we all need PARKS

for healthy, thriving and engaged communities

CREATE THE FUTURE OF YOUR PARKS!

Does your family play basketball or soccer? Like to swim? Tennis anyone? Or just want to take a hike? Parks are critical for healthy, thriving communities.

We've taken stock of what we have–the existing parks, recreation facilities and open space–and what kind of shape they're in. Now we need to know what *you* want.

- Where do we most need new parks, recreation facilities or open space?

- Which parks need repair or expansion?

- What type of recreation is most needed?

What will make your family and your neighborhood healthy, happy and out getting physical exercise? Come to our workshop. Together, we'll create a list of park priorities for our community.

COME TO OUR COMMUNITY MEETING!

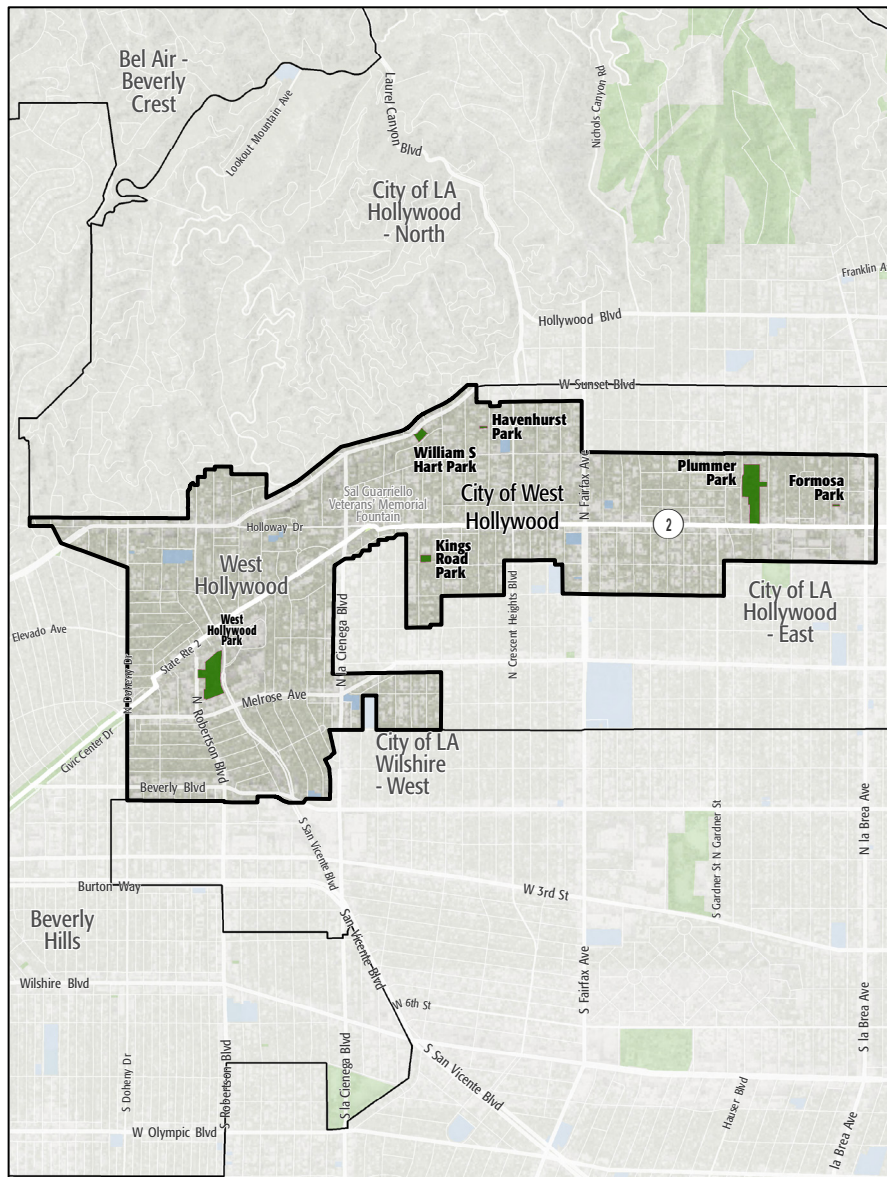**This is your chance to direct park funding for the next decade.**

www.LACountyParkNeeds.org

LOS ANGELES COUNTYWIDE COMPREHENSIVE PARK & RECREATION NEEDS ASSESSMENT

we all need
PARKS
for healthy, thriving and engaged LA communities

FACILITATOR
TOOLKIT

Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment
FACILITATOR TOOLKIT

FACILITATOR TOOLKIT
TABLE OF CONTENTS

1. WHAT IS THE NEEDS ASSESSMENT TOOLKIT?

The Park Needs Assessment Toolkit is designed for facilitators conducting community workshops for the LA Countywide Park Needs Assessment. It provides background information about the project, materials and templates to be used for community workshops, and tools for recording workshop outcomes.

WHAT IS IN THE TOOLKIT?

Project Overview provides a comprehensive description of the Park Needs Assessment project with information regarding the overall project process and timeline.

FAQ includes a list of commonly-asked questions that workshop facilitators are likely to hear.

Workshop Agenda Template is a sample of a workshop agenda with suggested timeframes for discussion and feedback.

Study Area Base Map shows location of existing parks, schools, and major streets within the Study Area

Community Profile Snapshot provides an overview of important community parameters including age distribution, population density, vehicle access, poverty, language isolation and various health indicators.

The Park Metrics section presents an overview of where parks are needed most in the study area, considering available park acres, distance to parks and population density. Other metrics are also included in this section such as walkability, amenity quantities, and amenity condition.

Potential New Park Sites include land within the Study Area that has been reviewed by the City/County for accuracy and potential as a future park site.

Potential Projects include an initial starting-point list of projects suggested based on the Needs Analysis portion of the Park Metrics. These projects may include deferred maintenance, new amenities within existing parks, or new park development. The park agencies in charge of this Study Area may provide a list of additional projects that they have compiled. Community members will be asked to add projects to this initial list during the engagement workshop.

Engagement Presentation Instructions, Script and Template are available to help guide facilitators through the Needs Assessment engagement workshop. The (thirteen) slides provided should be included in the presentation; however, facilitators may include additional slides using materials from the toolkit to convey additional information.

2. PROJECT OVERVIEW

Development of the Countywide Comprehensive Park Needs Assessment was approved by the Los Angeles County Board of Supervisors in February, 2015. The goals of the Park Needs Assessment include:

- Completing a comprehensive assessment of the park, infrastructure, and recreational needs and opportunities in Los Angeles County
- Establishing a transparent and best-practices approach
- Engaging the County, cities and communities in a collaborative and shared process
- Gathering data and information for future decision-making
- Building a constituency of support and understanding of the park, infrastructure and recreation needs and opportunities in the county
- Establishing a list of priority projects
- Outlining costs for future project opportunities

In the first nine months of the project, the following tasks were completed:

- Established 40-person Steering Committee, representing all five County supervisorial districts, to guide the project
- Established a Technical Advisory Committee, representing academic and public sector GIS professionals, to ensure best-practices approach to data analysis
- Created 189 Study Areas covering the entire County of Los Angeles
- Inventoried existing parks and park amenities, and documented their condition in all 189 Study Areas
- Analyzed opportunities for creating new parks in each Study Area
- Analyzed park metrics and created community profiles for all 189 Study Areas
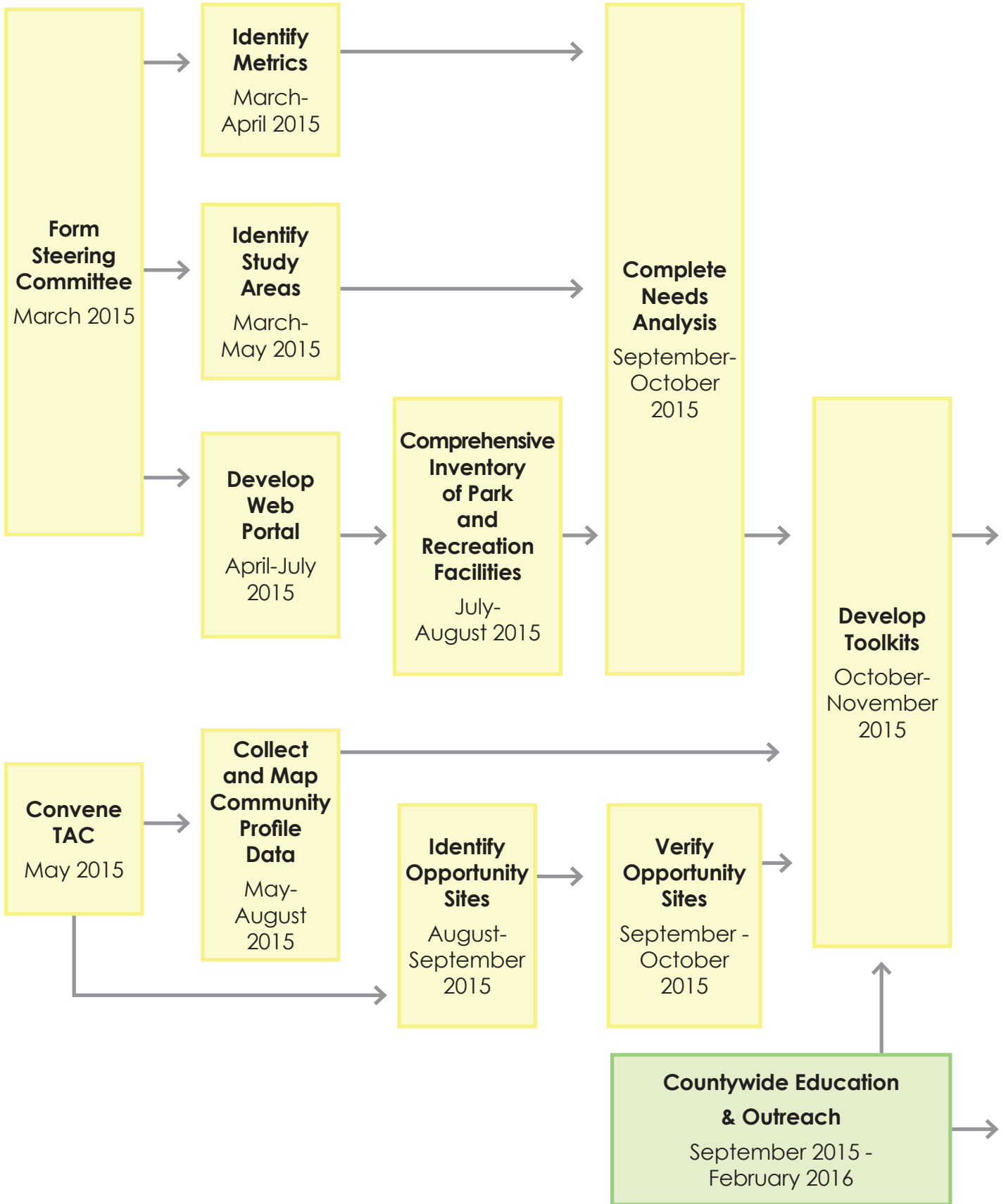- Estimated the cost of deferred maintenance in existing parks in each Study Area
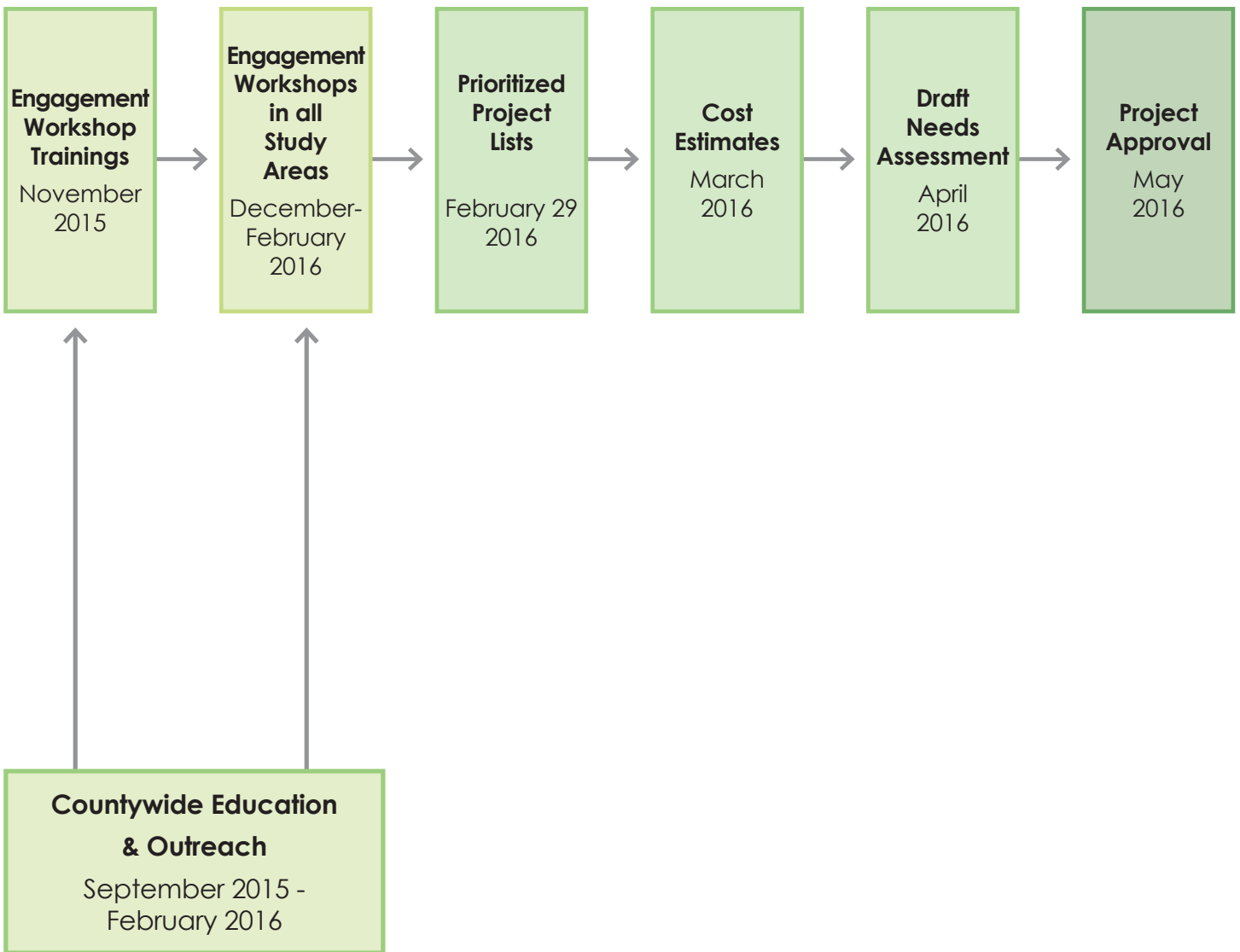
The current work for the project includes:

- Conducting community workshops in each of the 189 Study Areas, using the information provided in the TOOLKIT. The workshops include:
  - o sharing background information and analysis with community members
  - o working with community members to create a list of potential park projects in each Study Area
  - o working with community members to prioritize the potential park projects on their list

Future work for the project includes:

- Developing a cost estimate for the priority projects identified in each Study Area
- Compiling the final park needs assessment report, which will contain a section devoted to each Study Area

PROJECT OVERVIEW DIAGRAM

Form Steering Committee

March 2015

Identify Metrics

March-April 2015

Identify Study Areas

March-May 2015

Develop Web Portal

April-July 2015

Comprehensive Inventory of Park and Recreation Facilities

July-August 2015

Complete Needs Analysis

September-October 2015

Develop Toolkits

October-November 2015

Convene TAC

May 2015

Collect and Map Community Profile Data

May-August 2015

Identify Opportunity Sites

August-September 2015

Verify Opportunity Sites

September - October 2015

Countywide Education & Outreach

September 2015 - February 2016

| Engagement Workshop Trainings

November 2015 | → | Engagement Workshops in all Study Areas

December-February 2016 | → | Prioritized Project Lists

February 29 2016 | → | Cost Estimates

March 2016 | → | Draft Needs Assessment

April 2016 | → | Project Approval

May 2016 |

Countywide Education & Outreach

September 2015 - February 2016

3. FREQUENTLY ASKED QUESTIONS

We expect community members to have many questions about the Park Needs Assessment and have prepared this FAQ to provide answers. Additional definitions, and explanations of analysis methodology can be found in the Glossary. If you have a question that is not answered here, or if a question comes up during your community workshop that you are not able to answer, please contact C.C. LaGrange at clagrange@placeworks.com.

1. Why is the County doing a Needs Assessment?

The goal of the Park Needs Assessment is to engage all communities within the County in a collaborative process to gather data and input for future decision-making on parks and recreation. The Park Needs Assessment will increase understanding of existing park and recreation assets, and help determine how to improve, expand, and make parks more accessible.

The assessment will result in a visionary list of prioritized projects and associated cost estimates for each Study Area. It will identify future opportunities for parks and recreation throughout the County.

The Park Needs Assessment may be used as a guide for potential development of future funding mechanisms. Results could also be used to leverage Federal and State resources, and guide local funding decisions.

