Table of Contents

THIS PAGE IS LEFT BLANK

4.0   PARK AND SCHOOL OBSERVATIONS

4.1   Background to Park and School Observations

The Bridging the Gap Community Obesity Measures Project will study factors that are likely to be important determinants of healthy eating, physical activity, and obesity among youth. The purpose of collecting data on parks and school grounds is to improve our understanding of how access to these settings and quality of opportunities for physical activity in these settings vary across communities throughout the United States.

4.2   Procedures to Identify and Code Parks and School

Parks

We will identify a sample of parks that you will visit and observe in the field. You will also identify and observe additional parks that are not in our list as described in the Overview Manual. Be sure to match the park name and ID on your forms with the ID labels on the map. Note that most parks will not have address information.

Schools

We will identify a sample of schools that you will visit and observe in the field. You will <u>not</u> observe any schools other than those on your list. <u>The index school should not be observed.</u> At schools you will observe and code only the outdoor school grounds. Be sure to match the school name and ID on your forms with the ID labels on the map.

The chart below contains the eligibility criteria for parks and schools.

PARKS	
Public Parks	• Local municipal or county park that is open to the public ➢ Has equipment used for physical activity or play, including playing fields and courts AND/OR has green space or natural features, benches, walking paths, picnic tables, or other park features ➢ On-the-ground parks only: must also have a sign designating it as a public park <u>if no sports features are present</u> **Exclusions:** Campgrounds, golf courses, forest preserves, stadiums, zoos, state and national parks, private/resident-only (e.g., neighborhood association) parks, stand-alone fields/courts associated with a school or sports league
SCHOOLS	
Public or Private School Grounds	• Elementary/Primary, Middle, or High School grounds ➢ The school should include any grades from 1 to 12; Pre-K only or Pre-K and Kindergarten-only schools are not included. **Exclusions:** The index school and any other school <u>not</u> on the eligible list

Arrival at a Park

When you arrive at a park, you should walk across it to locate the park's boundaries. Once you are at the end of the park that is farthest from your car, you should walk back across the park, covering all areas and completing the Park Observation Form as you go. Code the park as instructed in the Specifications section of this manual. It is important that you observe the entire park. Parks can be observed at any time of day, although morning or afternoon may be the best periods.

Some parks will be exceptionally large (e.g., Central Park in New York City). In these parks you should spend 30 minutes walking through the park and focus your observations on identifying sports fields (e.g., soccer, football, baseball), courts (e.g., tennis, basketball, volleyball), and walking/running/biking trails. You should look for a map of the park or signs indicating the location of these features.

