly spoken in the community, including for outreach efforts and materials, and at meetings
- Planning for the structure of meetings, including activities to conduct
- Facilitating activities at meetings

Tips for Meeting Facilitation

Explain the activity and time commitment up front:

Consider having a welcome table with printed agendas explaining the activity and a timeline for the event. Make sure participants come into the event knowing what is being asked of them, how much time each activity will take, and when the meeting will end.

Frame the conversation: At the start of a meeting, explain what you'll be talking about and how their input will influence decision making. This quick overview will help people focus, and understand how their ideas and feedback contribute to the larger goals of the park design process.

Consider setting discussion guidelines with the group. This could be as simple as having everyone agree to stay focused, be concise, and allow everyone a chance to speak.

Set realistic expectations: Be clear about budget, regulations, or other constraints of the project or of your agency.

Break down technical concepts: In order to help people articulate their preferences, and inform their choices, build in time to explain technical information or expertise. For example, before asking people how they want to design a garden within a park, prompt them to think about their favorite memories in gardens from their youth, then show images of precedents of different garden designs.

Respect local expertise: Listen with humility to residents, valuing their local knowledge and lived experience on equal footing with your professional knowledge. Make sure residents know you're hearing them and value their contributions. When participants go off topic, respectfully acknowledge their concerns and gently steer them back to the relevant topic.

Be flexible: Patience is key, as everything that can go wrong probably will at some point. Facilitators will need to be comfortable adjusting activities in real time as challenges appear.

Communicate next steps: Provide information on how participants can keep track of your project and their input. That can be a project website, an e-mail list to sign up for, or information on upcoming meetings.

Documentation

Recording what happens at meetings makes it easier to understand people's input, and to share the results with those who weren't able to attend. At a minimum, you should be prepared to do the following:

- Distribute a sign-in sheet to gather residents' names, contact information, and any other information
- Take pictures and notes throughout the meeting
- At the end of each meeting, collect, photograph, and scan any materials produced.

Inside the Application

The grant application requires documentation of all meetings, including the following:

- Pictures of all meetings showing residents engagement and the activities implemented
- Number of residents who participated in each meeting
- General description of residents (youth, seniors, families, or other groups) who participated in each meeting
- A list of residents' design ideas that will be included in the design of the recreation features
- A list of residents' reasons for the location of the recreation features within the park
- A list of residents' ideas for safe public use that will be included in the proposed project
- A list of residents' ideas for park beautification that will be included in the proposed project

Best Practices for Community Decisionmaking

(Criterion #4.C)

The remainder of this section describes five recommended activities that can be the foundation for any park design process.

These activities are listed in order as they build on each other, starting with a given park site and progressing through selecting recreational features, creating a site plan, and proposing beautification elements for the park. The end result is a park plan that can be submitted as part of your application for funding.

The instructions for each activity are flexible. Feel free to tailor them to your community, site, or process. Or use these activities as a starting point to develop your own.

Inside the Application:

Criterion #4.C asks: During the meetings that occurred in the critically underserved community, how were the residents enabled to design the park using Goals 1-3?

- **Goal 1:** The residents engaged in a process to reach a general agreement on the selection of the recreation feature(s) and design details for those recreation feature(s). **(5 points)**
- **Goal 2:** The residents engaged in a process to reach a general agreement on the location of the recreation feature(s) within the park. **(2 points)**
- **Goal 3:** The residents engaged in a process to provide other park design ideas, including solutions for safe public use, and park beautification such as landscaping and public art. **(3 points)**



Mapping safety at a Complete Parks workshop in Placentia, Orange County, 2016



A mobile site selection activity in the City of Coachella, Riverside County, 2018

Process Overview:

Creating a Community-Based Design Process

The following pages provide an overview of five community-based planning meetings that will offer community members meaningful opportunities to collectively design a new or upgraded park, and receive the maximum score for the community planning criterion (criterion #4) in the SPP application.

The following section outlines these activities in detail for **new parks**. Each activity builds on the last, culminating in a final review of conceptual designs that will be submitted with the completed SPP application.

Identity & Challenges Survey

Goal: Every community has its own identity. The first activity invites people to *share their thoughts about what makes their community unique*, what they enjoy or find difficult about a typical day in their life, and what they hope the future of their community will be. Staff then synthesizes the responses, identifying key themes or challenges that emerge.

Outcomes: This activity should result in a few major themes describing how people define their community and what people value.



Features & Programs Brainstorm

Goal: Drawing on the themes identified in the previous activity, participants brainstorm around the strengths and challenges of the community, and *suggest recreational and other features* for the park to address them.

Outcomes: This activity should result in an understanding of community strengths and challenges as well as an initial list of recreational features desired to address them.



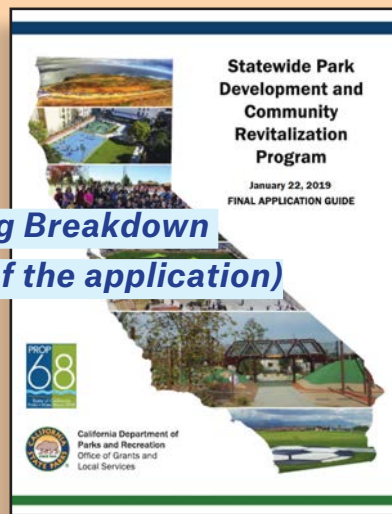
Prioritization

Goal: Physical and financial constraints shape the park and set limits for its design. Participants discuss these constraints and *develop a prioritized list of amenities for the park site design*. They learn about the relative cost of the amenities they want, eventually moving away from some previously desired elements because they are too expensive relative to the overall budget.