2. What is this prioritized list for? Will these projects be built soon?

The prioritized list will be used by the County to assess the type of need and amount of need throughout county. Because this project is a needs assessment, the projects on the list will not necessarily be built – they serve to let the County know what park resources your community needs.

3. Is funding available for the identified projects? Is there going to be a park bond based on the results of this assessment?

The results of the Needs Assessment will be used by the County to get a comprehensive understanding of park and recreation needs in all the communities in the county. The results may inform any potential future funding decisions, and can also be used by your community's park and recreation agency to pursue additional funding opportunities.

4. How are you going to prioritize projects across the whole county?

The Needs Assessment will not prioritize projects across the whole county. Instead, it will prioritize projects within each Study Area in the County. The final report will contain a separate section for each Study Area, with a list of projects and cost estimates for the projects within each Study Area.

5. How will the cost estimates be done? Will they include design and contingency costs?

The cost estimates will be derived from city/County staff evaluations of park conditions, site visits, and research completed by landscape architects, economists, and professional cost estimators. Cost estimates for deferred maintenance, park construction, and park acquisition will include all foreseeable costs, including design and contingency costs where appropriate.

6. The data is wrong – a park is missing, the amenity evaluation is incorrect, the amenity count is wrong, the demographic data is wrong.

The data presented here is the best data that was available at the time the analysis was completed. Data sources include the US Census Bureau, Los Angeles Department of Public Health, Los Angeles County Sheriff, and city/County staff. Please report all concerns about data errors to C.C. LaGrange at clagrange@placeworks.com.

7. The map of park opportunities doesn't show any vacant land where the park need map shows highest need. Can our project be a park where it's needed, not just where land is available? Can we include a new park on the list of prioritized projects without tying it to a parcel?

Yes, if your community's priority is to create additional parks in areas of high park need, please include "new park" on your list of potential projects. Even if the area in need of a park does not currently present any obvious locations for a new park, it is important to document the community's stated needs and vision for future parks in their Study Area. Unbundling the need for parkland from the availability of parkland will ensure that the community's needs are accurately portrayed and may help future park planners focus their efforts accordingly.

8. What are the parameters of an acceptable park project?

A park project can included the following project types:
• Repairs to existing parks and park amenities
• Addition of amenities to existing parks
• Creation of new parks or expansion of existing park to include more acreage

A park project cannot include park programming (for example, adding more sports camps, holding movies in the park, teaching classes in the community room).

Refer to the Glossary for an in-depth definition of park projects.

9. How were the Study Areas determined?

The Study Areas were created by reviewing current jurisdictional boundaries, population size, geographic location, and incorporation status. There are 188 Study Areas in the County. For a complete map of Study Area boundaries, please visit www.lacountyparkneeds.org.

10. How can we stay engaged in this process to turn this list of park projects into reality?

The information collected through these community meetings will inform the final Park Needs Assessment report. The findings of Needs Assessment will be reported to the County Board of Supervisors in May, 2016. The Board of Supervisors may use the finding of the Needs Assessment to inform potential future funding mechanisms. To stay engaged, the best thing for community members to do is to let your local and County politicians know that you support funding for parks and recreation.

11. The analysis of the Study Area does not demonstrate a need for an additional pool (or insert any amenity), but the community would like an additional aquatic facility (or other amenity). Can this amenity still be added to the park projects list?

Yes. The Initial Potential Project List was derived from the data collected, which included existing amenities in parks. If the Study Area contained at least one of a given amenity, then further need for more of that amenity type was not determined. Only amenities which are completely lacking in a Study Area were included in the Initial Potential Project List. Because of this, it is quite possible that community members will determine that they need more of a particular amenity type, even if it is not listed on the Initial Potential Project List.

12. Our community recently contributed to the creation of a list of parks projects that we would like to see happen in our neighborhood. How does this process fit in with the other work we have done with our city?

The planning work that you and your community have done is relevant and will help inform the creation of a prioritized list of potential park projects during this meeting. However, the Parks Needs Assessment differs from your city's park planning efforts in that its goal is to document the existing parks in the county, the condition of these parks, and each community's park needs. Unlike other list of projects you may have contributed to, the projects on the list that will be generated at this meeting are not being prioritized for construction; rather, this list will help the County Board of Supervisors understand the magnitude and type of park need in the county. This information may be used by the Board of Supervisors as they make decisions on if and how to fund park projects in the future.

13. Our current parks are in disrepair. What agency is responsible for maintaining and cleaning the existing parks? Why have they neglected to adequately do so in my neighborhood?

Public park maintenance is generally the responsibility of the agency that owns and/or operates the park. Depending on the park, this agency may be a city, the County, the State Department of Parks and Recreation, the National Parks Service, or another public agency.

During the economic recession, many of the funding sources traditionally used to support park maintenance were eliminated or had their budgets severely reduced. Many agencies began deferring maintenance on parks as they tried to maintain service levels with less funding.

If you are concerned about the level of maintenance at your park, please contact the owning or managing agency directly to voice your concerns.

14. How were the conditions of the parks determined?

The owning and/or managing agency responsible for each park evaluated the condition of each park, using set of standard condition definitions. In general, amenities in "Good" condition are fully functional and do not need repairs. They may have minor cosmetic defects, but they encourage area residents to use the park. Amenities in "Fair" condition are functional but need minor or moderate repairs, and may have time periods where they are unusable. Despite minor repairs needed, fair facilities remain important amenities for the neighborhood. Amenities in "Poor" condition are largely or completely unusable and require major repairs to be functional. For in-depth descriptions of "Good," "Fair," and "Poor" conditions of each amenity type, please refer to the "Park Amenity Condition Visual Manual and Operational Definitions" booklet.

15. The parks in my community are too dangerous to use/overrun by homeless people/inaccessible due to missing infrastructure (sidewalks, crosswalks, etc.). Are these concerns addressed in the Needs Assessment?

The Needs Assessment is designed to focus on the physical need for park land and park amenities based on a series of metrics. It is not designed to address community-wide concerns such as violence, homelessness, or street infrastructure, even though public parks are often affected by these issues. However, the Needs Assessment does document violent crime rates and the locations of bike/pedestrian collisions within your Study Area, in order to provide context for the park metrics. You can review this data in the "Community Profile Snapshot" section of this toolkit.

If you are concerned about any issues that affect public parks, but are not addressed in the Needs Assessment, please contact your local representatives to voice your concerns.

16. Our parks lack a sense of nature and beauty. How can we address this through the prioritization of park projects?

If you would like to beautify your existing parks by adding habitat, specialty gardens, trees, plants, public art, or other features, please add your ideas to the list of potential park projects that will be presented during the course of this meeting. All projects on the lists will be considered by meeting attendees during the prioritization exercise.

17. A regional park is contained within our study area. Can the prioritized projects list include projects for the regional park?

Yes, your project list can include a project within a regional park, as long as it serves a local need (for example, adding a small playground, fitness zone, or picnic shelter). Projects of regional importance will be considered as part of a separate process focused on regional needs (for example, adding new trails, creating a sports complex, or restoring an amphitheater or other specialty facility). If you would like to participate in the regional needs process, please contact the owning/managing agency of the regional park in question.
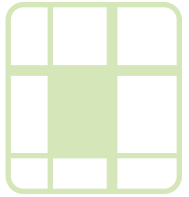
4. STUDY AREA BASE MAP
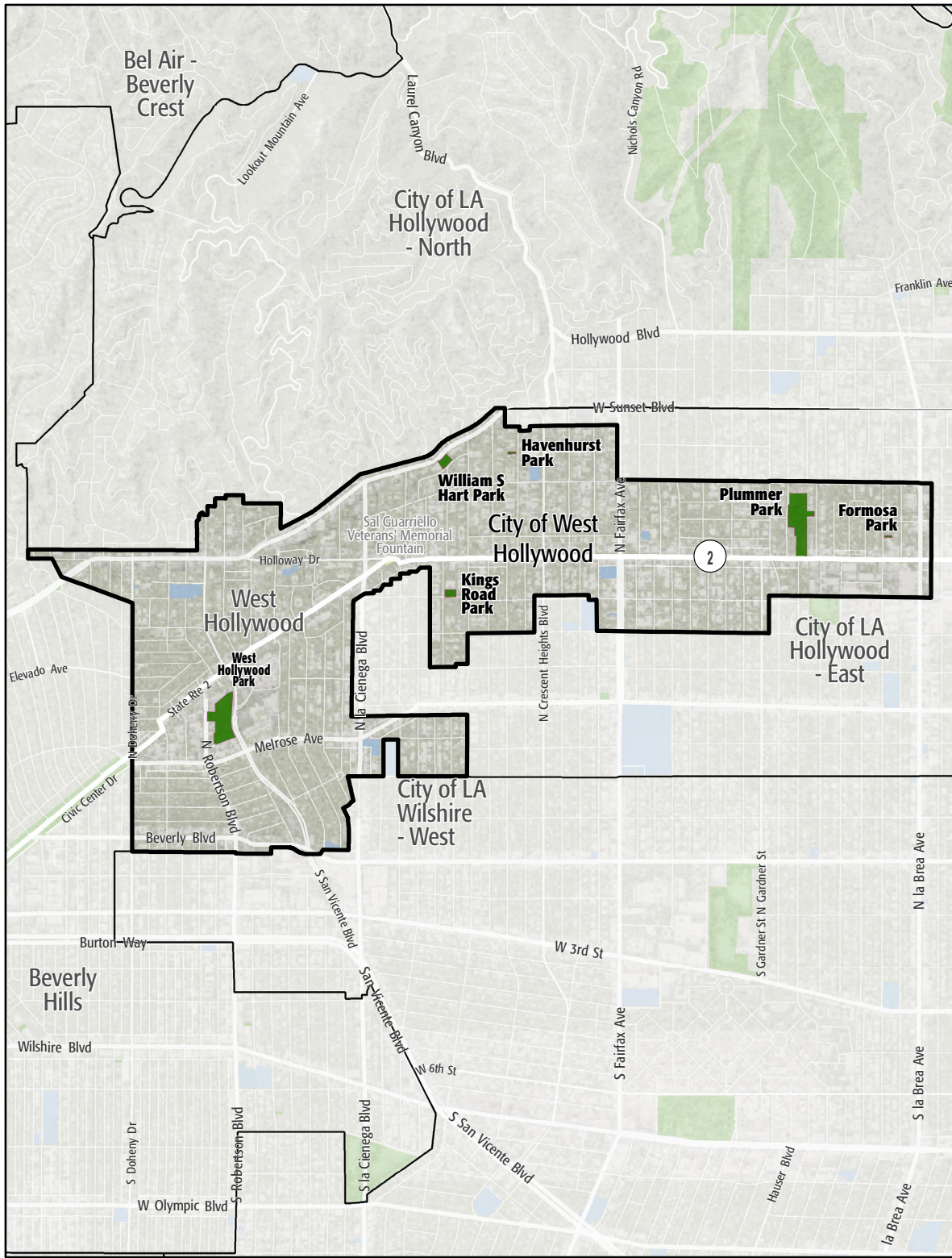
City of West Hollywood

Legend:
- Existing Park
- Existing School
- Existing Park Outside Study Area
- Other Open Space

5. COMMUNITY PROFILE SNAPSHOT

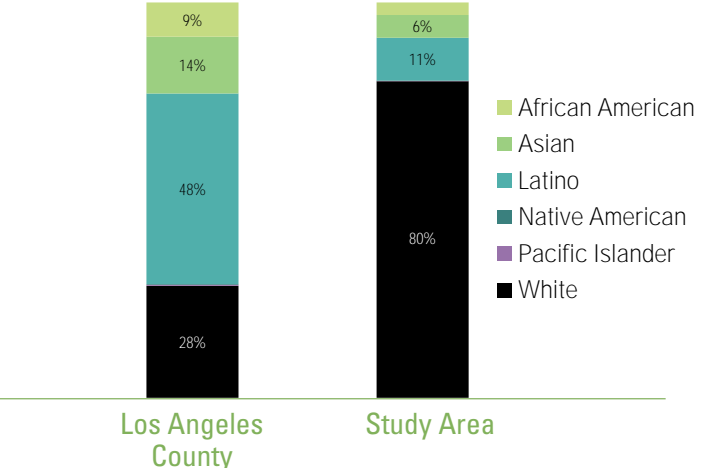**35%** of the population has **INCOME BELOW 200% POVERTY LEVEL** The county average is 40%
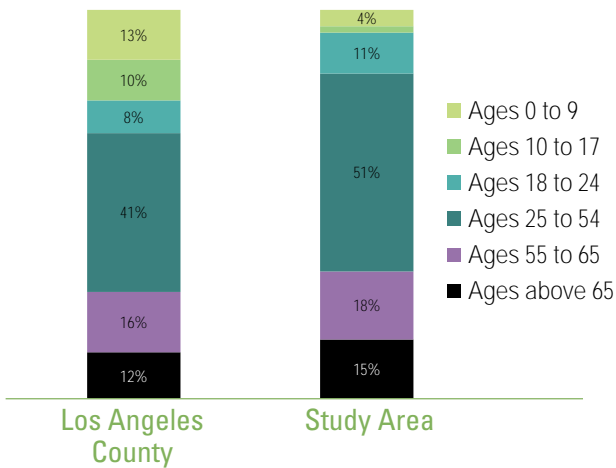
17% of the population has **NO VEHICLE ACCESS** The county average is 10%

15% of the population is **LINGUISTICALLY ISOLATED** The county average is 26% The dominant language among those who are linguistically isolated is Russian.
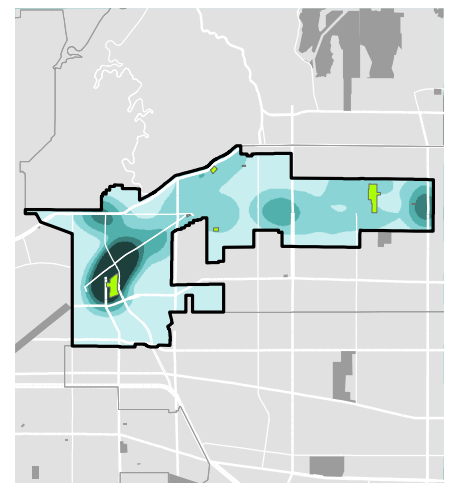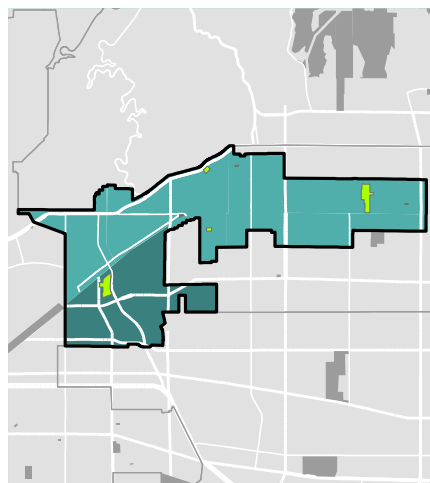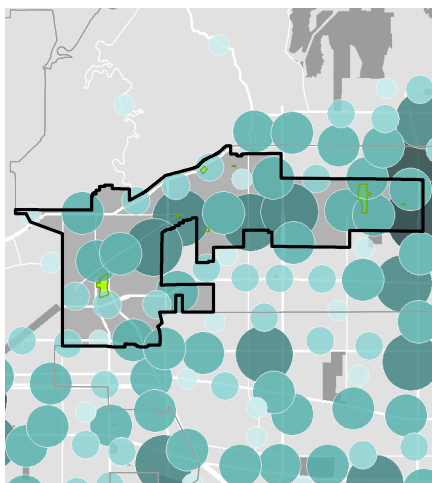
POPULATION DISTRIBUTION BY AGE

Los Angeles County
- 13%
- 10%
- 8%
- 41%
- 16%
- 12%

Study Area
- 4%
- 11%
- 51%
- 18%
- 15%

- Ages 0 to 9
- Ages 10 to 17
- Ages 18 to 24
- Ages 25 to 54
- Ages 55 to 65
- Ages above 65