Pay attention to the condition of these features as well as the presence of incivilities. Once you have spent 30 minutes walking through the large park, you will then spend 30 minutes driving through as much of the remainder of the park area as possible to identify additional features and amenities. Here as well, pay attention to the condition of additional features as well as the presence of incivilities. Pick up a pamphlet, map, and/or other literature about the park if you find it and attach to the Park Observation Form.
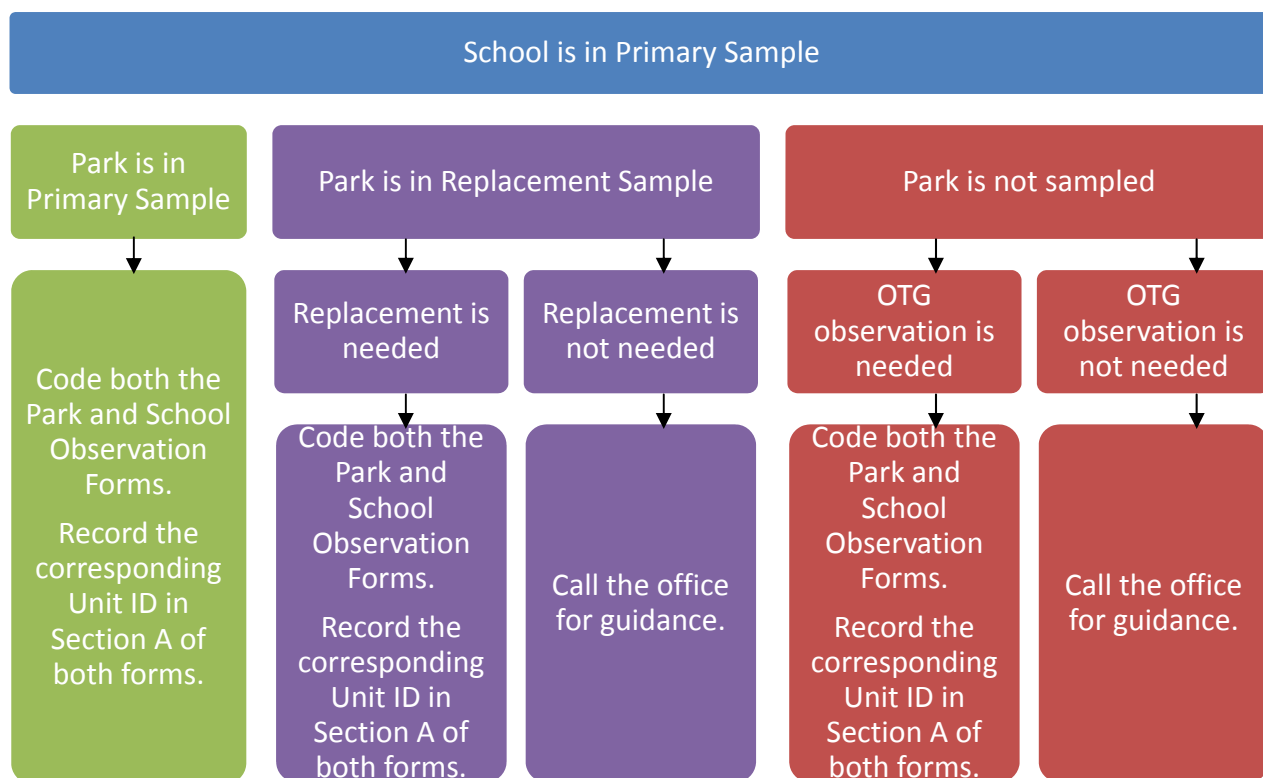
Arrival at a School

School grounds should not be observed during school hours. All school observations should occur after 4:30 pm local time. You do not need to seek approval to complete the observation of the school grounds. If someone stops you and asks what you are doing, show your UIC ID card and the letter describing the project. If a school employee or official asks you to leave the property after you have started collecting data, do so and mark the **COMPLETION CODE** as "02" (PARTIALLY COMPLETE). Be sure to also mark the **DISPOSITION CODE** as "03" (Asked to leave).

Shared or Adjacent School Grounds/Public Parks

You are likely to encounter areas that are shared school grounds and public park land.

If the school is not in the Primary Sample and shares grounds with or is adjacent to a park, you should observe the park if it is part of your Primary Sample, needed as a replacement, or needed to meet OTG goals. In this case, you should not observe the school; however, you must record the school name in **Section A** of the Park Observation Form.

Use the decision tree below to determine what to do when a school from the Primary Sample is adjacent to or shares space with a park.

School is in Primary Sample				
Park is in Primary Sample	**Park is in Replacement Sample**		**Park is not sampled**	
Code both the Park and School Observation Forms. Record the corresponding Unit ID in Section A of both forms.	Replacement is needed	Replacement is not needed	OTG observation is needed	OTG observation is not needed
	Code both the Park and School Observation Forms. Record the corresponding Unit ID in Section A of both forms.	Call the office for guidance.	Code both the Park and School Observation Forms. Record the corresponding Unit ID in Section A of both forms.	Call the office for guidance.

Note: If two schools in the Primary Sample share a campus or have shared grounds, code both of the pre-labeled forms, unless one of the schools is the index school. You should not observe the index school grounds or any school that shares grounds with the index school.

Arrival at a community recreation center that shares space with a public park

You may come across community recreation centers (CRCs) that share space with or sit on a public park. If so, you should observe the CRC, whether or not it is in your sample (remember, you should observe all non-profit PA facilities within the catchment area). If you are unsure whether or not the CRC sits on a public park, ask the CRC staff during your tour.