Outcomes: This activity should result in a prioritized list of recreational features.



Scoring Breakdown (p. 14 of the application)



PROJECT SELECTION CRITERIA	MAX POINT VALUE
PROJECT LOCATION	
1. Critical Lack of PARK SPACE	15
2. Significant Poverty	16
3. Type of Project	10
COMMUNITY ENGAGEMENT	
4. Community Based Planning	18
5. Employment or Volunteer Opportunities	6
6. Partnerships or Committed Funding	3
OPERATION AND MAINTENANCE CONSIDERATIONS	
7. Environmental Design	7
8. Public Use Fees and Hours of Operation	5
SUMMARY ABOUT PROJECT NEED, BENEFITS, AND READINESS	
9. Community CHALLENGES, Project Benefits and Readiness	20
MAXIMUM SCORE	100

Site Mapping

Goal: Participants think about how the programs and amenities they prioritize relate to the surrounding neighborhood and *discuss where their desired amenities will be placed on the site.*

Outcomes: This activity should result in the placement of recreational features into desired locations within the park, considering adjacencies and access, as well as an understanding of potential concerns related to usage, safety, etc.



Concept Review

Goal: Drawing on all the information from the previous activities, *designers prepare three basic site plans for participants to evaluate* and provide feedback on.

Outcomes: This activity should result in specific feedback on the preliminary concept designs (including site plan and overarching design narrative) for final edits and compilation.



SPP Application Criteria

Criterion #1

Critical Lack of Park Space

Criterion #2

Significant Poverty

Criterion #3

Type of Project
(New, Renovation, or Expansion)

Criterion #4

Community Based Planning

Criterion #5

Employment/Volunteer Opportunities

Criterion #6

Partnerships or Committed Funding

Criterion #7

Environmental Design

Criterion #8

Fees & Hours of Operation

Criterion #9

Community Narrative

Community-Based Planning Activities for
New Parks

<<City of _____>>

New Park

Name _____ Contact _____ I live in _____

What types of things do you like to do in your spare time?

What is one of your favorite memories about living in your current neighborhood?

What are some challenges in your everyday life?

What makes your neighborhood unique?

<<City of _____>>

New Park

What are your top priorities for your neighborhood? Choose two:

☐ Improved Health and Wellness

☐ Improved Transportation & Mobility

☐ Cleaner Environment

☐ More Educational Opportunities

☐ More Cultural Activities (art, music, etc.)

☐ Improved Sense of Community

☐ More Employment Opportunities

☐ Improved Safety

☐ Other _____

☐ Other _____

Identity & Challenges Survey Template, See Appendix page 42 for the full template



A community identity survey activity in the City of Desert Hot Springs, Riverside County, 2019

Engagement 1: Neighborhood Identity and Challenges Survey

This first engagement consists of a quick, 5 question survey asking participants about challenges in and impressions of their neighborhood and daily lives. The survey format allows you to meet people wherever they already congregate; for example, shopping centers, schools, or community events. The survey is meant to capture broad impressions of resident concerns, interests, and priorities to lay the foundation for the future engagements.

Criteria addressed for SPP application:

Criterion #4.B: 1 of 3 methods to invite a broad representation of residents (mobile engagements)

Criterion #5: Ideas and input for Employment and/or Volunteer Opportunities

Criterion #9: Input for Community Challenges Narrative

Recommended setting: Mobile engagement

Time required: 2 - 3 minutes per interaction

Staff required: 2 (recommended); more staff will be able to reach more people

Materials required: Identity and Challenges Survey (see Appendix, page 42), pens & clipboards

Instructions:

1. Approach participants with a brief (one sentence maximum) introduction to the project and draw them into the activity by asking the first question.

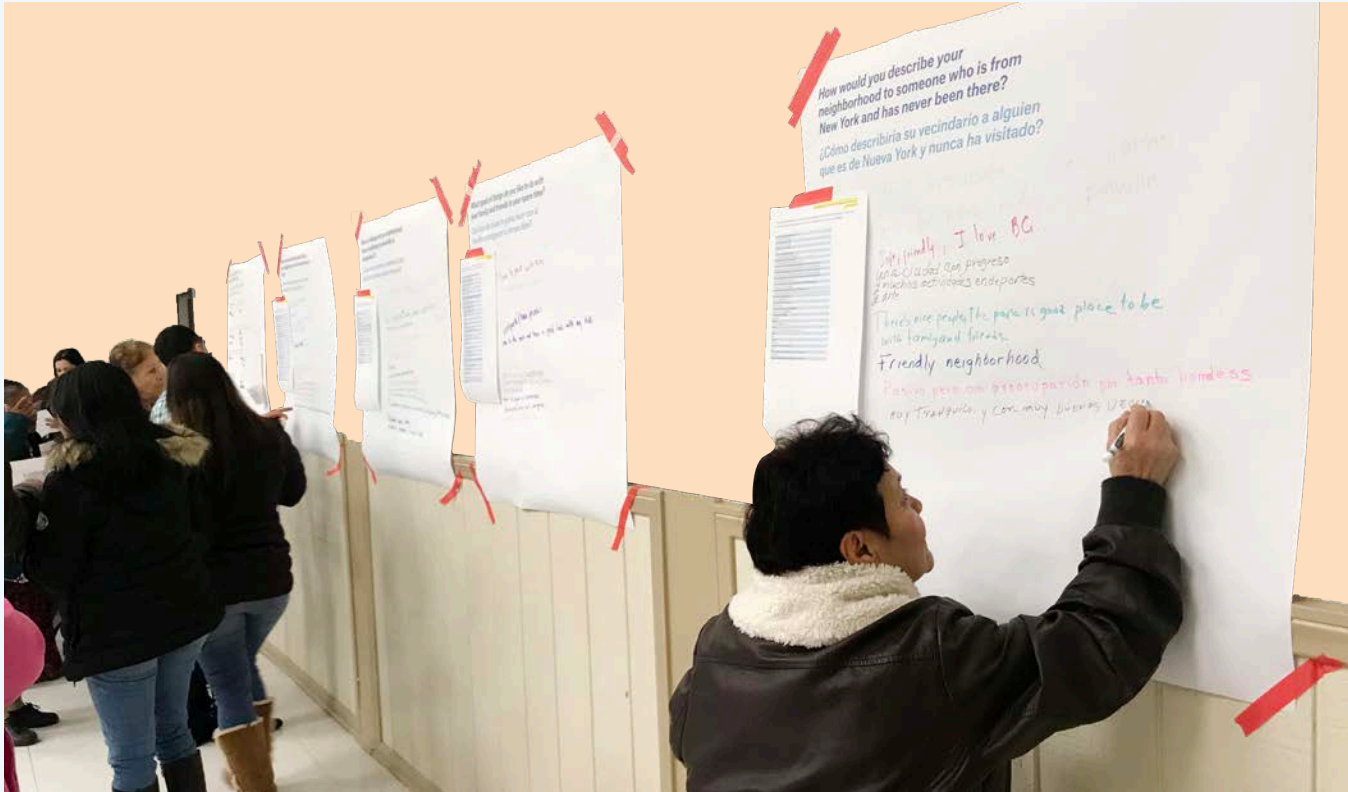
"Hello, we're working to build a new park in _____. Can you tell us what types of things you like to do with your family or friends in your spare time?"