POPULATION DISTRIBUTION BY RACE/ETHNICITY

Los Angeles County
- 9%
- 14%
- 48%
- 28%

Study Area
- 6%
- 11%
- 80%

- African American
- Asian
- Latino
- Native American
- Pacific Islander
- White

BIKE / PED. COLLISIONS
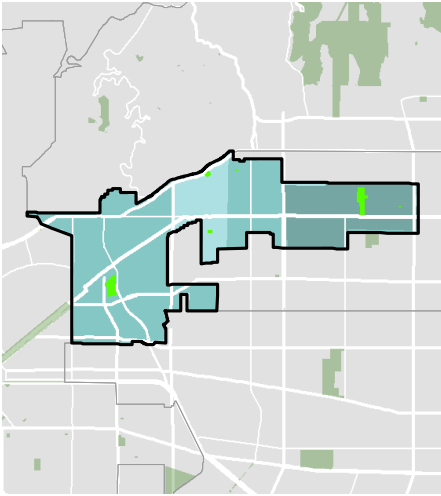

POLLUTION BURDEN

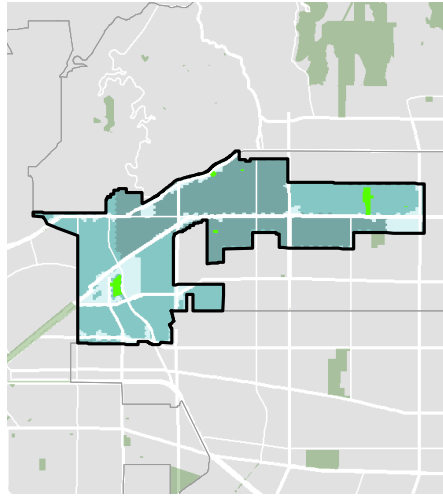

VIOLENT CRIME

Very Low   Low   Moderate   High   Very High

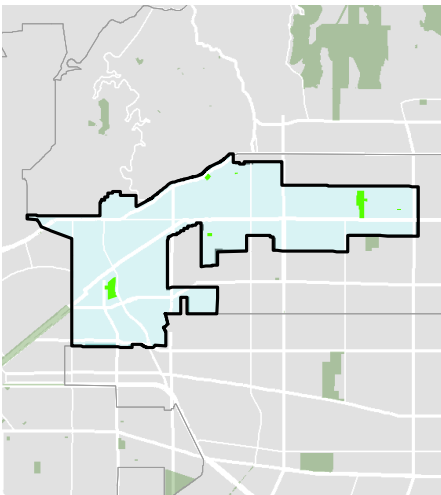# KEY COMMUNITY CHARACTERISTICS

POVERTY
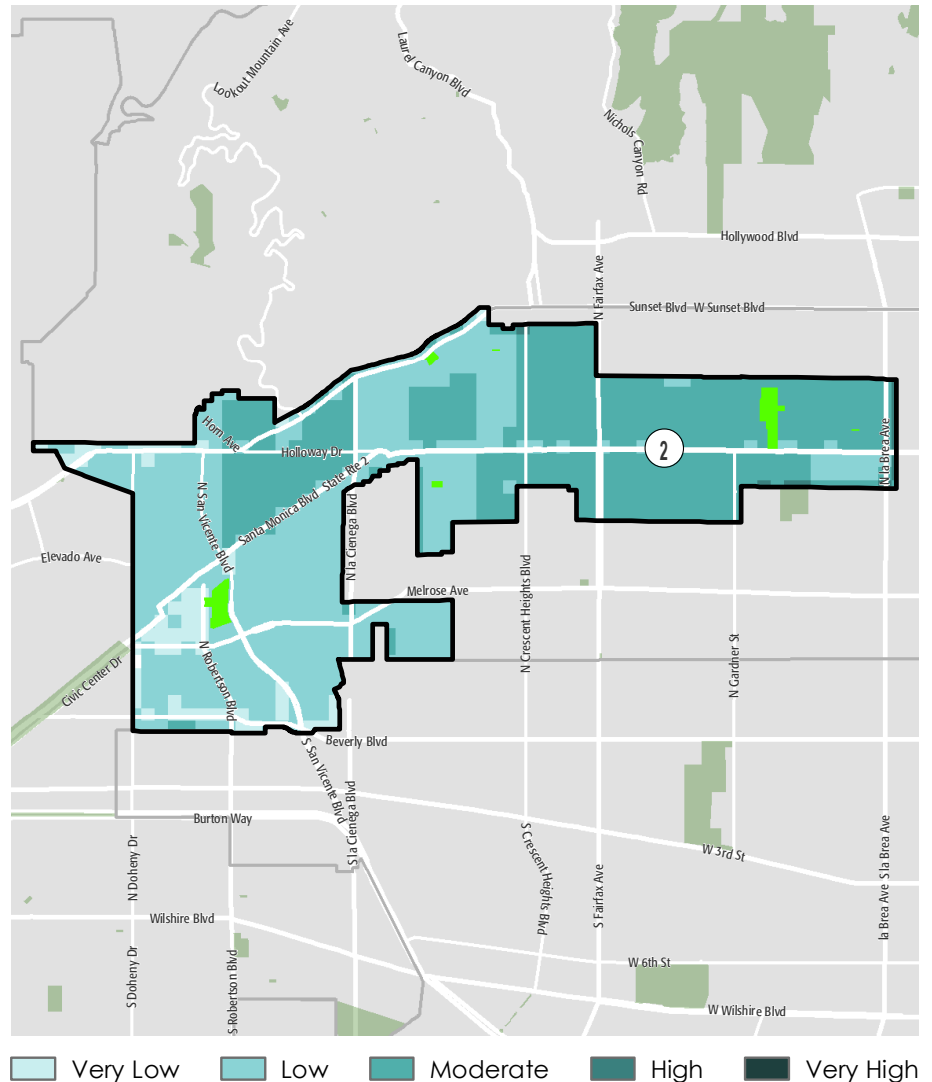

POPULATION DENSITY

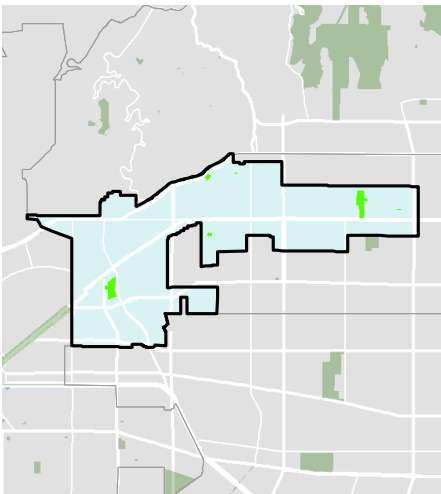## NO VEHICLE ACCESS

OBESITY

MAP OF COMBINED COMMUNITY CHARACTERISTICS

ASTHMA E.R. VISITS

Legend: Very Low · Low · Moderate · High · Very High
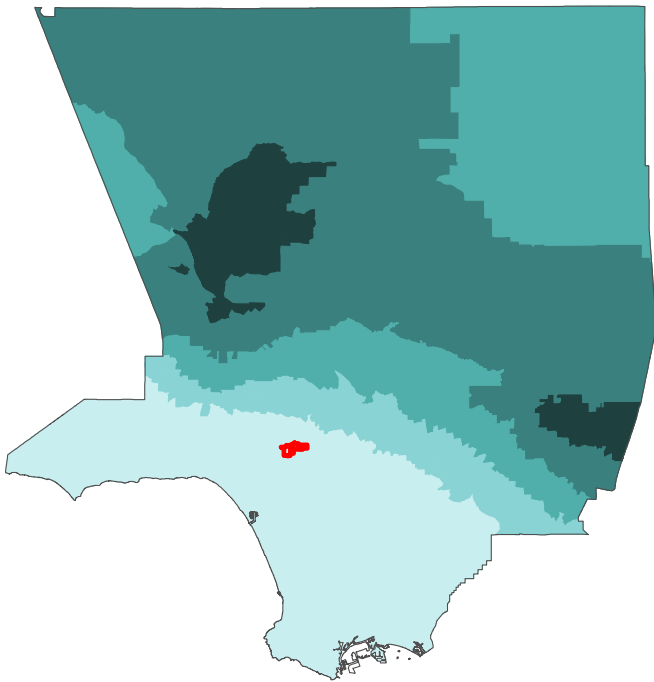
COUNTYWIDE AIR QUALITY AND HEALTH DATA

Very Low Low Moderate High Very High

OZONE CONCENTRATION
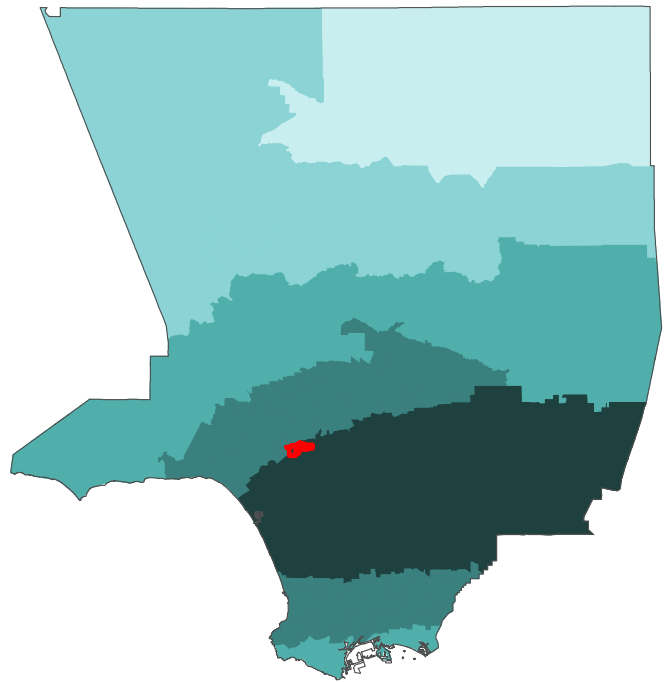
PM 2.5 CONCENTRATION
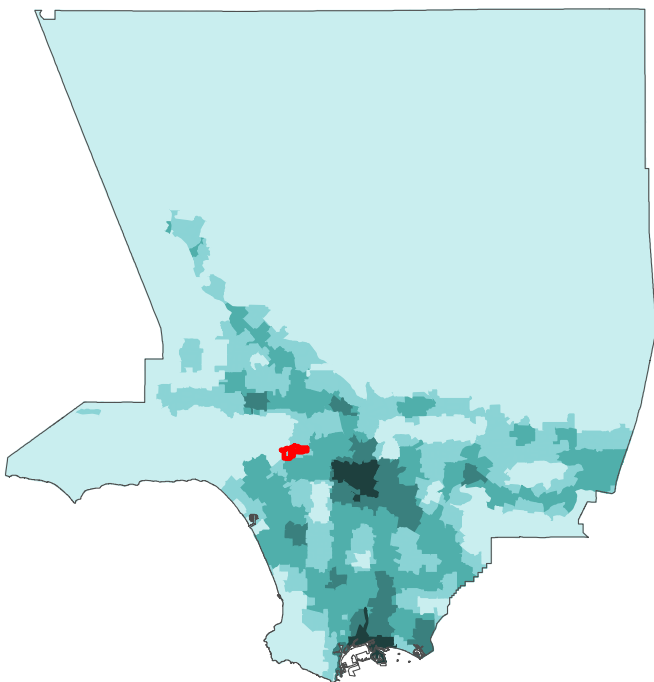
DIESEL EMISSIONS
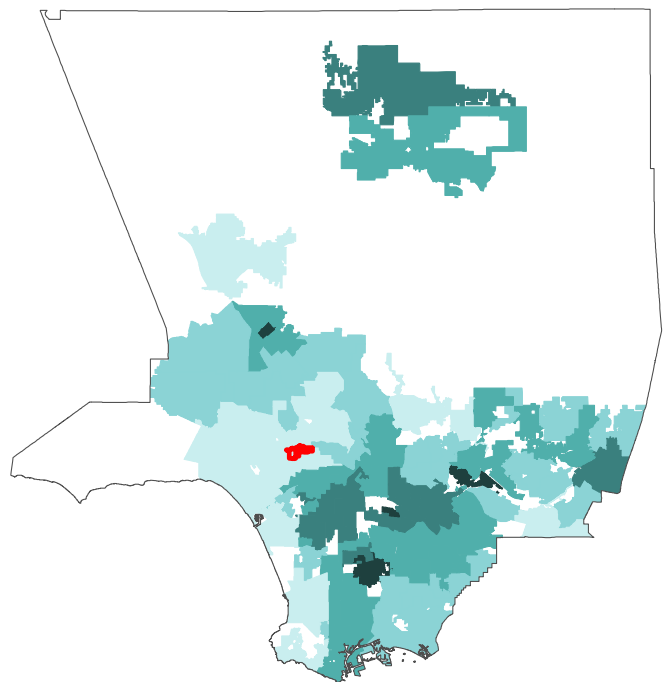
DIABETES DEATH RATE

6. PARK METRICS
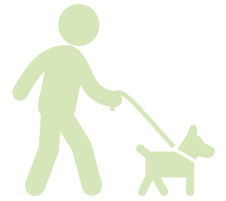
PARK LAND: Is there enough park land for the population?

21.3 PARK ACRES within study area

35,375 POPULATION

0.6 PARK ACRES PER 1,000

The county average is 3.3 park acres per 1,000

PARK ACCESSIBILITY: Is park land located where everyone can access it?

72% of population living WITHIN 1/2 MILE of a park

The county average is 49% of the population living within 1/2 mile of a park

PARK PRESSURE

How much park land is available to residents in the area around each park?

Formosa Park (0.11 Acres)
0.02 park acres per 1,000

Havenhurst Park (0.13 Acres)
0.02 park acres per 1,000

Kings Road Park (0.59 Acres)
0.05 park acres per 1,000

Plummer Park (7.16 Acres)
0.62 park acres per 1,000

Poinsettia Rec. Center (6.29 Acres)
1.01 park acres per 1,000

West Hollywood Park (6.12 Acres)
0.56 park acres per 1,000

William S Hart Park (0.86 Acres)
0.14 park acres per 1,000

WHERE ARE PARKS MOST NEEDED?

PARK ACRE NEED + DISTANCE TO PARKS + POPULATION DENSITY
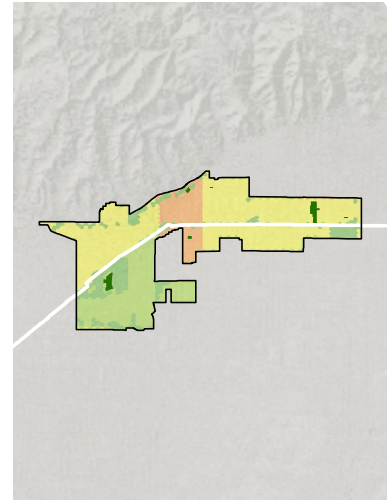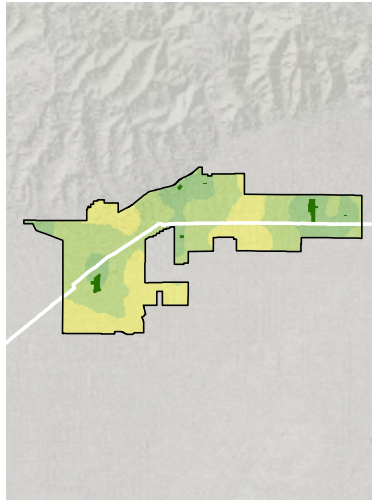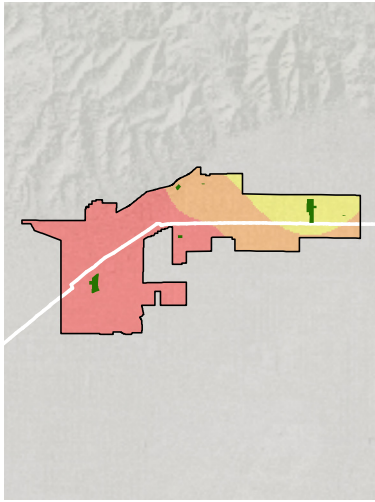
= PARK NEED   *Calculated using the following weighting: (20% x Park Acre Need) + (20% x Distance to Parks) + (60% x Population Density)
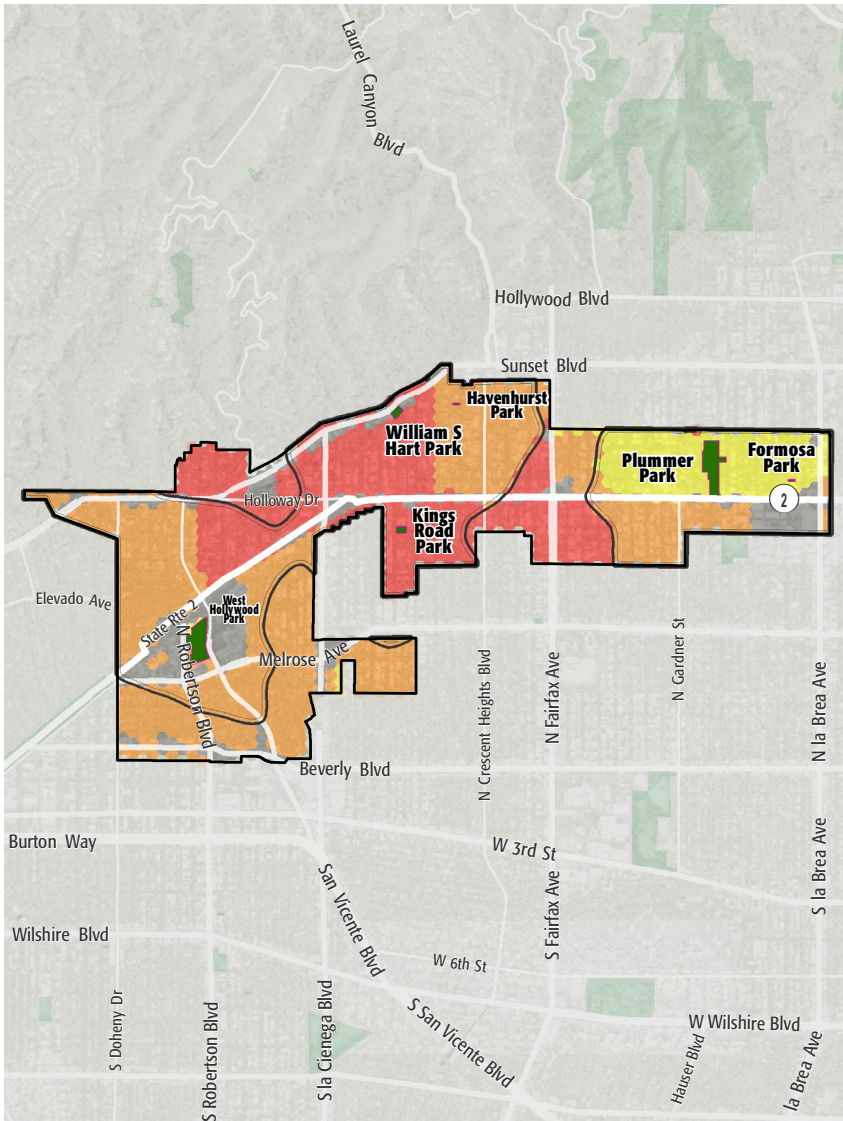
PARK NEED CATEGORY

- 🟥 Very High
- 🟧 High
- 🟨 Moderate
- 🟩 Low
- 🟩 Very Low
- ⬛ No Population
- ⬭ Area within 1/2 mile walk of a park

HOW MANY PEOPLE NEED PARKS?

Los Angeles County
- 24%
- 28%
- 28%
- 17%
- 4%

Study Area
- 14,330 (41%)
- 16,485 (47%)
- 4,559 (13%)
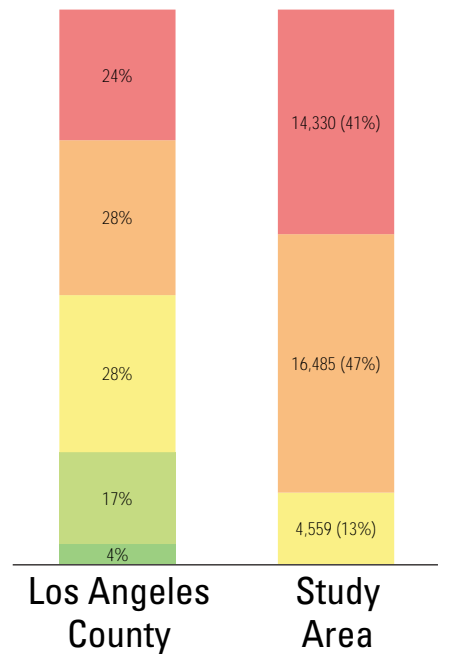
AMENITY QUANTITIES AND CONDITIONS

Park Name	Condition	General Infrastructure Condition	Open Lawn/ Turf Area	Tennis Courts	Basketball Courts	Baseball Fields	Soccer Fields	Mulitpurpose Fields	Fitness Zones	Skate Parks	Picnic Shelters	Playgrounds	Swimming Pools	Splash Pads	Dog Parks	Gymnasiums	Community/Rec Centers	Senior Centers	Restrooms	Total
Formosa Park	Good																			0
	Fair																			0
	Poor																			0
Havenhurst Park	Good																			0
	Fair																			0
	Poor																			0
Kings Road Park	Good										1	1					1		2	5
	Fair																			0
	Poor																			0
Plummer Park	Good			8	1							2					3	1	2	17
	Fair																			0
	Poor																			0
Poinsettia Rec. Center	Good					2														2
	Fair			8	2		1	1	1			1				1				15
	Poor																			0
West Hollywood Park	Good			3	2			1			3	1				1	1		1	13
	Fair																			0
	Poor																			0

AMENITY CONDITIONS SUMMARY

Kings Road Park

Plummer Park

Poinsettia Rec. Center

West Hollywood Park

Park Name	Condition	General Infrastructure Condition	Open Lawn/ Turf Area	Amenities																Total
				Tennis Courts	Basketball Courts	Baseball Fields	Soccer Fields	Mulitpurpose Fields	Fitness Zones	Skate Parks	Picnic Shelters	Playgrounds	Swimming Pools	Splash Pads	Dog Parks	Gymnasiums	Community/Rec Centers	Senior Centers	Restrooms	
William S Hart Park	Good										1				1		1			3
	Fair																			0
	Poor																			0
Totals:	Good			11	3	2	0	1	0	0	2	6	1	0	1	1	6	1	5	40
	Fair			8	2	0	1	1	1	0	0	1	0	0	0	1	0	0	0	15
	Poor			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

AMENITY CONDITIONS SUMMARY

William S Hart Park

Miles of trails inside parks: 0

Miles of trails outside of parks: 0

AMENITIES PER 100,000 PEOPLE

Tennis Courts

Basketball Courts

Baseball Fields

Soccer Fields

Multipurpose Fields

Fitness Zones

Skate Parks

Picnic Shelters

Playgrounds

Swimming Pools

Splash Pads

Dog Parks

Gymnasiums

Community/ Recreation Centers

Senior Centers

Restrooms

■ Study Area   ■ County Avg.   ■ State Top Cities Avg.   ■ Nation Top Cities Avg.

7. AVAILABLE VACANT LAND
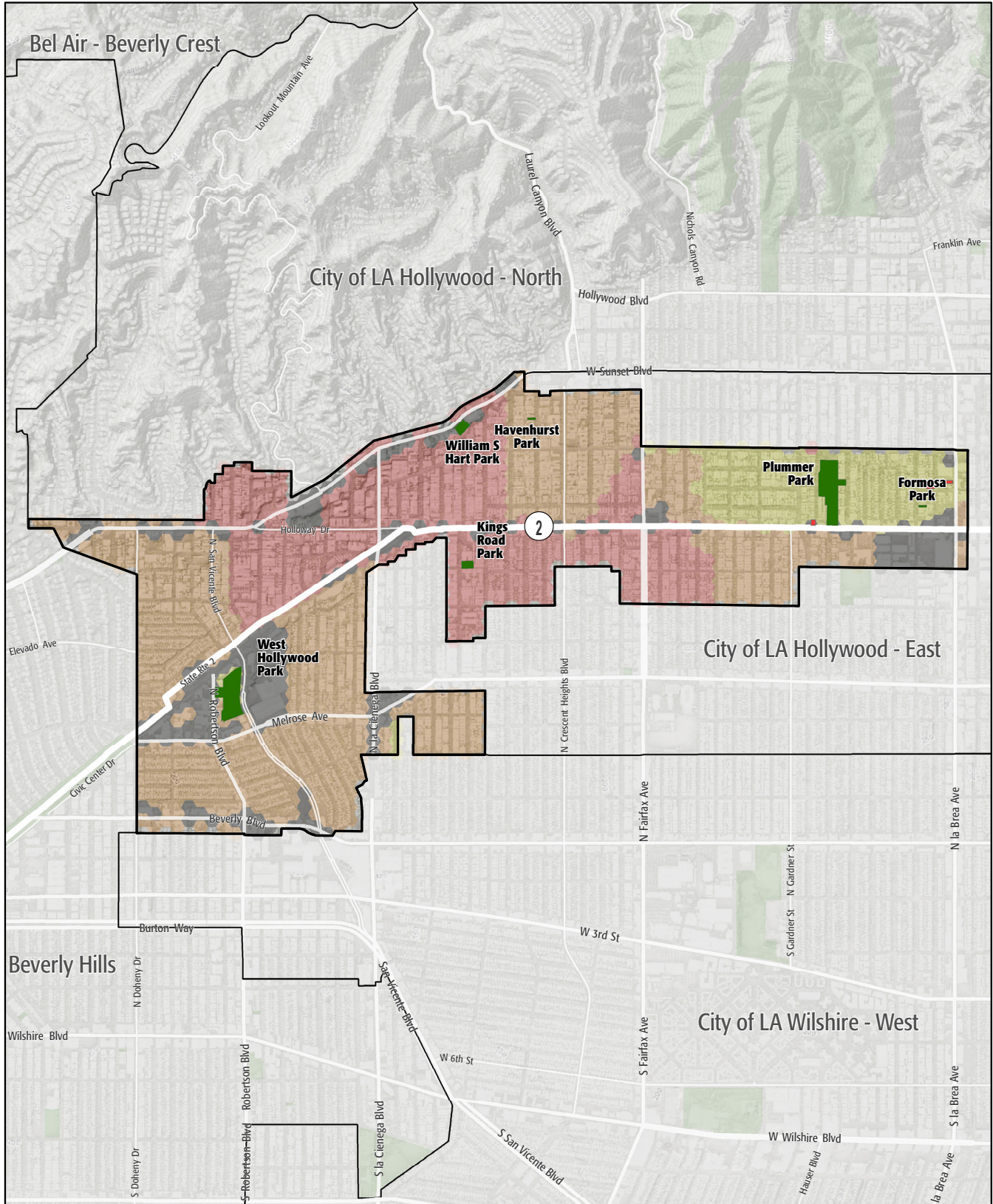
Park Need: Very Low | Low | Moderate | High | Very High | No Population

Park Opportunities: Known Opportunity Site

8. POTENTIAL PROJECTS

INITIAL POTENTIAL PROJECT LIST

This initial list of potential park projects is a starting point for the discussion with the community about what park projects meeting attendees feel are needed in their community. In addition to the potential projects suggested by the needs analysis and listed below, the lead agency of each Study Area can add potential projects from any list they may have, such as from a recent park master plan effort.

Please refer to the meeting instructions for methods of soliciting additional park project ideas from the community during the meeting.

PROJECT DEFINITION: WHAT DEFINES A PROJECT?

Please refer to the Glossary for an in-depth discussion of project requirements. In brief, all projects must:

1. Occur at a single location, with the exception of specific infrastructure projects.

2. Be categorized as one of the following project types:

   • Repair of an existing amenity type within a park, or repair of an existing general infrastructure amenity type at all parks within the Study Area.

   • Addition/replacement of a new amenity type to an existing park, or addition/replacement of an existing general infrastructure amenity type at all parks within the Study Area.

   • Construction of a new park.

INITIAL LIST OF POTENTIAL PARK AND RECREATION PROJECTS

Projects suggested for each study area are a direct reflection of the need demonstrated in the Park Metrics section of the toolkit.

Projects are suggested based on the results of the Park Metrics analysis and the following criteria:

• Areas of "Very High Park Need," as shown on the Park Need map, indicate locations where parks are most needed. If a Study Area does not contain a park, a park should be constructed, even if there are no areas of "Very High Park Need" within the Study Area.

• Every Study Area should contain at least one of each amenity listed in the Amenity Matrix. If a Study Area is lacking any of these amenities, adding these amenities will be a potential project.

• All amenities that are in poor condition should be replaced, so that all amenities in a Study Area are in at least "fair condition." Additionally, "fair condition" amenities in parks within "Very High Park Need" and "High Park Need" areas should be repaired so they are all in "good" condition.

INITIAL LIST OF POTENTIAL PROJECTS:

- Construct a new park in the area of "Very High Need" north of State Rte. 2.
- Construct a new park in the area of "Very High Need" between N la Cienga Blvd. and N Gardner St.
- Add the following amenities to the Study Area:
    - Skate park
    - Splash pad

There are 9 potential projects at Poinsettia Rec. Center:
Replace:
- General park infrastructure
- Open lawn/turf area
- Tennis courts
- Basketball courts
- Soccer field
- Multipurpose field
- Fitness zone
- Playground
Replace or repair:
- Gymnasium

9. FACILITATOR MANUAL
WORKSHOP FACILITATOR INSTRUCTIONS

Thank you for agreeing to facilitate a Park Needs Assessment Community Workshop as part of the Countywide Comprehensive Parks & Recreation Needs Assessment. This manual is meant to provide you with step-by-step instructions for preparing for and implementing your community workshop. Contents include:

1. Tips for marketing and outreach
2. Tips for preparing for and implementing your workshop
3. Guidance on how to select data and content to be presented
4. How to prepare a list of potential park projects
5. How to incorporate community feedback into the list of potential park projects
6. How to conduct a voting exercise to prioritize those potential projects
7. Instructions for what to do after the workshop

The outcome of the Park Needs Assessment Community Workshop will be a prioritized list of potential park projects within the Study Area in which the workshop is being held.

It is your responsibility to:

1. Conduct outreach to encourage residents to attend the workshop
2. Arrange all workshop logistics
3. Prepare a list of potential park projects
4. Present Community Profile Snapshot and Park Metrics data during the workshop
5. Collaborate with workshop participants to expand the prepared list of potential park projects
6. Conduct a voting exercise with participants to prioritize the projects on the list
7. Document the list of prioritized projects to be submitted

**If you are collaborating with a community-based organization or consulting firm, be sure to communicate with them to fully understand who is responsible for each of the above tasks.

If you have questions while preparing for your workshop, please contact the team at PlaceWorks for assistance.

C.C. LaGrange 714-966-9220 ext. 2322 clagrange@placeworks.com

Jessica Wuyek 714-966-9220 ext. 2349 jwuyek@placeworks.com

Tara Worden 213-623-1433 ext. 2103 tworden@placeworks.com

COMMUNITY OUTREACH

The first thing you must do to ensure a good turnout at your workshop is conduct community outreach. Use the suggestions below to help attract community members to your workshop. Use the steps below help guide your outreach and attract community members to your workshop.

1. To allow time for community members to plan their schedules and to help spread the word, begin marketing your workshop immediately. The scheduled meeting date, time, and location which you provided on your Community Engagement Plan will be advertised on the project website (http://lacountyparkneeds.org/). If you have made any changes to those details, please inform the team at PlaceWorks immediately.
2. When describing the purpose of the workshop—verbally or on marketing materials—emphasize buzz words that will catch the attention and interest of community members. Buzz words may vary based on community priorities but may include: Park Need, Park Priorities, New Parks, Park Improvements, and Park Conditions.

3.   You will receive a workshop flyer template (see Appendix B) that you may customize and use to market your workshop.

4.   Consider translating outreach materials into any languages that are representative of your community. Please refer to Appendix C to see if community members in your Study Area are

     linguistically isolated, and to identify which non-English languages are predominately spoken in your Study Area.

5.   Post workshop announcements in high-traffic, visible areas throughout your Study Area and at City or County facilities. Examples of locations include: parks, community centers, police stations, gyms, senior centers, recreational sites, medical centers, schools, buses and transit stations, and permissible retail centers.

6.   Consider sending flyers home to parents with students from schools.

7.   Consider asking local community organizations and religious institutions to spread the word to their members and/or display flyers within their facilities.

8.   Use local papers, online blogs, and city and community websites to spread the word.

9.   When possible, use social media (e.g., Facebook, Twitter, Instagram) to attract younger audiences to the workshops.

10. Plug the workshop at other upcoming community meetings.

PREPARING FOR THE WORKSHOP

Once you have begun advertising your workshop, you will need to begin preparing for facilitation. The following section is broken into 3 categories to help you prepare your data and content, materials and supplies, and logistics and set up.

Data & Content

1.   Allow yourself plenty of time to review the entire Toolkit, data analysis, and additional resources provided to you. You are not expected to memorize data but thoroughly reviewing these materials will help you to confidently share the information and respond to questions accordingly.

2.   Utilize the Toolkit Glossary (see Appendix A) to gain a clear understanding of methodology, key terms, and data sources. If you have any questions about the Toolkit contents, please contact the PlaceWorks team.

3.   The subsequent sections of this manual provide additional guidance for selecting which data should be presented during your workshop.

4.   If desired, take time to consider incorporating your agency's relevant projects and initiatives so that you may utilize this opportunity to build upon existing efforts within your Study Area. You may choose to use the research findings to support current initiatives, ongoing projects, or generate interest in a new project that is important to your community.

5.   Prepare for the "Potential Project Identification Exercise" by reviewing the instructions provided later in this manual.

6.   Prepare for the "Project Prioritization Exercise" by reviewing the instructions provided later in this manual.

Materials & Supplies

1.   Please see the last page of this manual to review a suggested supply list. Some items will be provided digitally, and others in print.

2.   Decide if you want to provide printed materials or graphics to distribute to your participants. Items to consider printing may include: meeting agendas, graphic images that may be too small or difficult to see on the PowerPoint; any information that you plan to move through quickly but want your participants to be aware of; project fact sheets; flyers for any relevant upcoming meetings; fact sheets for relevant city initiatives/projects, etc.

3. Using the provided PowerPoint template, prepare a customized presentation to help provide visual aids to your participants. Use the information provided in the Toolkit to add data and graphics specific to your Study Area and add any additional slides that you believe will be necessary or helpful to your community. Use limited text by providing very short bullet points on your slides.

4. Review the Workshop Agenda Template and adjust it according to the particulars of your workshop.

5. Prepare and bring with you the project voting forms to be displayed at the workshop for voting (see Appendix F).

6. Prepare, print, and organize all necessary materials in advance. To avoid printing mishaps and allow time for reprints, do not wait until the last minute to print your materials. At a minimum, you should consider providing the following:

   • Nametags for attendees so you can address people by name

   • Copies of the workshop agenda

   • At least one pad of large easel paper, easel, markers, and any other supplies needed for planned activities

   • A sign-in sheet to document workshop attendance and collect attendees' contact information. If you expect a large crowd, you might want to print several sign-in sheets so multiple people can sign in simultaneously and avoid a long line at registration.