2. Read the survey questions to each participant and note their answers. Clarify the survey questions as needed, but try not to lead participants to specific answers.
3. As participants fill in their answers, ask them to explain any vague or unclear answers to gain further insight on their experiences. Take notes as appropriate.
4. Once each participant is finished with the activity, thank them, and remind them how their input will be used. Invite them to the next meeting and hand them a flyer.

Tips for administering the survey:

Be ready to adapt your approach, including how many of the questions you ask, depending on how much time a participant appears to have. At a minimum, hand out a flyer for the next meeting and collect contact information so you can keep in touch about future meetings. For participants who can't complete the entire survey, ask them to answer the multiple choice question about priorities.

Generally, facilitators should write down the participant's answers. However, if the participant is in no rush, it's okay to hand them the clipboard and have them fill their answers in themselves. Stay nearby to answer questions and make sure they select only two options on the multiple choice side.



A Parks Features Brainstorm Activity in Bell Gardens, Los Angeles County, 2019

What are some challenges in your everyday life?

What types of things do you like to do in your spare time?

Which of the following are your top priorities for your neighborhood?

Please select two by placing the stickers provided next to your selected answers, or write in your own response in the space provided.

Improved Health & Wellness	Improved Transportation
Improved Educational Opportunities	Improved Safety
Improved Employment Opportunities	Cleaner Environment
More Cultural Activities	Other (write in your answer)

Examples of survey posters. For the open-ended questions about identity and challenges, residents can write their responses directly on the sheet. For the multiple-choice question about priorities, participants mark their selections using two dot stickers.

Engagement 2: Park Features Brainstorm

In the previous engagement, participants identified priorities and challenges in their community. In this workshop, participants will brainstorm potential park features (playing fields, splash pads, seating, etc.) to address those priorities and challenges. The goal of this workshop is to generate a wide-ranging list of potential features that could be included in the park.

Criteria addressed for SPP application:

Criterion #4.C: Residents identified and selected recreation features

Criterion #4.C: LIST of resident's ideas that will be implemented

Criterion #5: Ideas and input for Employment and/or Volunteer Opportunities

Recommended setting: Workshop

Time required: 70 - 95 minutes

Staff required: Minimum 3 (We recommend 1 staff person for every 10 participants)

Materials required: Printouts of the survey questions and responses, dot stickers (2 per participant), large notepads or whiteboard for discussion notes, pens and pencils for participants

Meeting Prep:

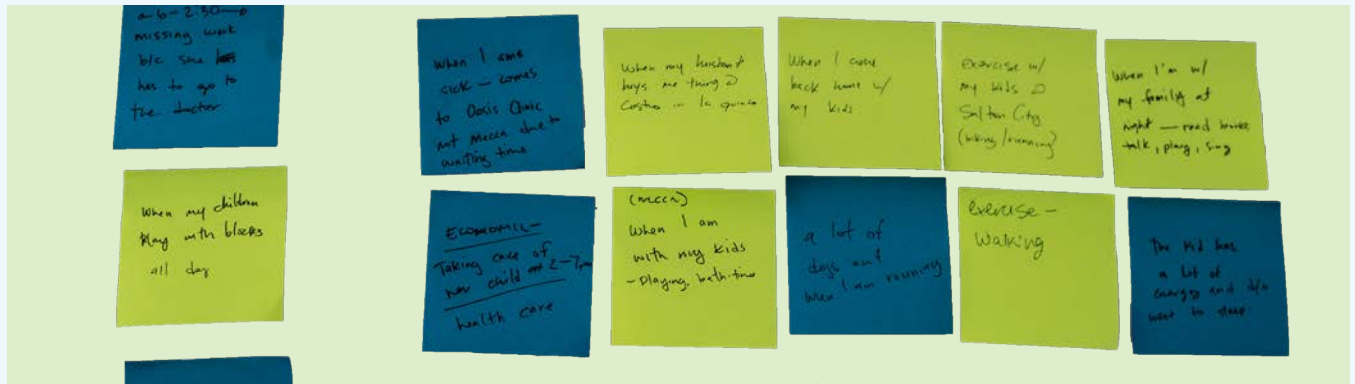
- Print or write out the survey questions on five different pieces of paper. (See the survey questions to the right.) This could be done on a 8.5" x 11" sheets of paper, but try to make the text large enough to see from a distance. Place the questions on a wall.
- Print or write out the survey responses from the previous engagement and place the survey responses below the appropriate survey questions. For the multiple-choice survey question ("Which of the following are your top priorities?"), you can use dot stickers to mark the priorities people "voted" for, or just write the total number of people who voted for each priority.
- Set up a welcome/sign in table near the entrance to greet guests and share a printed copy of the activity instructions and agenda.
- Set up the tables and chairs in groups of 5-10 people, depending on the total number of participants and staff. Make sure to place a facilitator at each table.

Open-Ended Survey Questions:

1. *What types of things do you like to do in your spare time?*
2. *What is your favorite memory of living in your neighborhood?*
3. *What makes your neighborhood unique?*
4. *What are some challenges you face in your everyday life?*

Multiple-Choice Survey Question:

5. *Which of the following are your top priorities for your neighborhood? Please select two by placing the stickers provided next to your selected answers, or write in your own response in the space provided.*
 - Improved Health & Wellness
 - Improved Educational Opportunities
 - Improved Employment Opportunities
 - More Cultural Activities
 - Improved Transportation
 - Improved Safety
 - Improved Sense of Community
 - Cleaner Environment



Responses from a community needs identification activity in Oasis, Riverside County, 2016

Part 1A: Survey - Identify priorities and challenges

10-15 min.

The workshop begins informally: as participants arrive, give them each two dot stickers. If they didn't fill out a survey at the previous mobile engagement, ask them to respond to the survey questions posted on the wall.

To answer the multiple-choice survey question about priorities, participants can place their two dot stickers next to two of the multiple choice options (e.g. Transportation, Education, Safety, etc.). Facilitators should be stationed around the room to answer questions and help participants form their answers.

Part 1B: Review survey responses

10 min.

To start the formal part of the workshop, introduce yourself, the project, and your role in it. Include in your overview that this process will result in a grant application for park funding. Then explain that this workshop will focus on challenges and priorities in participants' lives, and brainstorming about features in the new park to address these challenges and priorities.

Summarize for the group the survey responses, and ask participants to add any information they feel is missing. For the multiple choice question about priorities, everyone should note which priorities received the most "votes." Then ask participants to take a seat at one of the breakout groups for the remainder of the evening.

Part 2: Discuss priorities, brainstorm solutions

30-40 min.

Place a facilitator at each discussion group. Nominate someone from the group to take notes and report back to the larger group when the activity ends.

Ask participants to discuss what the survey priorities mean in their daily lives, being as specific as possible, and then brainstorm park features that can address those priorities. For example, participants might identify employment as a priority, citing a lack of access to training or resources to search and apply for jobs. A possible solution in the park could be a kiosk for job postings, or a covered pavilion where job training classes could take place.

Tips for leading the discussion:

This workshop is meant to encourage open-ended brainstorming. However, facilitators should try to keep the conversation focused on park features. You can use the following script as a guide to frame the breakout group discussions:

In this discussion, we'll be focusing specifically on what you and your neighbors identified as the top priorities in your community and try to brainstorm specific park features or programs that can address those priorities.

We'll start by discussing what the priorities mean to you and your family and friends. Then we'll think about how the park could help address these priorities and challenges. For instance, what does Improved Health and Wellness mean to you in your everyday life? Are there specific barriers you face that make it hard to exercise. or eat healthy food? What kinds of things in the park could help solve problems related to health?

So let's start with a priority that received a lot of votes...

What kind of issues or challenges do you see in your everyday life related to [the priority]? What are some ways to address that challenge with a new park? What kinds of park features can help solve that issue?

Looking for ideas of programs and facilities to help guide the conversation? Take a look at the table on page 44 in the Appendix for a list of suggestions.

Part 3: Wrap Up & Review

20-30 min.

Ask one representative from each group to quickly share their list of park features. As groups share their ideas, point out common themes that emerge from multiple groups. Then, inform the group about the next workshop in which participants will refine and prioritize their proposed solutions.

Groups can post their final lists on the walls of the workshop room to invite others to browse their responses as they leave. Make sure to save or document the lists/notes created by participants.

After the meeting: Submitting Criterion #4.C

Review the lists of park features and programs created by participants with your team. Keeping in mind the site and larger project, *make sure to compile those responses into a list of ideas that will be implemented as part of the park design to submit for SPP application Criterion #4.C, Goal 1.* You will also have a chance to further refine that list in the following exercise.



A budgeting activity in Oasis, Riverside County, 2017

Engagement 3: Park Priorities

In the previous workshop, participants created a list of park features that could address community priorities. In this workshop, participants will be given a limited number of points that can be used to pay for a limited number of park features. The goal of this workshop is for participants to make choices about which park features they want, to articulate the reasons for these choices, and to negotiate with their neighbors about which features everyone will select collectively.