   • Simultaneous interpretation (with headsets), if needed and possible. Ask the interpreter to arrive at least 15 minutes early to set up and test translation equipment. Please refer to Appendix C to see if community members in your Study Area are likely to need this service.

   • Water and Refreshments

   • Refer to supply list for additional suggestions

7. Be sure to have this manual and Toolkit accessible during your workshop. It is acceptable to refer to these resources for help during the meeting.

Logistics & Set up

1. Consider inviting local experts who may be able to provide additional insight into the assessment data or potential park projects. For example, you may want to invite the Senior Lead Officer (SLO) from the local division Police Department to your workshop to help address issues of crime and safety. To avoid derailing your workshop, take care to invite only experts with good community relationships.

2. Consider inviting a well-known and well-respected community leader to welcome participants, as this may lend the workshop additional credibility from the outset.

3. Invite additional staff, interns, or volunteers to help with logistics such as signing people in, distributing materials, and taking notes.

4. When possible, familiarize yourself with the room where the workshop will take place in advance of the scheduled workshop date. This will help you feel a bit more comfortable the day of, formulate a layout out of the room, verify how many extension cords you will need for your equipment, etc. If you are unable to visit the room in person, verify with your contact that the room is equipped with a projector and screen, internet (if needed), and any other equipment that you will need during your workshop.

5. Plan to set up your meeting room in a way that is conducive to your planned activities. Position chairs to face the projector screen; if you want participants to be able to circulate throughout the room, create wide aisles; provide plenty of table space; consider any necessary accommodations for participants with special needs, etc.

   • If you have a small group, it is a good idea to set up the room in a horseshoe style so that attendees can interact with one another during the workshop.

6. Prior to your workshop, verify the procedures required by the lead agency in your Study Area for submitting the prioritized project list to the Park Needs Assessment team. If your list must be reviewed by a specific department or Commission prior to submitting it to the Park Needs Assessment team on February 29, 2016, disclose such information to your community participants and plan accordingly so that you are able to obtain approval and submit your list on time.

WORKSHOP IMPLEMENTATION

Use the steps below to help facilitate the flow of your workshop. Subsequent sections of this manual will elaborate on several of these steps.

1. Arrive early to set up. Ideally, be prepared to start 30 minutes to one hour prior to the scheduled start time. Be prepared for community members that may arrive early. Upon arriving at your workshop location, set up your PowerPoint first to make sure there are no technical difficulties.

2. Ask your participants to sign in and write their name on a nametag. Distribute agendas to your participants upon arrival.

3. Try to begin your workshop on time but if you notice people are still arriving, you may consider beginning a few minutes later than planned. If you decide to wait for more people to arrive, be sure to make a courtesy announcement to those participants who did arrive on time.

4. Before beginning the presentation, introduce yourself and any other staff or experts in attendance. Briefly review the agenda so participants have an idea of what to expect. Be sure to outline the purpose and goals of the workshop.

5. Summarize how attendees' feedback will be used in the Park Needs Assessment.

6. Set workshop ground rules so everyone is on the same page regarding communication protocols for the workshop. Explain if questions will be taken throughout the presentation or if they should be saved until the end. Some common ground rules are listed below; feel free to create your own ground rules as well.

   • Offer respect of different viewpoints and attention when others speak – refrain from interrupting

   • Ask questions of other community members for clarification and mutual understanding

   • Set up a queue system to take questions and comments from participants

   • Avoid shouting out comments and questions

7. Once you have outlined the agenda and ground rules, you will begin presenting project-related content. Begin by providing a summary of the purpose of the Countywide Comprehensive Park Needs Assessment and what has been done prior to this community engagement phase. See Section 2 of the Toolkit for Project Overview

8. After providing an overview, you should present relevant Community Profile data. See Section 5 of the Toolkit to review the Community Profile data for your Study Area. See next section of this manual for additional guidance.

9. The next topic to present is the Park Metrics data. See Section 6 of the Toolkit to review Park Metrics data for your Study Area. See Presenting Park Metrics section of this manual for additional guidance.

10. Present your potential park projects list and conduct the Potential Project Identification Exercise. See Potential Project Identification Exercise section of this manual for additional guidance.

11. Conduct your Project Prioritization Exercise. See Project Prioritization Exercise section of this manual for additional guidance.

12. Upon concluding, remind your participants of the next steps for the Needs Assessment. Remind them of the project website where they may obtain additional information (http://lacountyparkneeds.org/). If time permits, offer to stick around for a few minutes to answer any additional questions.

PRESENTING COMMUNITY PROFILES

Use the steps below to help prioritize and present the Community Profile portion of the Toolkit.

1. Prior to your workshop, you must decide which of the provided Community Profile data you want to present to your community. Begin by thoroughly reviewing all of the provided data and utilizing the Toolkit Glossary to clarify any ambiguity pertaining to methodology or definitions.

2. When deciding what to present to your participants, try to avoid assuming what your community already knows.

   • If any of the provided information is new to you, it will most likely be new to your participants and should be presented.

   • If you know that some of the information was recently presented at a well-attended community meeting, you may choose to exclude or quickly summarize that information.

   • When in doubt, include the information—it can be covered rather quickly and returned to if any specific questions arise.

3. Spend more time presenting profile information that is directly relevant to known concerns within your community than seemingly irrelevant information. For example, if your Study Area shows very few bike/pedestrian collisions or has very low pollution burden, you may decide to exclude that information from your presentation.

4. Be sure to present any profile information that may provide critical insight during the project prioritization exercise. For example, if one of your identified projects pertains to park safety improvements, presenting the violent crime data may help to inform your participants before voting.

5. When possible, provide specific examples that make the data personal for your participants. Be careful not to let these examples derail the purpose of the workshop. If you cannot connect an example directly to parks and recreation projects, it may be unnecessary to discuss.

6. Remember to use more graphics and photographs than text. If you are reporting demographics, you may decide to display a graph next to a photograph of your actual community members.

7. Use caution when using examples that may encourage interest in a project that is out of the scope of this assessment. For example, discussing pedestrian collisions near a park may incite interest in the addition of a crosswalk which is not a permissible park project. See Section 8 of the Toolkit to learn about what qualifies as a park project.

PRESENTING PARK METRICS

Use the steps below to help present the Park Metrics portion of the Toolkit.

1. Prior to your workshop, you should familiarize yourself with the Park Metrics data in Section 6 of your Toolkit. Utilize the Toolkit Glossary (see Appendix A) to gain an understanding of methodology and any unfamiliar terminology.

2. You are not expected to memorize the Park Metrics data, but the best way to anticipate difficult questions is to be familiar with the content you are presenting. Be sure to have a printed copy of your Toolkit at your workshop so that you can refer to data as needed.

3. When presenting your data, avoid using overly technical terms, acronyms, and impersonal statistics. If you are unsure of how to make a term more relatable to the community, provide local examples to help them understand. For example, to help participants visualize the size of an acre, you may consider telling them that an acre is about the size of a soccer field. Utilize the Glossary in Appendix A to help explain terminology.

4. When presenting data, try to avoid bogging down your participants with impersonal numbers and statistics. Take advantage of the graphics provided to display your data with visual imagery that will capture the attention and emotions of your participants. Consider adding photographs of your community that are relevant to a respective statistic. For example, to demonstrate a statistically low prevalence of playgrounds in your city, you may choose to include a photograph of children in your city playing in an area lacking adequate playgrounds. Similarly, if you want to elaborate on amenities reported to be in poor condition, you may consider showing a photograph of that particular amenity.

5. To describe how amenity conditions are defined, please see the Park Amenity Condition Visual Manual and Definitions, included digitally in your Toolkit. This file includes photographs that you may use if you are unable to provide examples from your own Study Area or surrounding community.

6. In addition to using visual aids to help communicate the data, remember to make the data personal to the participants. If you have many amenities in poor condition or too few amenities—discuss how those factors directly impact your participants as it relates to parks and recreation. You may consider inviting a participant to briefly share their personal experiences related to a particular statistic.

7. Participants are likely to ask questions that extend beyond the scope of this assessment or that question the chosen methodology. You may advise your participants to visit the project website where they can access notes from Steering Committee and Technical Advisory Committee meetings. These committees are comprised of community leaders and industry experts who have helped guide the direction of the Park Needs Assessment. You should have the project web address conspicuously displayed in your workshop room so that you can direct participants to the website and refocus on presenting the existing data. http://lacountyparkneeds.org/

8. If participants persistently ask questions that you do not feel equipped to handle and directing them to the website does not satisfy, you should document their questions and direct them to contact Rita Robinson, Project Director, at rrobinson@parks.lacounty.gov

POTENTIAL PROJECT IDENTIFICATION EXERCISE

Use the steps below to help identify and discuss potential park projects.

Prior to the workshop:

1. Review the initial list of potential park projects provided in Section 8 of the Toolkit. Section 8 also describes methodology and park project definitions.

2. Do not wait until the last minute to review the initial list of potential park projects. Allow yourself enough time to explore potential projects, research feasibility, review any existing community feedback, and any relevant past or existing projects.

3. Use the initial list of potential park projects as a starting point but plan to customize the list based on your insight into the needs of your Study Area.

4. Omit any projects that are deemed to be inappropriate for your community. For example, your community may have rejected the idea for a new dog park or other park amenity in the past. If the initial list suggests that same amenity for a potential project, you may consider omitting it from the list prior to the workshop.

5. Add any potential projects that the lead agency would like to include. There is no limit to the number of potential projects that you can present to your participants but be sure to consider how much time it will take to present each potential project as well as the extra time needed to vote from a larger pool of options.

6. You are being asked to submit up to 10 prioritized park projects to the Park Needs Assessment team. While editing the initial list provided to you in the Toolkit, be aware that workshop participants will contribute additional projects to the list prior to voting. Keep in mind that the longer the list of projects for voting on, the more time will be needed to complete the voting exercise.

7. If any potential future park sites are identified in Section 7 of the Toolkit, you may want to include them as potential park projects.

8. You will be provided a voting form template (digital) for use during your voting exercise (see Appendix F for a sample). Prior to your workshop, complete one voting form per potential project. You will need to enter your Study Area name, select the type of project, create a project name, write in the location, and a brief description for the scope of the project. These forms should be posted around the room, as workshop participants will cast their votes directly on the forms.

At the workshop:

1. Explain the origin of the initial potential projects list to workshop attendees. See Section 8 of Toolkit to review the methodology.

2. Use Section 8 of the Toolkit to explain what types of projects may be added to the list.

3. Acknowledge any past or existing park project planning efforts in the Study Area. Ensure the participants that this exercise does not dismiss or supersede any other efforts and that those efforts can help inform the prioritization exercise.

4. Ask participants to share their ideas for additional park projects they would like to see in their community. If participants hesitate or have difficulty getting started, consider using questions like the examples listed below to help spark participation and ideas.

   • Think about the last time you visited a park. What would have made the visit more enjoyable?

   • What is your favorite park activity? Do the parks in your neighborhood accommodate this activity?

   • Describe your ideal park. Do the parks in your neighborhood look like your ideal park?

5. Write down all participant suggestions on a large sheet of easel pad paper. Make sure that their vision translates to a tangible and qualifying project before writing it down (see Section 8). For example: A participant might say they want more recreation available to their children. Instead of writing 'More youth recreation,' ask them what kind of recreation they think their children would like. They may say that a new or improved playground would help. You could then write 'Add/improve playground at X Park' because that is a project that meets the criteria list in Section 8 of the Toolkit. If your probing question yields several responses such as adding or improving a skate park, a basketball court, or recreation center, you should list each response as a separate project, or group them according to the criteria listed in Section 8 of the Toolkit.

6. Be sure to acknowledge suggestions that do not qualify as a park project, as defined in Section 8, by listing those ideas on a separate paper and telling the participants that you can direct those ideas to the appropriate departments. For example, a participant may state that a new crosswalk or traffic light would make them feel safer. Because that does not qualify as a park project, you should write their idea on a separate sheet and tell them you will submit their feedback to the public works department. Check with your lead agency to see how you can submit those types of suggestions.

7. Support community members who propose projects which might appear out of scope to you. This way you are not discouraging community members' suggestions. Rather, let the community as a whole decide if these are viable when weighed against other projects in the prioritization exercise.

8. Remember that projects to beautify parks or create a more natural park experience can be included in the project list (for example, adding a butterfly garden, building a community garden, expanding trails, planting more native plants, adding trees, etc.)

9. Once your group has contributed all of their ideas to the list of potential park projects, you will need to transfer the project ideas from the easel pad paper to the blank voting forms. If you have someone to assist you, one of you should interact with the participants and record ideas on the easel pad while the other person fills out the voting forms. If you do not have someone to help fill out the forms during the exercise, give you participants a break while you fill out all of the voting forms.

10. Post all of the voting forms on the walls to be used during the prioritization exercise. When posting the forms, provide plenty of space between them, to allow for circulation. Check with your facility to make sure it is ok to tape paper to the walls. Many facilities only allow this if you use blue painter's tape.

PROJECT PRIORITIZATION EXERCISE

Use the steps below to help facilitate a fair vote.

1. Begin the prioritization exercise by explaining the process and ground rules for casting a vote. Guidelines are listed below but you may customize this format to accommodate your circumstances.

2. Provide each workshop participant with 10 colored dot stickers and instruct them to place them on the voting

forms of the projects that they believe should be top priority. Attendees may place multiple stickers on a single project, or they may place one sticker on each project they would like to prioritize.

3. After all participants have cast their votes, ask for volunteers from the group of participants to

tally the votes for each project. They will need to tally the number of stickers on a voting form and write in the total in the box provided on the form.

4. The 10 projects with the most votes will be considered the priority projects for this Study Area.

5. If there is a tie between any two projects, affecting which makes the priority list, you may conduct an impromptu vote to break the tie. Ask participants to vote by raising their hand for whichever of the two projects they would rather see on the priority list.

6. Utilize volunteers to announce the tally results. These may or may not be the same volunteers who tallied the votes—actively considering equity and inclusion, use your discretion based on your group size.

7. Some participants may not be happy if their suggested projects did not make the priority list. After the selected projects are read aloud, you may consider establishing consensus by acknowledging that some good ideas did not make the priority list but will be logged and accounted for.

8. Remember to celebrate the accomplishment!

CONCLUDING YOUR WORKSHOP

Use the steps below to successfully conclude your workshop.

1. Very Important! Provide transparency by explaining to your participants what you and your lead agency will be doing with the votes after the workshop.

2. Explain the next steps of the assessment and remind them again how to access the project website for updates and additional information.

3. You may use this time to invite your participants to any relevant upcoming community meetings, events, or initiatives.

4. If time permits, offer to stick around for a few minutes to answer lingering questions and listen to any additional ideas.

AFTER THE WORKSHOP

Follow the steps below to ensure you submit your prioritized project list in a timely manner.

1. Fill out the Prioritized Project Reporting Form (see Appendix G for a sample) to report the results of your vote. Scan all voting forms from your prioritization exercise and submit them along with the Prioritized Project Reporting Form.

   *** If you are a community organization or consultant, be sure to communicate with the lead agency to identify who is responsible for this task. ***

2. Remember to verify the procedures required by the lead agency in your Study Area to submit the prioritized project list. If your list must be reviewed by a specific department or Commission prior to submittal to the Park Needs Assessment team on February 29, 2016, disclose such information to your community participants and plan accordingly so that you are able to submit the list on time. Do not wait until the last minute to verify and begin the process, as lists received after the February 29, 2016 deadline may not be included in the final report of the Park Needs Assessment.

3. Alert the lead agency of any questions that came up that you were not able to answer so they can follow up with workshop participants accordingly.

GENERAL TIPS TO BE A GREAT FACILITATOR

Use the following guidelines to help ensure a welcoming and fair environment where everyone feels comfortable participating.

1. Don't talk a lot, but do encourage dialogue from your participants. Your role is to help the group articulate their thoughts.

2. Have a good attitude.

3. Use open body language: smile, gesture, laugh (as appropriate). Don't cross your arms when people are speaking.

4. Try to focus comments onto the discussion item you are working on.

5. Try to turn questions into statements.

6. Be authentic, do not make false promises. Stick to the data and facts.

7. Allow other members of the group answer questions that are raised regarding community issues that they are knowledgeable about.

8. Manage the discussion. Encourage participants to take turns speaking. Be sure to call on each person in turn with some room for organic conversation, and prioritize hearing from those that have not spoken when in queue (For example, "I see your hand and you'll be next but let's hear from Mr. Participant first since we haven't heard from him.") Try not to let one person or a few people dominate the discussion.

9. Remain objective. Try not to let your own opinions influence the group. Your job is to manage the discussion and help participants articulate their viewpoints.

10. If someone adamantly disagrees with another participant's comment, be sure to record the differing opinion and let them know that you are doing so as your assistant is writing it on the large note pad.

11. Let people express themselves, but understand that you do not have to let a participant talk for five minutes straight. Make this clear at the beginning of the workshop when you go over ground rules: "My task is to keep us on track, so I might politely cut you off to keep the workshop moving forward."

12. Respond to questions with confidence. If you do not know the answer, let them know you will try to get that answer. Get back to that person in a timely manner after the workshop.