Criteria addressed for SPP application:

Criterion #4.C: Residents identified and selected recreation features

Criterion #4.C: LIST of resident's ideas that will be implemented

Recommended setting: Workshop

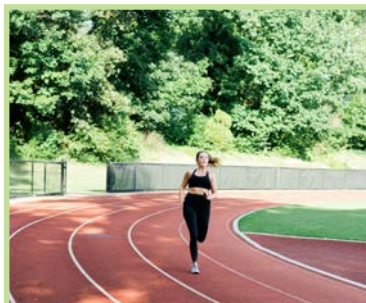
Time required: 60 - 90 minutes

Staff required: Minimum 3 (We recommend 1 staff person for every 10 participants)

Materials required: List of park features from previous activity, Park Feature Cards (Appendix page 46), printed copies of map of park site

Meeting Prep:

- Using the list of recommended park features created in the previous workshop, establish a "budget" of points each participant gets to spend, and assign each feature a "cost" in points that reflects its relative costs in the real world. (For instance, 3 points for a baseball field, 8 for a small playground, 20 for a splash pad.) Use the "Sample Points" reference on page 29 for examples of features and points.
- Create your "Park Feature Cards" by printing out photographs or illustrations representing the recreational features and amenities suggested in the previous activity. See Appendix page 46 for some examples of images to use.
- Set up a welcome/sign in table to greet guests. Set up the tables and chairs in groups of 5-10 people, depending on the total number of participants and staff. Place a set of park feature cards at each table.



Running Track
30



Softball/Baseball Field
SMALL **10**
LARGE **20**



Volleyball Court
SMALL **10**
LARGE **20**



Tennis Courts
SMALL **10**
LARGE **20**

See page 46 of the Appendix for sample park feature cards

Before the Exercise:
Creating your Park Feature Cards

Taking the list of suggested features from the previous activity, assign each feature a point value relative to each feature’s relative cost. Make sure participants have enough points to afford roughly 75% of the total number of proposed features selected by participants in the previous workshop.

For the sake of this exercise, avoid including basic site furnishings like the ones listed in the table to the right in the list of park features participants can purchase. Assume those will be included in the site.

Part 1: Review and prioritize
park features
20 min.

With the entire group, recap the park features selected by participants in the previous workshop, and the reasons behind these selections. Then ask participants to break into small groups. Place the Park Feature Cards in the middle of each table. Tell participants how many points they have to spend, and ask them to create their list of the park features they would like to include in the new park from the options provided.

Once everyone has made their list, ask participants to take turns explaining which park features they chose and why. *Make sure to take notes on responses—these responses will be required as part of the the SPP application.* (See page 45 of the Appendix for a sample form for this.)

Part 2: Reach small group consensus on priority park features
30 min.

Ask the group to create one list that that everyone agrees on. Encourage people to make their case for why the features on their list should be included, but also to accept compromises.

Start the list by adding any features that appear on more than one person’s list. Then ask participants to negotiate about other features they want to add. Ask participants to consider smaller, less costly versions of the features they want. For instance, if a participant wants a skate park, but can’t get the rest of her

Sample Park Budget

Points To Spend	100 points
Amphitheater	30 points
Running Track	30 points
Splash Pad	30 points
Playground	25 points
Exercise Equipment	20 points
Football field	20 points
Soccer Field	20 points
Baseball Field	20 points
Volleyball Court	20 points
Tennis Court	20 points
Picnic Shelter	15 points
Community garden	10 points
Shade Sail	10 points
Dog Park	10 points
Open Picnic Area	10 points

Furnishings Already Included in
Park Budget

- Parking
- Basic Lighting
- Fencing, Gates
- Trash Cans
- Water Fountains
- Benches
- Sidewalks, Walkways
- Landscaping

group to spend points on it, consider creating a smaller skateboarding amenity. Once the group completes their list, ask them to identify the three features that are most important to them.

ADDING FACILITIES ON THE FLY: For the sake of the exercise, try to limit the list to the list already created in the previous exercise. If someone in the group strongly requests to add a NEW feature to the list of features provided, have them describe their reasoning and do your best to assign a points value to the feature by comparing it to the other features on the list.

Once the table's list is finalized, write the final list on a large poster or sheet of paper and hang it up at the front of the room.

Part 3: Select one list for the entire group

20-30 min.

Once every table has posted their list at the front of the room, the lead facilitator will bring everyone's attention back to the front. Ask a representative from each breakout group to quickly go over their group's list and their reasoning for selecting these features.

After all groups have presented, discuss with the larger group: What were some common park features that multiple groups selected? Can any features be eliminated from consideration? Remind the group that the objective here is to create a list that everyone can live with and agree on, not to see their individually picked items on the list.

Then create a new list on a poster at the front by first adding any features that appear 2-3 or more times across all groups' lists.

If that new list costs less than the budget provided, have participants discuss within their groups how they would spend the remaining budget. Then each group can share their remaining features requested. Repeat the process of adding any features to the room's list that appear on more than one group's list until the budget is spent.

If the new list goes over budget, hand each participant 2 stickers to go up to the board to select two features they would be willing to eliminate from the list. Eliminate those that receive the most votes until the list is within budget. Create a new list with only those within budget listed and present that list for final approval.

Remember, the budget for this exercise is abstract and not necessarily the budget that will be used for the project. If tension arises around what features make the cut, you can "expand" the budget - add 50 or 100 points to accommodate additional features, and complete the activity.

After the Activity: Submitting Criterion #4.C

Review the final list created as a room and compile those responses into a list to share with city staff. Gather and compile all discussion notes as well and summarize the responses/reasoning for each of the features that made the final cut.

Review the list with city staff to finalize and approve, keeping in mind that the list of features submitted as part of the SPP application will be required to be incorporated within the design of the park if awarded the grant.



A mapping activity in Oasis, Riverside County, 2017

Engagement 4: Site Planning

Using the features selected in the previous activity, participants will identify broad areas or “bubbles” within the park where they want certain kinds of activities to take place. Participants will then place their priority list of park features within those bubbles. This engagement should result in a site plan showing where park features will be located— this plan will be included in the application for funding.