13. Use your agenda to guide the direction of the workshop and strictly adhere to the allotted time for each section. You do not want to spend so much time presenting background information that you fail to leave yourself enough time to conduct the prioritization and voting exercise. If you have a colleague or co-facilitator present, they should closely watch the clock and notify you if things are not moving on schedule. It is acceptable to tell your participants that you need to move on in the interest of time, but take care to avoid such statements in response to participant questions and concerns—as this devalues their opinions. It is better to move quickly through your presentation than to cut your participants short.

14. To avoid straying from the topic at hand without devaluing participant feedback, use a large sheet of paper, flip chart, or other visible writing platform to write down questions and comments from the participants. This helps to acknowledge questions and comments which can be returned to at a more appropriate time. You may explain that their question or comment is outside of the scope of this workshop but you have written it down and are happy to discuss it with them after the workshop or at a later date.

15. Use active listening skills to make sure participants feel respected and valued. In response to questions and comments, consider using phrases like:

    • "What I'm hearing is, …" and express how you interpreted their statement

    • "It sounds like you are saying…" and express how you interpreted their statement

    • "What do you mean when you say…" to clarify ambiguity

    • "I may not be understanding your correctly…" to clarify ambiguity

16. In the event that you lose control of the discussion, be sure to acknowledge the person/people speaking, write down their concerns/ideas, and direct participants back to the agenda and emphasize the importance of staying on schedule so that they are not at the workshop longer than planned. Offer participants a few minutes of your time after the workshop to discuss their concerns. If a participant is constantly and blatantly disruptive, you may consider issuing a warning of exclusion from the workshop.

SUPPLY LIST

Use this checklist to ensure you are prepared with all necessary supplies. Every item on this list may not apply to your particular workshop and you may need to add additional items. You are responsible for printing any digital files and templates provided to you.

Provided to you:

☐ Toolkit <Digital>

☐ Colored dot voting stickers

☐ Sign-in sheet <Digital>

☐ Workshop Agenda template <Digital>

☐ Workshop Flyer template <Digital>

☐ Project Fact Sheets <Digital>

☐ PowerPoint Presentation template <Digital>

☐ Project Voting Form template <Digital>

☐ Prioritized Project Reporting Form <Digital>

☐ Base Map poster <Digital & Print>

☐ Park Metrics poster <Digital & Print>

☐ Park Needs poster <Digital & Print>

☐ Park Amenity Condition definitions <Digital>

You are responsible for providing:

☐ Pens

☐ Large easel pad paper

☐ Easel

☐ Markers

☐ Name tags

☐ Scissors

☐ Painter's tape (blue tape), if needed

☐ Laptop computer & any necessary cables

☐ Projector and screen

☐ Notepad or laptop to record workshop notes

☐ Directional signage for parking and to the workshop room

☐ Water

☐ Refreshments

APPENDIX A
GLOSSARY & SOURCES

The **Glossary** provides data sources as well as an explanation of terms, maps, and statistics throughout the toolkit.

Not all datasets used for this analysis are complete or uniform across the entire County. Violent crime occurrence locations are limited to communities whose law enforcement agency provides their data to the public in a geospatial form. For other areas the best readily available data source is referenced. For these areas, crime data is summarized as either the census tract or block group level. Heath data is limited by the sample size and validity of the source data. Due to the small sample size of some of the data layers holes exist throughout the county, so the data does not cover every Study Area in its entirety.

Accessible Park Acres: This map shows the quantity of park acres available to residents of the Study Area. Accessible park acres are calculated by assigning a park service area to each park, based on the acres of the park and using the County's service area standards as a guide for parks under 10 acres. The park service areas used were as follows: 3 acre or smaller park: ¼ mile service area; 3-10 acre park: ½ mile service area; more than 10 acre or Special Use Facilities: 2 mile service area. Service area distances are determined using the walkable road/pedestrian network to more accurately represent distance (see Distance to Park for in-depth explanation). Populations located within the service area of a park are considered to have all those park acres available to them. Populated areas two or more miles from a park are represented as having 0 park acres available to them. Populations within 2 miles of a park are given the total number of acres they have access to. For example, if a household is within a quarter mile of Park A (5 acres) and a half-mile of Park B (2.4 acres) it will be represented as having access to 7.4 acres of parkland. This analysis is not confined to Study Area boundaries, so park acreage in adjacent Study Areas can be considered accessible to any population within the park's service area.Data was classified into 10 categories based on quantiles. The higher the available park acres the lower the need.

Data Sources: GreenInfo Network – California Protected Areas Database, 2015 http://www.greeninfo.org/work/ project/cpad-the-california-protected-areas-database; Los Angeles County – Street & Address File, http://egis3. lacounty.gov/dataportal/2014/06/16/2011-la-county-street-centerline-street-address-file/

Amenities per 100,000 people: Amenity data presented for each Study Areas was captured during the Inventory Web Portal phase of this Needs Assessment. Each of the participating cities, the County of Los Angeles, and other State, regional, and local agencies reviewed their parks and reported their amenity information. For each Study Area, the number of each amenity available per 100,000 people was calculated for comparison with County-wide, State Top Cities Average, and National Top Cities Average numbers.

Amenity data used for the County-wide average was reported during the Inventory Web Portal Phase of this Needs Assessment.

Amenity data used for the State and National Top Cities averages is from the Trust for Public Land Center for City Park Excellence 2015 City Park Facts report. The data in this report comes from surveys completed by the park department in the nation's 100 most populous cities.

The data reported in the State Top Cities Average category is from all California cities included in the 2015 City Facts report. The 16 cities included in this average are Anaheim, Bakersfield, Chula Vista, Fremont, Fresno, Irvine, Long Beach, Los Angeles, Oakland, Riverside, Sacramento, San Diego, San Francisco, San Jose, Santa Ana and Stockton.

The National Top Cities reports the average of the 10 cities with the greatest quantity per 100,000 people of the given amenity. Thus, the cities included in the National Top Cities average vary by amenity type.

Data Source: City Park Facts 2015: The Center for City Park Excellence, The Trust for Public Land. (http://www.tpl. org/sites/default/files/files_upload/2015-City-Park-Facts-Report.pdf)

Amenity Condition was reported by each park's lead agency during the Inventory Web Portal phase of this Needs Assessment. Each of the participating cities, the County of Los Angeles, and other State, regional, and local agencies reviewed their parks and reported the condition of the amenities in each park.

In general, amenities in "Good" condition are fully functional and do not need repairs. They may have minor cosmetic defects, but they encourage area residents to use the park. Amenities in "Fair" condition are functional but need minor or moderate repairs, and may have time periods where they are unusable. Despite minor repairs needed, fair facilities remain important amenities for the neighborhood. Amenities in "Poor" condition are largely or completely unusable and require major repairs to be functional. For in-depth descriptions of "Good," "Fair," and "Poor" conditions of each amenity type, please refer to the "Park Amenity Condition Visual Manual and Operational Definitions" booklet (included within digital version of toolkit).

Avaliable Vacant Land: The parcels highlighted on this map may have potential to become a park in the future, as determined through a review process with the lead agency of each Study Area. Base Opportunity Sites data was provided by the County Assessor. Parcels with a vacant use code were sorted into five designations: vacant county owned, vacant city owned, vacant other publicly owned, vacant privately owned, vacant utility owned. Each lead agency was given the opportunity to review the vacant parcels within their Study Area and determine if any of the identified parcels could potentially become parks in the future.

Data Source: Los Angeles County Office of the Assessor - Assessor Parcels, 2015

Bike/Pedestrian Collisions: This map shows all collisions between automobiles and bikes and all collisions between automobiles and pedestrians. The data used for the map was collected between 2003 and 2012. The size of the circle on the map indicates the number of collisions occurring in and around a given location. Point data is clustered to consolidate accidents occurring within 500 feet of one another. This clustering technique simplifies analysis of the data – larger circles indicate more collisions, smaller circles indicate fewer. The data used in this map is from the Transportation Injury Mapping System (TIMS). This system was established by researchers at the Safe Transportation Research and Education Center (SafeTREC) at the University of California, Berkeley to provide data and mapping analysis tools and information for traffic safety related research, policy and planning.

Data Source: Transportation Injury Mapping System, SWITRS Collision Raw Data 2003-2012, http://tims.berkeley. edu/page.php?page=switrs_resources#download, accessed June 5, 2015.

Census Undercount: The U.S Census Bureau found that the 2010 Census had a net overcount of 0.01 percent, meaning that 36,000 people were over counted. As with previous year censuses, the coverage of the population was different across demographic characteristics. The 2010 Census undercounted 2.1 percent of the black population, and 1.5 percent of the Hispanic population. In 2010, there was not a statistically significant undercount for Asian or Native Hawaiian or Other Pacific Islander population.

Data Source: United States Census, Newsroom Archive https://www.census.gov/newsroom/releases/ archives/2010_census/cb12-95.html

Countywide Air Quality and Health Data: Data on these maps are classified into five categories: very low, low, moderate, high, and very high, based on quantiles. With quantiles, the range of possible values is divided into unequal-sized intervals so that the number of values is the same in each class. Because intervals are wider at the extremes, this option is good at highlighting changes in the middle values of the distribution.

Countywide Air Quality and Health Data – Diesel Particulate Matter Concentration: This map shows the concentration of diesel particulate matter across the county. Diesel Particulate Matter (PM) consists of particles emitted from diesel engines found in cars, trucks, buses, trains and heavy duty equipment. Diesel PM contains carcinogens and ultrafine particles that may contribute more to adverse health effects than larger particles. Adverse

health effects from diesel PM include eye, throat, and nose irritation, cardiovascular and pulmonary disease, and lung cancer. Children and those with existing respiratory disease are especially susceptible to the harmful effects of diesel PM.

Data Source: California Office of Environmental Health Hazard Assessment, CalEnviroScreen 2.0 2013, http://oehha. ca.gov/ej/ces2.html

Countywide Air Quality and Health Data – Ozone Concentration: This map shows the concentration of ozone across the county. Ozone is an extremely reactive form of oxygen which provides protection from the sun's ultraviolet rays when it occurs in the upper atmosphere. When ozone is present at ground level, however, it is the primary component of smog. Ground level ozone can cause lung irritation, lung inflammation, lung disease, and can worsen existing chronic health conditions. High levels of ozone are also associated with increased rates of asthma-related hospitalization for children, higher mortality rates, and increased cardiovascular and respiratory emergency room visits.

Data Source: California Office of Environmental Health Hazard Assessment, CalEnviroScreen 2.0 2013, http://oehha. ca.gov/ej/ces2.html

Countywide Air Quality and Health Data – PM 2.5 Concentration: This map shows the concentration of PM 2.5 across the county. Particulate matter 2.5 micrometers or less in diameter is generally a complex mixture of solid and liquid particles including organic chemicals, dust, allergens, and metals. Also known as fine particle pollution, PM 2.5 enters the lungs and causes adverse health effects in respiratory and cardiovascular systems. PM 2.5 has been associated with adverse effects on lung development in children, increased hospital admissions for respiratory and cardiovascular diseases, increased mortality, low birth weight and premature birth.

Data Source: California Office of Environmental Health Hazard Assessment, CalEnviroScreen 2.0 2013, http://oehha. ca.gov/ej/ces2.html

Diabetes Death Rate: The diabetes death rate is the percent of death certificates listing diabetes as the underlying cause of death.

Data Source: Glossary: United States Census Bureau, https://www.census.gov/glossary/#term_Linguisticisolation, accessed September 15th, 2015.

Distance to Park: This map shows areas within various distances of a given park. Distances were calculated along the walkable road/pedestrian network rather than "as the crow flies." Measuring distance along routes that a pedestrian could travel gives a more accurate representation of the distance to a park. Since pedestrians cannot safely or legally walk on highways, they have been removed from the analysis, indicating a barrier that affects distance to a park. Data was classified into 6 categories based on the following distance thresholds: ¼ mile, ½ mile, 1 mile, 1 ½ miles, 2 miles, and more than 2 miles. The farther the distance from parks, the higher the need.

Data Sources: GreenInfo Network – California Protected Areas Database, 2015 http://www.greeninfo.org/work/ project/cpad-the-california-protected-areas-database; Los Angeles County – Street & Address File, http://egis3. lacounty.gov/dataportal/2014/06/16/2011-la-county-street-centerline-street-address-file/

General Park Infrastructure Condition was reported by each park's lead agency during the Inventory Web Portal phase of this Needs Assessment. Each of the participating cities, the County of Los Angeles, and other state, regional, and local agencies reviewed their parks and reported the condition of each park's general infrastructure.

General park infrastructure includes walkways, parking lots, park furniture, drainage and irrigation, lighting systems and vegetation. General park infrastructure in "Good" condition is fully functional and does not need repairs. General park infrastructure in "Fair" condition is functional but needs minor or moderate repairs. General park infrastructure in "Poor" condition is largely or completely unusable and requires major repairs to be functional. For in-depth

descriptions of "Good," "Fair," and "Poor" conditions of general park infrastructure, please refer to the "Park Amenity Condition Visual Manual and Operational Definitions" booklet.

Income Below 200% Poverty Level: The Needs Assessment uses 200% of the Federal Poverty Level to assess poverty levels in each Study Area. In 2014 (the year the data was collected), the 200% Federal Poverty Level for a family of four was $48,500. In California, income at or below the 200% Federal Poverty Level is required for eligibility for CalFresh (California Food Assistance Program).

Data Sources: Los Angeles County - Poverty Estimates, 2013; Federal Poverty Guidelines, Families USA, http://familiesusa.org/product/federal-poverty-guidelines#2014, accessed September 15th, 2015

Initial Potential Park Projects: The initial potential park projects provided within the toolkit were developed using the methodology described in the "Initial Potential Projects" section of the toolkit. Please refer to that section for additional information on the methodology.

All potential park projects must meet the following criteria:

1. Be site specific, with the following exception:

   a. Repair/improvements/additions of general park infrastructure elements such as signage, park furniture, irrigation, security lighting and restrooms at multiple sites can be considered one project.

2. A project must fall into one of the following three categories:

   a. Repair Existing Amenities

      i. A project of this type can only address one amenity category per project. For example, each of these would be considered a single project:

         1. Repair 5 basketball courts at Park X

         2. Repair pool at Park X

         3. Repair turf, goalposts, and lights at 3 soccer fields at Park X

      ii. General Park Infrastructure is a single amenity category and includes landscaping, drainage, irrigation, parking lots, park furniture, walkways, security lighting and restrooms. All general infrastructure repairs needed in a given park should be considered as one project. Each of these would be considered a single project:

         1. Resurface parking lot, repair broken irrigation system, replace broken lighting at Park X

         2. Fix drainage issues, replace broken drinking fountains, fix buckled walkways, re-stripe parking lot at Park Y

      iii. Repair of a single category of general infrastructure at multiple sites should be considered one project. Each of these would be considered a single project:

         1. Repair restrooms at all parks in Study Area

         2. Repair security lighting at all parks in Study Area

         3. Repair irrigation systems at all parks in Study Area

   b. Add or Replace Amenities at an Existing park

      i. A project of this type can only address one amenity category per project. For example, each of these would be considered a single project:

         1. Replace 3 soccer fields at Park X with artificial turf and add lights

         2. Add 2 basketball courts to Park X

         3. Expand splashpad at Park X

  ii. General Park Infrastructure is a single amenity category and includes landscaping, drainage, irrigation, parking lots, park furniture, walkways, general lighting (not athletic field lighting). Sample projects:

    1. Add smart irrigation controller, expand parking lot, and add 10 picnic tables at Park X

    2. Plant 7 trees, add 2 drinking fountains, upgrade to drip irrigation throughout park

  iii. Adding or replacing a single category of general infrastructure at multiple sites should be considered one project. Each of these would be considered a single project:

    1. Add restrooms at all parks in Study Area

    2. Replace irrigation controllers at all parks in Study Area

    3. Replace all park furniture at all parks in Study Area

 c. Building a New Park or Specialty Facility

  i. A new park will be considered to include land acquisition, general park infrastructure and two types of amenities

    1. A new park will count as 3 projects on the final list

    2. If additional amenity types are desired in the new park, each should be considered a separate project

  ii. Specialty facilities include arboretums, gardens, aquatic centers, equestrian facilities, golf courses, and amphitheaters that will serve a need beyond the Study Area. Specialty facility projects will include land acquisition, general park infrastructure and the specialty facility itself

    1. A specialty facility will count as 3 projects on the final list

Key Community Characteristics: Asthma E.R. Visits: This map shows the number of emergency room visits for asthma treatment. The data are classified into five categories: very low, low, moderate, high, and very high using a quantile-based approach (that is, the number of data points are divided into five equal-sized groups).

Data Source: California Office of Environmental Health Hazard Assessment, CalEnviroScreen 2.0 2013, http://oehha. ca.gov/ej/ces2.html

Key Community Characteristics: No Vehicle Access: This map shows the percent of households without access to a vehicle. The data are classified into five categories: very low, low, moderate, high, and very high using a quantile-based approach (that is, the number of data points are divided into five equal-sized groups).

Data Source: U.S EPA, Smart Location Database 2014, http://www2.epa.gov/smart-growth/smart-location-mapping

Key Community Characteristics: Obesity: This map shows the percent of obese 5th graders. In areas with only one school, the data may not accurately reflect childhood obesity rates for the entire area. In areas without any schools, no obesity data is included. The data are classified into five categories: very low, low, moderate, high, and very high using a quantile-based approach (that is, the number of data points are divided into five equal-sized groups).

Data Source: Los Angeles County Department of Public Health, 2015

Key Community Characteristics: Population Density: This map shows population density (number of people per acre). Population density is measured using a 1-acre grid system approach. The County was divided into 1-acre cells and the population density of each cell was calculated. In areas without population, the population density map appears gray, indicating that the population density in that location is zero, or nearly zero people per acre. These areas are generally commercial areas and industrial areas without residential land use. The data was classified using a quantile-based approach (that is, the number of data points are divided into five equal-sized groups). Higher population density contributes to higher park need.

Data Source: Los Angeles County - Age/Race/Gender Population Estimates, 2014

Key Community Characteristics: Poverty: This map shows the percent of households at or below the 200% Federal Poverty Level. The data are classified into five categories: very low, low, moderate, high, and very high using a quantile-based approach (that is, the number of data points are divided into five equal-sized groups).

Data Source: Los Angeles County - Poverty Estimates, 2013

Key Community Characteristics: Map of Combined Community Characteristics: This map shows the result of overlaying the previous five maps (poverty, population density, no vehicle access, obesity and asthma E.R. visits). The data are classified into five categories: very low, low, moderate, high, and very high using a quantile-based approach (that is, the number of data points are divided into five equal-sized groups).

Areas shown in the "Very Low" category generally have low rates of poverty, low population density, low rates of no vehicle access, low rates of obesity, and low numbers of asthma E. R. visits. Conversely, areas in the "Very High" category generally have high rates of poverty, high population density, high rates of no vehicle access, high rates of obesity, and high numbers of asthma E.R. visits.

Data Source: LA county, and GreenInfo Network

Linguistically Isolated Population is a population in which all members that are 14 years or older speak a non-English language and also speak English less than "very well." The percent reported in this report is the total percent of the population in the Study Area that is linguistically isolated. In addition, the language spoken by the greatest percent of the linguistically isolated population is noted.

Data Source: U.S. Census Bureau, American Community Survey, 5 Year Estimates, 2013, http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml

No Vehicle Access: Any household that reports no automobiles, vans, or trucks kept at home for use by members of the household is categorized as having no vehicle access.

Data Source: U.S EPA, Smart Location Database 2014, http://www2.epa.gov/smart-growth/smart-location-mapping

Park Accessibility is evaluated by looking at each household's distance from a park (refer to "Distance to Park" in this Glossary for additional information). The Trust for Public Land's Center for City Park Excellence identified a ½ mile (approximately 10 minute) walk to a park as the distance that most pedestrians are willing to walk to reach a park. This distance has been widely adopted as a standard for providing nearby access to parks and open space. Of the 100 largest cities in the United States that have explicit park distance goals, over 60 percent use ½ mile.

Data Sources: Harnik, Peter and Abby Martin. Close to Home: A Half-Mile or Less. The Center for City Park Excellence, The Trust for Public Land. Accessed on October 15, 2015 at http://parkscore.tpl.org/Methodology/TPL_10MinWalk.pdf; GreenInfo Network – California Protected Areas Database, 2015 http://www.greeninfo.org/work/project/cpad-the-california-protected-areas-database; Los Angeles County – Street & Address File, http://egis3.lacounty.gov/dataportal/2014/06/16/2011-la-county-street-centerline-street-address-file/

Park Acres per 1,000 is a common measurement of the number of park acres available in a given area. Because it accounts for population size, this measurement can be utilized across geographic areas to give an understanding of how much park land residents have access to in any given area. Park acres per 1,000 people is measured on a Study Area level, as well as on the level of individual parks (refer to 'Park Pressure'). The County of Los Angeles approved a standard of 4 acres per 1,000 people in the most recent County General Plan.

Park acreage included in the calculations for this metric includes the following types of parkland:

- All parks that are less than 5 acres
- All parks over 5 acres that contain more amenities than just a trail (including regional recreational parks).

Data Sources: Los Angeles County - Age/Race/Gender Population Estimates, 2014; GreenInfo Network – California Protected Areas Database, 2015, http://www.greeninfo.org/work/project/cpad-the-california-protected-areas-database

Park Acres within Study Area: This represents the number of park acres accessible from within the Study Area boundary. In cases where a park is bisected by a Study Area boundary, the total acres of that bisected park are only included in the total available park acres if an access point for that park is located within the Study Area boundary.

Data Sources: GreenInfo Network – California Protected Areas Database, 2015, http://www.greeninfo.org/work/project/cpad-the-california-protected-areas-database; Los Angeles County - City/Community Boundaries, 2015, http://egis3.lacounty.gov/dataportal/2010/10/21/citycommunity-boundaries/

Park Need was evaluated by examining park acre need, distance to park, and population density within each Study Area. Park acre need is defined as the inverse of available park acres: a greater number of available park acres corresponds to a lower level of park acre need, while a smaller number of available park acres corresponds to a higher level of park acre need. Park Need scores were generated using a weighted overlay analysis, with park acre need weighted to contribute 20%, distance to park contributing 20%, and population density contributing 60% to the final park need score. Park Need scores were placed into 5 park need categories: very low, low, moderate, high, and very high. Areas with the highest park need have few available park acres, are a long distance from parks, and have high population density. Conversely, areas with low park need have more available park acres, are closer to parks and are less densely populated.

Data Sources: GreenInfo Network – California Protected Areas Database, 2015 http://www.greeninfo.org/work/project/cpad-the-california-protected-areas-database; Los Angeles County - Age/Race/Gender Population Estimates, 2014; Los Angeles County – Street & Address File,http://egis3.lacounty.gov/dataportal/2014/06/16/2011-la-county-street-centerline-street-address-file/

Park Pressure is the potential demand if each resident of a parkshed were to use the park closest to them. A parkshed is defined by a polygon containing all households having the given park as their closest park. The population within this parkshed is then calculated, providing an estimate of the number of nearby potential park users. The acreage of the park under consideration is then used to calculate the number of park acres available per 1,000 people within the parkshed. Parks with fewer park acres available per 1,000 residents are more likely to experience heavy use.

Various studies report that people are more likely to visit the park closest to them than any other park, and that people tend to visit their closest park more frequently than parks farther away. Thus, the population contained within the parkshed is the population most likely to use the park at the center of the parkshed.

Data Sources: Sister, Chona, Jennifer Wolch and Holn Wilson. Got Green? Addressing Environmental Justice in Park Provision GeoJournal (2010) 75:229-248); GreenInfo Network – California Protected Areas Database, 2015 http://www.greeninfo.org/work/project/cpad-the-california-protected-areas-database; Los Angeles County - Age/Race/Gender Population Estimates, 2014

Pollution Burden: This map shows Pollution Burden scores, which range from 0-10. Pollution Burden scores were calculated by CalEnviro Screen based on seven exposure indicators (Ozone concentrations in air; $PM_{2.5}$ concentrations in air; Diesel particulate matter emissions; Use of certain pesticides; Toxic releases from facilities; Traffic density; Drinking water contaminants) and five environmental effect indicators (toxic cleanup sites; groundwater threats; hazardous waste facilities and generators; impaired water bodies; solid waste sites and facilities). Exposure indicators are used to indicate potential human exposure to pollutants; environmental effect indicators are adverse environmental conditions cause by pollutants.

Data Source: California Office of Environmental Health Hazard Assessment, CalEnviroScreen 2.0 2013, http://oehha.ca.gov/ej/ces2.html, accessed June 5, 2015.

Population is evaluated on a Study Area basis and represents the total number of people living within the Study Area boundary. Los Angeles County population estimate data was processed to distribute populations to a 1 acre grid system so that populations are more accurately represented within each Study Area.

Data Source: Los Angeles County - Age/Race/Gender Population Estimates, 2014

Population Density: Population density is measured as the number of people per acre using a 1-acre grid system approach. The County was divided into 1-acre cells and the population density of each cell was calculated. In areas without population, the population density map appears gray, indicating that the population density in that location is zero, or nearly zero people per acre. These areas are generally commercial areas and industrial areas without residential land use. The data was classified using a quantile-based approach (that is, the number of data points are divided into five equal-sized groups). Higher population density contributes to higher park need.

Data Source: Los Angeles County - Age/Race/Gender Population Estimates, 2014

Population Distribution by Age: The age groups shown in the statistics represent children (ages 0-9); tweens and teens (10-17); young adults (18-24); adults of typical child-rearing age (25-54); older adults (55-65) and seniors (65+).

Data Source: Los Angeles County - Age/Race/Gender Population Estimates, 2014

Population Distribution by Race/Ethnicity: The data on race was compiled from US Census American Community Survey 5 year estimates, and further processed by Los Angeles County to address any data inaccuracies. The U.S Census Bureau collects racial data in accordance to guidelines provided by the U.S. Office of Management and Budget (OMB). This data is based on self-identification. OMB requires that race data is collected for a minimum of five groups: White, Black or African American, American Indian or Alaska Native, Asian, and Native Hawaiian or other Pacific Islander. In all Study Groups with an Asian population of 30 percent or more of the total, information regarding the ethnic groups within the Asian population is also presented. The data used to report information on Asian ethnic groups is from the 2010 US Census, and thus does not reflect any changes to the distribution of these ethnic groups since that time.

Data Source: Los Angeles County - Age/Race/Gender Population Estimates, 2014; United States Census Bureau

Study Area: *The Needs* Assessment divided the County into 188 Study Areas. These were determined based on jurisdictional boundaries, population size, geographic location and incorporation status. Study Areas were used as the basis for data inventory, analysis and community engagement in 186 of the 188 Study Areas. Two Study Areas, Hidden Hills and Rolling Hills Estates, did not participate in the assessment and are not included in the analyses and reporting for the project.

Violent Crime: Violent crimes include any crime of violence in which an offender uses or threatens force upon a victim. This includes both crimes in which the violent act is the objective, such as murder, as well as crimes in which violence is the means to an end. There is no single source for crime statistics in Los Angeles County, as many different agencies have jurisdiction throughout the county. In each Study Area, the best available data is presented.

Data Sources: LA County Sheriff's Department, 2015, http://shq.lasdnews.net/CrimeStats/CAASS/desc.html; City of Los Angeles Police Department, 2015 http://www.lapdonline.org/crime_mapping_and_compstat; Esri, USA Personal Crime, 2014, http://www.arcgis.com/home/item.html?id=b3802d8a309544b791c2304fece864dc

we all need
PARKS
for healthy, thriving and engaged communities

CREATE THE FUTURE OF YOUR PARKS!

Does your family play basketball or soccer? Like to swim? Tennis anyone? Or just want to take a hike? Parks are critical for healthy, thriving communities.

We've taken stock of what we have–the existing parks, recreation facilities and open space–and what kind of shape they're in. Now we need to know what *you* want.

- Where do we most need new parks, recreation facilities or open space?

- Which parks need repair or expansion?

- What type of recreation is most needed?

What will make your family and your neighborhood healthy, happy and out getting physical exercise? Come to our workshop. Together, we'll create a list of park priorities for our community.

COME TO OUR COMMUNITY MEETING!

Date
Time

Street
City, CA, Zip

Contact: John Doe
johndoe@address.com

This is your chance to direct park funding for the next decade.

www.LACountyParkNeeds.org

LOS ANGELES COUNTYWIDE COMPREHENSIVE PARK & RECREATION NEEDS ASSESSMENT

9/15

APPENDIX C

TRANSLATION INFORMATION

Use the table below to determine if your Study Area includes a linguistically isolated population. As defined by the US Census, linguistically isolated populations speak English less than "very well" (refer to Toolkit Glossary, Appendix A, for additional information).

If your Study Area is not listed on the table, the linguistically isolated population is less than 15% of the total population and your workshop may not require translation services. However, please be aware that translated materials may be appreciated in your community even if the linguistically isolated population is less than 15% of the total population.

If your Study Area is included in the table below, more than 15% of your total population is linguistically isolated and it is strongly recommended that you provide translation services. The language spoken by the majority of the linguistically isolated population is included in the table. The following translated documents are available in digital format:

- Base Map
- Park Metrics
- Park Needs Map
- Park Needs Fact Sheets
- Workshop Flyer

Available languages include: Spanish, Chinese, Korean, and Armenian. These languages were chosen for translation because at least 15% of the population in one or more Study Areas speaks one of these languages, and is linguistically isolated.

Please note that additional languages beyond those identified in the table may be spoken within the Study Area. Providing translated materials and simultaneous interpretation, where needed, is the responsibility of the agency facilitating the Community Engagement Workshop.

Study Area Name	Language
City of Alhambra	Chinese
City of Arcadia	Chinese
City of Avalon / Uninc. Channel Islands	Spanish
City of Azusa	Spanish
City of Baldwin Park	Spanish
City of Bell	Spanish
City of Bell Gardens	Spanish
City of Bellflower	Spanish
City of Commerce	Spanish
City of Compton	Spanish
City of Cudahy	Spanish
City of Downey	Spanish
City of El Monte	Spanish
City of Glendale - North	Armenian
City of Glendale - South	Armenian
City of Hawaiian Gardens	Spanish

Study Area Name	Language
City of Hawthorne	Spanish
City of Huntington Park	Spanish
City of Industry	Spanish
City of Inglewood	Spanish
City of Irwindale	Spanish
City of LA Arleta - Pacoima	Spanish
City of LA Boyle Heights	Spanish
City of LA Canoga Park - Winnetka	Spanish
City of LA Central City North	Spanish
City of LA Exposition Park - University Park - Vermont Square	Spanish
City of LA Harbor Gateway	Spanish
City of LA Hollywood - South	Spanish
City of LA Mission Hills - Panorama City - North Hills	Chinese
City of LA North Hollywood - Valley Village	Chinese

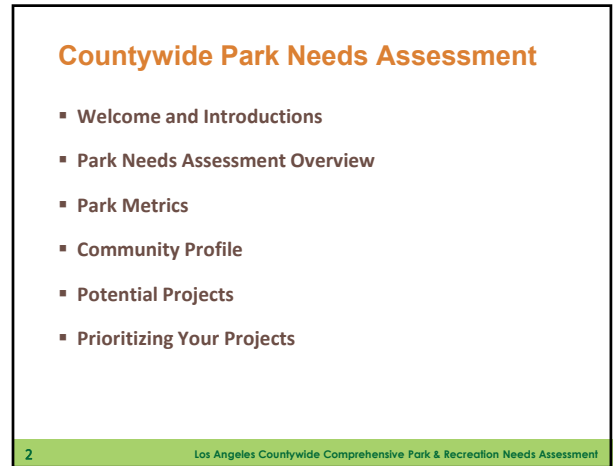| Study Area Name	Language	Study Area Name	Language
City of LA Northeast Los Angeles - North	Spanish	City of San Gabriel	Chinese
City of LA Northeast Los Angeles - South	Spanish	City of San Marino	Chinese
		City of Santa Fe Springs	Spanish
City of La Puente	Spanish	City of South El Monte/ Unic. El Monte - Whittier Narrows	Spanish
City of LA Reseda - West Van Nuys	Spanish		
City of LA Silver Lake - Echo Park - Elysian Valley	Spanish	City of South Gate	Spanish
		City of Temple City	Chinese
City of LA South Los Angeles	Spanish	City of Vernon / Unic. Vernon	Spanish
City of LA Southeast Los Angeles	Spanish	City of Walnut	Chinese
City of LA Southeast Los Angeles - North	Spanish	Unincorporated Angeles National Forest - Sylmar - Castaic - Val Verde	Spanish
City of LA Sun Valley - La Tuna Canyon	Spanish	Unincorporated Azusa	Spanish
City of LA Sylmar	Spanish	Unincorporated Covina Islands	Spanish
City of LA Valley Glen - North Sherman Oaks	Spanish	Unincorporated East Los Angeles - Northwest	Spanish
City of LA Van Nuys - North Sherman Oaks	Spanish	Unincorporated East Los Angeles - Southeast	Spanish
City of LA West Adams	Spanish	Unincorporated East Rancho Dominguez	Spanish
City of LA Westlake	Spanish	Unincorporated East San Gabriel - Arcadia	Chinese
City of LA Wilmington - Harbor City - Port of Los Angeles	Spanish		
		Unincorporated Florence-Firestone	Spanish
City of LA Wilshire - Koreatown	Spanish, Korean	Unincorporated La Habra Heights - Rowland Heights	Chinese
City of Lawndale	Spanish	Unincorporated Lennox	Spanish
City of Long Beach North	Spanish	Unincorporated San Jose Hills	Spanish
City of Long Beach South	Spanish	Unincorporated South Whittier - East La Mirada	Spanish
City of Long Beach West	Spanish		
City of Lynwood/ Unincorporated Lynwood	Spanish	Unincorporated Valinda - West Puente Valley	Spanish
City of Maywood	Spanish	Unincorporated Walnut Park	Spanish
City of Montebello	Spanish	Unincorporated West Athens-Westmont	Spanish
City of Monterey Park	Chinese		
City of Norwalk	Spanish	Unincorporated West Covina - Covina Islands - Valinda	Spanish
City of Palmdale - East / Unic. South Antelope Valley	Spanish	Unincorporated West Rancho Dominguez	Spanish
City of Paramount	Spanish	Unincorporated West Whittier - Los Nietos	Spanish
City of Pico Rivera	Spanish		
City of Pomona - North	Spanish	Unincorporated Whittier - South San Gabriel - Whittier Narrows	Chinese
City of Pomona - South	Spanish		
City of Rosemead	Chinese	Unincorporated Whittier Narrows - Avocado Heights - Bassett	Spanish
City of San Fernando	Spanish		
		Unincorporated Willowbrook	Spanish

APPENDIX D

SAMPLE POWERPOINT PRESENTATION TEMPLATE

we all need PARKS
for healthy, thriving and engaged communities

Unincorporated East Los Angeles – Northwest Study Area
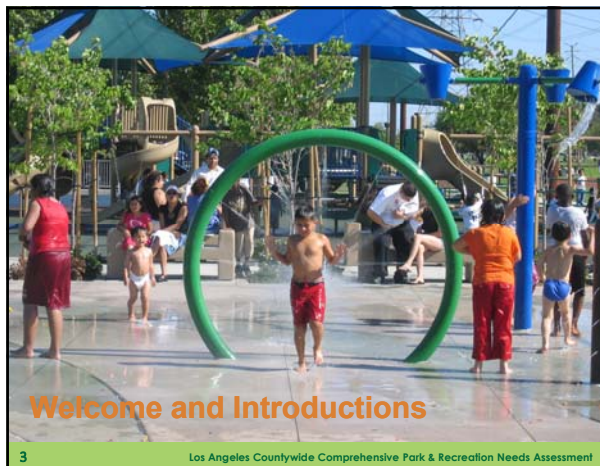**February 3, 2016**

LOS ANGELES COUNTYWIDE COMPREHENSIVE PARK
& RECREATION NEEDS ASSESSMENT

Countywide Park Needs Assessment

- Welcome and Introductions
- Park Needs Assessment Overview
- Park Metrics
- Community Profile
- Potential Projects
- Prioritizing Your Projects

2   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Welcome and Introductions

3   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Welcome and Introductions

- Facilitator Name, affiliation
- Co-facilitator Name, affiliation
- Other support staff, experts on hand, etc.