Criteria addressed for SPP application:

Criterion #4.C: Residents express their preference for the location of recreation features

Criterion #4.C: LIST of residents’ reasons for the location of recreation features

Criterion #4.C: Residents provide park design ideas for safe and public use

Criterion #4.C: Residents provide park beautification ideas

Criterion #4.C: LIST of residents’ park design ideas for safe and public use and beautification

Recommended setting: Workshop

Time required: 50 - 75 minutes

Staff required: Minimum 4 (We recommend 1 staff person for every 10 participants)

Materials required: 3 - 6 base maps of the project site (ideally 24” x 36” or a similar size), construction paper or blank sheets of paper, scissors, tape or glue sticks, Post-it notes and markers to record notes, dot stickers

Meeting Prep:

- Review the prioritized list of park features created in the previous exercise and print out copies of that list for participants.
- Create and print maps of the project site big enough to annotate as a group, ideally 24” x 36” or larger, one for each discussion group.
- Set up tables and chairs into discussion/mapping groups for 5-10 people. Place a base map, pens or markers, scissors, tape/glue, pieces of paper, and a list of your park features at each table. A facilitator/notetaker will need to be stationed at each table.

Part 1: Introducing the Site and Park Features

5 min.

Explain that the focus of this workshop is to discuss where the park features selected in the previous workshop will be placed on the future park site. First, in small groups, participants will define broad areas on the site as places to gather, to play, and so on. Then, each group will decide where each of the park features listed will be placed. Lastly, everyone will have a chance to review the other groups’ designs and vote on their favorite.

Introduce the park features that were prioritized in the previous activity, and explain the reasons they were suggested by residents. Then give participants a brief overview of the site: highlight any site constraints (ex: areas where nothing can be built or planted because of underground utilities), nearby uses (ex: schools, hospitals, businesses) and access routes (ex: nearby bus stops, busy streets with lots of traffic).

Part 2: Park Map Bubble Diagram

20-30 min.

In small breakout groups, ask participants to discuss the questions in the “Placing Bubbles” section on page 33. These questions will help participants think through what kinds of experiences they want the park to offer, where these should be located, how people enter and move around the park, and how different features relate to each other.

Participants will then draw broad areas or “bubbles” on the site map for different types of uses and activities at the park site. Use the “Examples of Park Bubbles” on this page as a guide. Feel free to let bubbles overlap if necessary.

As participants begin to draw their bubbles on the map, make sure to ask them to explain their reasoning, and take note of their responses.

Examples of Park Bubbles

Active Area (e.g. ballfields)
Passive Area (e.g. picnic area, lawn)
Open/Sunny Areas
Shaded Areas

Part 3: Placing Park Features

15-20 min.

After the bubbles are placed throughout the site, ask participants to place the park features from the provided list into their appropriate bubbles. They can do so by simply writing the name of each feature directly on the map or bubble. Continue prompting them to explain their reasoning behind their responses and to take notes on their input.

Part 4: Voting for a Site Plan

15-20 min.

Have each group display their site plans on the walls or at the tables around the room. Ask a representative from each group to present their site plan to the the room, explaining why they placed things where they did.

Ask everyone to take the next 15 minutes to review all the site plans. Pass out sticky notes and have each participants write down their five favorite elements of the site plans. Participants should write one element per sticky note, and place the note on the site plans. Examples could be: “the playground is near the bathrooms” or “there’s lots of shade of the picnic benches” or “the garden.” These things can be drawn from any of the plans, not just from one.

Count up all of the stickies on each plan. The plan with the most stickies is the one that the group selected to be submitted with the grant application for funding. Read aloud what people said were their favorite elements of this plan.

Make sure to thank participants for their time and input and to collect all notes and to document all the maps via photos or scans.

Placing Bubbles

Active/Passive

Where are the active areas in the park? (Active areas are where people will play sports, run around, bring dogs, etc.)

Where are the passive areas in the park? (Passive areas are where people will relax, read, hang out, etc.)

Sunny/Shady

What areas of the park are sunny? Where areas are shaded (by trees, shade sails or structures, etc.)

Moving Around

Where should the park entrances / exits be?

How will people get to where they want to go? Are there paths for getting somewhere fast / directly? Slow / in a meandering way?

Placing Park Features

Conflicts & Connections

Are there any features that shouldn't be placed next to each other because there could be safety issues, or conflicts between users (ex: skate parks and playgrounds, dog parks and quiet gardens)?

Are there any features that would work well next to each other?

There are some features (e.g. restrooms, water fountains) that everyone needs. Where should they go?

Safety & Security

Are there any borders or boundaries needed to define the different areas? Are there any areas that may need to be secured or closed off at certain times?

Are there any hidden spaces? Any areas that you couldn't easily see from a distance? How can the park features be arranged to make sure all parts of the park are open and visible to everyone?

Which areas of the park should be lit?



A concept design activity in Oasis, Riverside County, 2017



A concept design activity in Oasis, Riverside County, 2017

Engagement 5: Park Design

In this activity, participants will review the site plan selected in the previous workshop, and propose any final improvements. Participants will then generate ideas for icons or symbols of their community's identity that could help beautify the park. The goal of this activity is to generate images that could then be used in the park design in murals, signage, pavement illustrations, or other forms.

Criteria addressed for SPP application:

Criterion #4.C: Residents provide park beautification ideas

Criterion #4.C: LIST of residents' park design ideas for safe and public use and beautification

Recommended setting: Workshop

Time required: 60 - 75 minutes

Staff required: Minimum 4 - 5 depending on number of expected participants

Materials required: Final 3 site plans from previous workshop, paper and pens

Meeting Prep:

- Bring copies of the three site plans that received the most votes in the previous workshop.
- Copies of the prioritized list or lists of park features created in the previous exercise.

Part 1: Overview

5 min.

Briefly review the community-based planning process from the first engagement until now, describing how the park site plan reflects participants' priorities, trade-offs, and insights about the site and neighborhood. Highlight the main features in the plan, and the reasons people selected those features.

Part 2: Tweaking the final plan

30 min.

Break into small groups. Ask participants to discuss the following questions for each site plan:

Strengths/Weaknesses

What do you like about this site plan? What don't you like about this plan?

Access

How do people get around the park? Are these easy, convenient routes; can people get everywhere they'll want to go?

Location of Features

What is good about the location of various features within the park? What might be a negative to this location?

What should be placed next to what? Why? What would you move and why?

Ask participants to be as specific as possible. For instance, if someone says she doesn't like a proposed picnic area, ask her to elaborate: does it seem like it won't be safe, is it next to something that will disturb people enjoying the picnic area, etc.

Allow roughly 15 minutes for discussion. Then ask participants to report back to the larger group what they discussed, and decide if any proposed changes from the small groups should be made to the final plan.

Part 3: Community identity and park beautification

30-40 min.

Ask participants to draw something that represents their community or neighborhood. For instance, it could be something that their city or neighborhood is known for: a kind of food, an animal, a historical event, a tree, a landmark, etc. There is no limit to how many drawings an individual can make.

When everyone is finished drawing, ask people to tape their drawings to a wall. The facilitator should ask people to explain what they drew, and what it expresses about community identity.

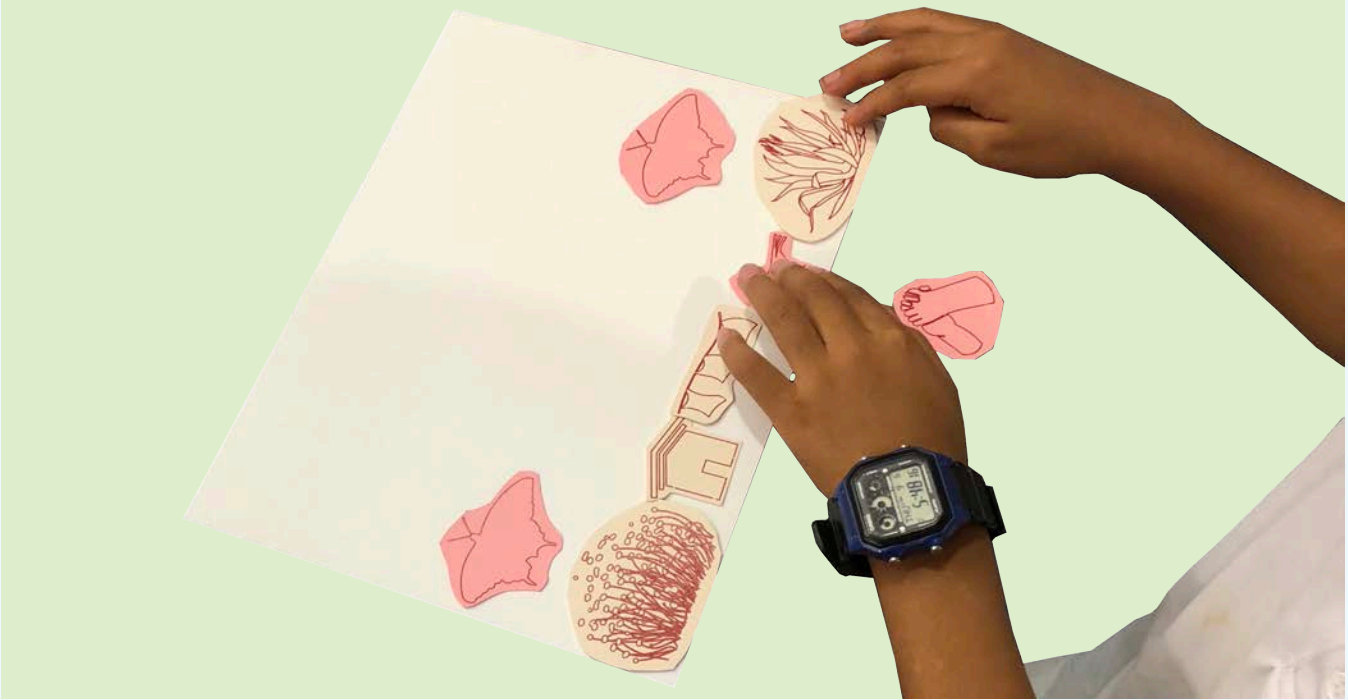
Once everyone has explained their drawings, ask participants to discuss which images resonate with them, and select the ones that represent some aspect of community identity.

Ask participants to identify an area or areas of the park where this image could be incorporated into signage, murals, pavement illustration, benches, playground equipment, or other park features.

Wrap up by thanking participants for their time, and reminding them about the timeline for the application to be submitted and for the California Department of Parks & Recreation to decide which applicants will receive grant funding.

Tips for engaging participants:

To introduce the activity about community identity, talk with participants about symbols that may be familiar to participants in their everyday life. For instance, the seal of the City of Los Angeles includes images of grapes, olives, and oranges, major crops of California; the flag of Mexico contains an eagle biting a snake, symbols of the origin story of an ancient indigenous Mexican city. This is a way to tell a story about a place without using words.