4   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Welcome and Introductions

- **What this workshop is:**
  - A chance to learn about park assets and needs in your community
  - A chance to let the County know which park projects are most important to your community
  - A chance to inform potential future County-wide park funding decisions
  - A chance to contribute to future County-wide park planning decisions
- **What this workshop isn't:**
  - A promise to complete any of these projects in your community

5   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Welcome and Introductions

- **Outcome of this workshop:**
  1. Understanding of the park assets in your community
  2. Understanding of the park needs in your community
  3. A list of 10 priority park and recreation projects in your community:
     - Repairs to existing parks
     - Addition of amenities to existing parks
     - Creation of new parks or specialty amenities

6   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Welcome and Introductions

Workshop Ground Rules:

- Offer respect of different viewpoints

- Make a best good faith effort to work towards reaching an agreement

- Acknowledge and try to understand others' perspectives

- Stay focused on the task at hand and share airtime with others

- Refrain from distracting others through side conversations

7   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---

Park Needs Assessment Overview

8   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---

Park Needs Assessment Overview - *Purpose*

- **The purpose of the Park Needs Assessment is to conduct a comprehensive assessment of the park and recreation needs and opportunities in Los Angeles County**

9   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---

Park Needs Assessment Overview - *Scope*

- **The Park Needs Assessment covers all of Los Angeles County and includes:**

  1. An inventory of all existing parks in the County and an evaluation of their condition
     - Completed by County in unincorporated areas, and by each incorporated city
  2. An analysis of park need within each Study Area in the County
  3. A prioritized list of park projects, and associated cost estimates, for each Study Area in the County

10   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment
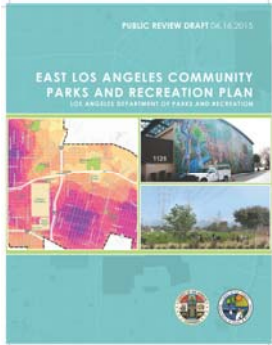

Park Needs Assessment Overview – *Final Report*

- **Final report will be submitted to the County Board of Supervisors in May, 2016**

- **The results of the Park Needs Assessment will be used by the County Board of Supervisors to:**
  - Inform potential future County-wide park funding decisions
  - Inform future County-wide park planning decisions

- **Your community may use the results for park planning and funding decisions within your community as well**

11   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---

Park Planning in Unincorporated East Los Angeles – Northwest Study Area

- East Los Angeles Community Parks & Recreation Plan

  - Provided Data that was included in the Park Needs Assessment inventory

  - Informs Priority Projects List, which will be distributed countywide

  - Is complemented by Needs Assessment information

PUBLIC REVIEW DRAFT 04.16.2015

EAST LOS ANGELES COMMUNITY PARKS AND RECREATION PLAN
LOS ANGELES DEPARTMENT OF PARKS AND RECREATION

12   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

SAMPLE POWERPOINT PRESENTATION TEMPLATE CONT'D

Park Metrics

13 | Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---
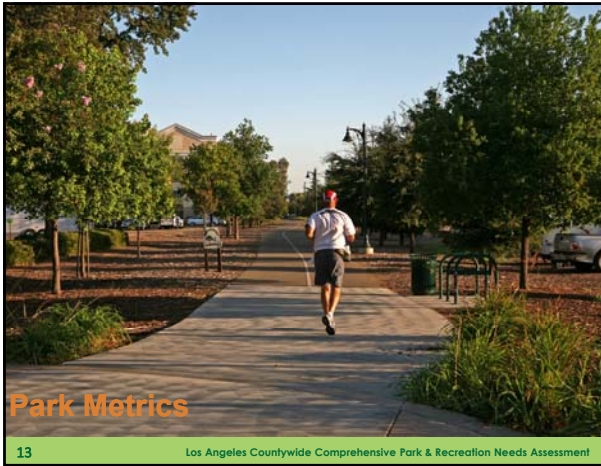
Review of Terminology

- 1 acre = 1 Soccer Field
- 10 acres = The Rose Bowl
- 130 acres = LA Zoo in Griffith Park
- ¼ mile takes about 5 minutes to walk
    - ¼ mile = length of Santa Monica Pier
- ½ mile takes about 10 minutes to walk
    - ½ mile = Distance from 1st Street to 5th Street in Downtown LA

14 | Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---

Park Metrics
Definitions

Five questions were answered about parks in our community:

1. Is there enough park land for the population?
   Measured in park acres per 1,000 people

2. Is park land located where people can access it?
   Measured as the percent of the population living within ½ mile of a park

3. How much park land is available to residents living around each park?
   Measured in park acres per 1,000 people at each park

15 | Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---

Park Metrics
Definitions

Five questions were answered about parks in our community:

4. What amenities are in our parks?
   Reported for every park by parks department staff

5. Is the park in good, fair, or poor condition?
   Evaluated by parks department staff

16 | Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---

Park Metrics
Statistics

PARK LAND: Is there enough park land for the population?

69.8 PARK ACRES within study area | **68,998** POPULATION | **1** PARK ACRE PER 1,000

The county average is 3.3 park acres per 1,000

PARK ACCESSIBILITY: Is park land located where everyone can access it?

44% of population living WITHIN 1/2 MILE of a park
The county average is 49% of the population living within 1/2 mile of a park

17 | Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment


Park Metrics
Statistics

How much park land is available to residents in the area around each park?

Belvedere Community Regional Park
3.23 park acres per 1,000

Parque de los Sueños
0.17 park acres per 1,000

City Terrace Park
0.81 park acres per 1,000

Ruben F Salazar Park
0.3 park acres per 1,000

Eugene A. Obregon Park
0.55 park acres per 1,000

18 | Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

---

SAMPLE POWERPOINT PRESENTATION TEMPLATE CONT'D
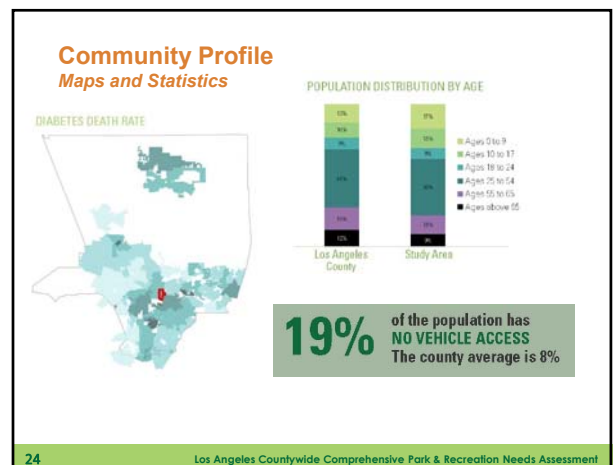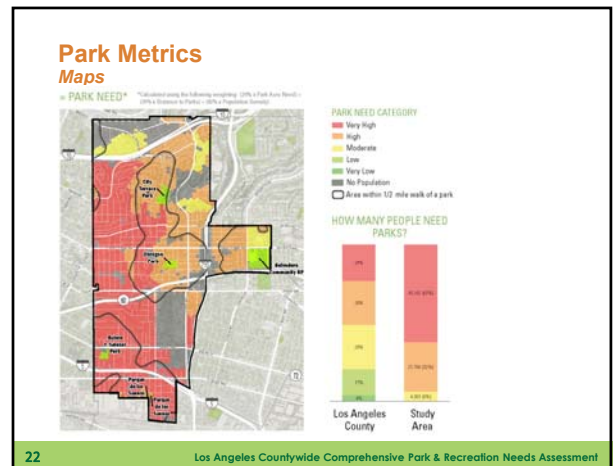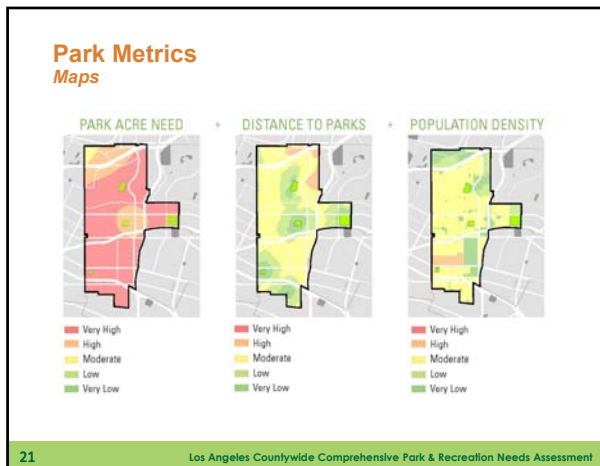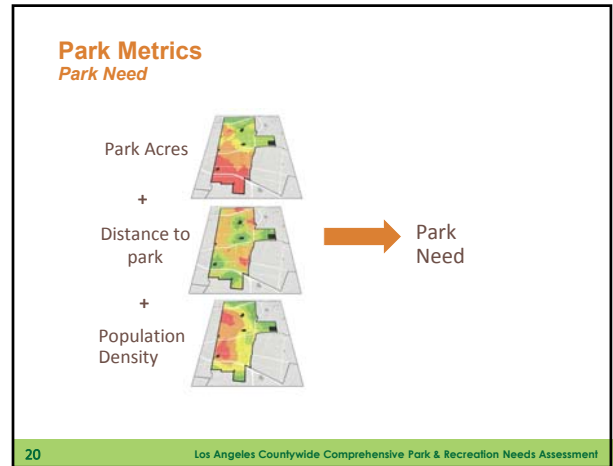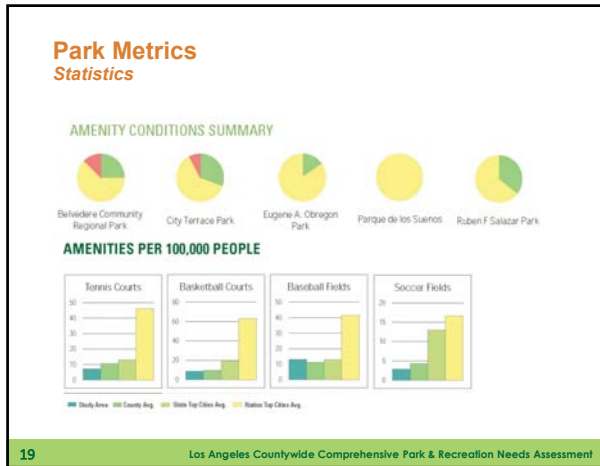
SAMPLE POWERPOINT PRESENTATION TEMPLATE CONT'D

Potential Park Projects
What's a Park Project?

- **A park project must be located in a single park, or be a general infrastructure improvement across multiple parks**

- **Park project types include:**
  - **Repairing** existing park amenities
  - **Adding or Replacing** amenities in an existing park
  - **Constructing** a new park or specialty amenity

26 · Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Park Metrics
Definitions

Five questions were answered about parks in our community:

1. Is there enough park land for the population?
   Measured in park acres per 1,000 people

2. Is park land located where people can access it?
   Measured as the percent of the population living within ½ mile of a park

3. How much park land is available to residents living around each park?
   Measured in park acres per 1,000 people at each park

15 · Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Park Metrics
Definitions

Five questions were answered about parks in our community:

4. What amenities are in our parks?
   Reported for every park by parks department staff

5. Is the park in good, fair, or poor condition?
   Evaluated by parks department staff

16 · Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Potential Park Projects
Initial List

- Construct a new park in the western portion of the Study Area
- Replace 2 soccer fields with 2 synthetic fields at Belvedere Park
- Repair restrooms at all parks
- Add a fitness zone at City Terrace Park

29 · Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Potential Park Projects
Adding Your Projects to the List

- **What other park projects would you like to see in our community?**
  - What's your favorite thing to do at a park?
  - What's your favorite park and what do you like about it?

30 · Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

Project Prioritization Voting Exercise

- Each participant gets 10 dots

- Use dots to indicate which projects are a priority for you!

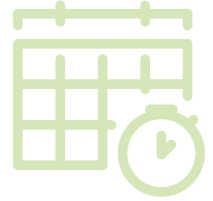31   Los Angeles Countywide Comprehensive Park & Recreation Needs Assessment

we all need
PARKS
for healthy, thriving and engaged communities

LOS ANGELES COUNTYWIDE COMPREHENSIVE PARK
& RECREATION NEEDS ASSESSMENT

we all need PARKS

for healthy, thriving and engaged LA communities

AGENDA

Countywide Comprehensive Park Needs Assessment
Los Angeles County Department of Parks and Recreation
City of West Hollywood Study Area

Community Engagement Workshop
Date
Time (Approximately 2 hours)
Location

7:00 – 7:15 pm
Welcome and Introductions

7:15 – 7:30 pm
Project Overview

7:30 – 8:00 pm
Park Metrics

8:00 – 8:20 pm
Community Profile

8:20 – 8:40 pm
Potential Projects

8:40 – 9:00 pm
Prioritized Projects List

9:00 pm
Adjournment

Please visit www.lacountyparkneeds.org for more information

**LOS ANGELES COUNTYWIDE COMPREHENSIVE
PARK & RECREATION NEEDS ASSESSMENT**

POTENTIAL PROJECT VOTING FORM

Type of Project:
[Check One]

☐ REPAIR EXISTING AMENITY

☑ ADD OR REPLACE AMENITY AT EXISTING PARK

☐ BUILD NEW PARK OR SPECIALTY FACILITY

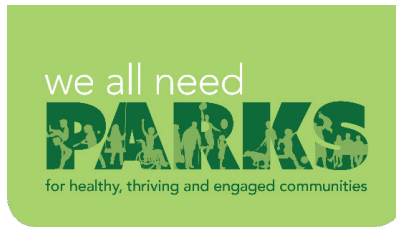**Project Name:** Synthetic Turf Soccer Fields

Location: Smith Park

Project Description: Replace 2 existing soccer fields with 2 synthetic turf soccer fields

Vote Here:
[Place Stickers]

TOTAL VOTES:

we all need PARKS
for healthy, thriving and engaged communities

APPENDIX G

SAMPLE PRIORITIZED PROJECT REPORTING FORM

Study Area: Unincorporated East Los Angeles - Northwest

we all need **PARKS**
for healthy, thriving and engaged communities

Prioritized Project Reporting Form

Please provide descriptions for the prioritized park projects selected during your Study Area's community engagement workshop. The details you provide will contribute to cost estimates that will be included with your projects in the final report of the LA Countywide Parks Needs Assessment. Please be as specific as possible by providing all details that may have an impact on cost estimates. Along with this form, please attach copies of all voting forms presented at your engagement workshop.

Please return this form to rrobinson@parks.lacounty.gov **no later than February 29, 2016**

1. Project Name: Soccer Fields at Belvedere Park

   Project Location (address, assessor's parcel number, or nearest intersection):

   Belvedere Park, 4914 East Cesar Chavez Ave, East Los Angeles, 90022

   Project Type (choose one):

   ☐ Repairs to Existing Amenities

   ☑ Add/Replace Amenities in Existing Park

   ☐ Build New Park or Specialty Facility

   Brief Description of Project:

   Replace 2 existing soccer fields with synthetic turf fields. Include lighting and bleachers.

LOS ANGELES COUNTYWIDE COMPREHENSIVE
PARK & RECREATION NEEDS ASSESSMENT