A design narrative activity in Oasis, Riverside County, 2018



These design features (fish, upper left; snake, lower right) came from engagement activities around community identity. North Shore, Riverside County, 2018





Appendix: Activity Materials



Materials Included for Exercises:

Activity #1: Identity and Challenges Survey.....	page 42
Activity #2: Challenges & Solutions Brainstorm Board	page 43
Activity #2: Challenges & Solutions Amenities Examples.....	page 44
Activity #3: Budget Prioritization Cards.....	page 46



Discussing safety concerns in a park design for Oasis, Riverside County, 2016

<< City of _____ >>

New Park

Name _____ Contact _____ I live in _____

What types of things do you like to do in your spare time?

What is one of your favorite memories about living in your current neighborhood?

What are some challenges in your everyday life?

What makes your neighborhood unique?

What are your top priorities for your neighborhood? Choose two:

- | | | |
|---|--|--|
| <input type="checkbox"/> Improved Health and Wellness | <input type="checkbox"/> Improved Transportation & Mobility | <input type="checkbox"/> Cleaner Environment |
| <input type="checkbox"/> More Educational Opportunities | <input type="checkbox"/> More Cultural Activities (art, music, etc.) | <input type="checkbox"/> Improved Sense of Community |
| <input type="checkbox"/> More Employment Opportunities | <input type="checkbox"/> Improved Safety | |

☐ Other _____

☐ Other _____

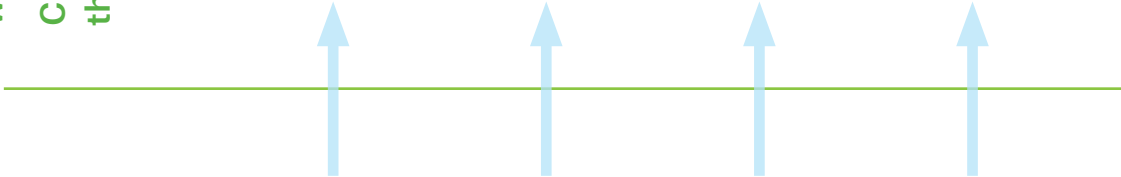
Priority: _____

What kind of issues or challenges do you see in your everyday life related to this topic?

What are some challenges you noted from your neighbors' responses related to the topic?

What are some ways to address that challenge with a new park?

Can you imagine any sort of facility or program that can help solve that issue?



Activity #2: Challenges & Solution Amenities Examples

Priority	Common Challenges	Solution Ideas
Health & Wellness	Access to healthy eating options, nutrition, fitness and exercise	Commercial kitchen, cooking classes, fitness classes, markets
Educational Opportunities	Limited classes for adults-continuing education, lack of extracurricular activities for kids	Recreation Centers, classrooms, educational events, ongoing classes, afterschool activities
Employment Opportunities	Need for skills and training, limited access to tech and job search tools	Job training courses, retail or recreation at the park that employs local residents, Computer lab
Cultural Activities	No space to gather and celebrate local heritage, not much to do in town, area has a negative image that could use changing, residents lacking access to arts education and participation	Performance spaces/ amphitheaters, regular performances in the park, murals and artwork, art classes
Transportation	Difficult to get around, unsafe pedestrian conditions, unreliable bus and transit, lacking safe bike lanes and bike infrastructure	Hike and bike trails, access to nearby transit, bike parking, crosswalks
Safety	Violence, Drug Use, Lighting	Drug free zones, lighting along trails, separate activities and areas for kids of different ages
Environment	Pollution, trash, graffiti, heat and weather	Shaded structures, more trees, designated "graffiti" mural zones

Activity #3: Response Table Template

	Example	Participant # _____	Participant # _____	Participant # _____
Selected Feature #1	Feature: Baseball Field Reasoning: No ballpark fields nearby	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:
Selected Feature #2	Feature: Playground Reasoning: would like a space to take kids	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:
Selected Feature #3	Feature: Splash pad Reasoning: would like a place to cool off in summer	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:
Selected Feature #4	Feature: Picnic Tables Reasoning: looking for a place to hang out with friends after work	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:
Selected Feature #5	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:
Selected Feature #6	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:
Selected Feature #7	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:	Feature: Reasoning:

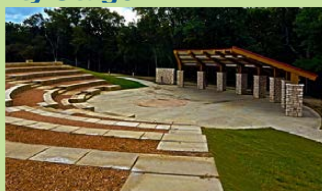
Activity #3: Park Feature Cards

Community Stage



Option 1- SMALL
Stage with lawn, no seats

20



Option 2- LARGE
Amphitheater with seating

30



Community Garden
12 planters

10



Dog Park

10

Exercise Equipment



Option 1- SMALL
2-4 Machines

10



Option 2- LARGE
5+ Machines

20

Splash Pad



Option 1- SMALL
Play fountain

20



Option 2- LARGE
Water Playground

30

Picnic Area



NO Shade No Grills

2-4 Tables **5**

5-10 Tables **10**

10-15 Tables **15**



Add SHADE SAIL

+5



Add Grills

+5



Add SHELTER

+10



Basketball Court

SMALL **10**

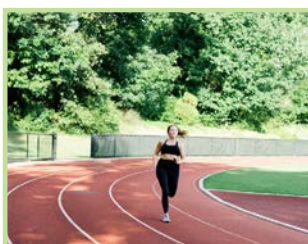
LARGE **20**



Soccer Field

SMALL **10**

LARGE **20**



Running Track

30



Softball/Baseball Field

SMALL **10**

LARGE **20**

Playscapes



Option 1- SMALL
Interactive Play Stations

10



Option 2- LARGE
Playground

25



Volleyball Court

SMALL **10**

LARGE **20**



Tennis Courts

SMALL **10**

LARGE **20**



A playground design activity Oasis, Riverside County, 2018