If the CRC does sit on or share space with a park that you are observing as part of your Primary, Replacement, or On-the-Ground Sample, record the park ID at the top of page 3 of the PA Facility Observation Form.
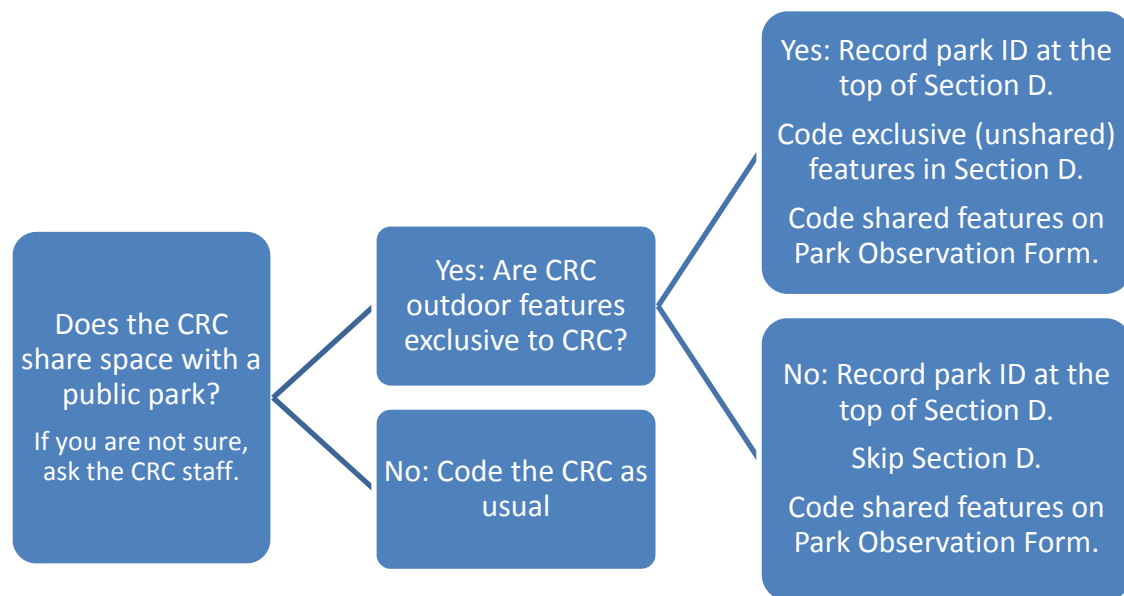
You should ask the CRC staff if any of the outdoor features are exclusively managed or used by

the CRC. If they are, code the indoor features as instructed and code only those outdoor features that are exclusive to the CRC (i.e. not shared with the park) in **Section D. Outdoor Features** of the PA Facility Observation Form. You will code the remaining (i.e. shared) features on a Park Observation Form.

If the CRC does not have any outdoor features that are exclusive to it (i.e. all outdoor features are shared with the park), leave **Section D. Outdoor Features** of the PA Facility Observation Form blank. In this case, code all of the outdoor features on a Park Observation form.

If the park is not in your sample, you should observe it as an On-the-Ground park, coding the Park Observation Form, unless you have already met your on-the-ground goal for parks.

See the diagram below for further guidance on this.

Yes: Record park ID at the top of Section D.

Code exclusive (unshared) features in Section D.

Code shared features on Park Observation Form.

Yes: Are CRC outdoor features exclusive to CRC?

Does the CRC share space with a public park?

If you are not sure, ask the CRC staff.

No: Record park ID at the top of Section D.

Skip Section D.

Code shared features on Park Observation Form.

No: Code the CRC as usual

4.3   Specifications

When you visit parks, you will use the Park Observation Form, which is printed on green 8 ½ x 11" paper. This form has 3 pages printed on 2 sheets. When you visit school grounds, you will use the School Observation Form, which is printed on gold 8 ½ by 11" paper. These forms, which contain identical measures (other than those in **A1**. *Setting*), are designed to capture availability and condition/quality of opportunities for exercise. The forms are also designed to inventory numerous amenities that may enhance users' experience of outdoor public recreation spaces, as well as general characteristics and accessibility of the setting.

LITTERED CIGARETTE PACKS

You will look for and collect littered cigarette packs in each park that you observe. Record the number of packs that you collect at the park in the space provided. To collect the packs, you should look throughout the park as you conduct your observation.

As discarded cigarette packs are discovered, first check to see that they are empty. Collect and sort the empty packs according to whether or not they contain the outer clear cellophane covering. If the packs still contain cigarettes, you should discard the remaining cigarettes in a public trash can or in the trash can in your hotel room. DO NOT LITTER!

You must store the packs wrapped in cellophane separately from those packs not wrapped in cellophane at the time of collection. You will be provided with empty, re-sealable, plastic bags as well as sheets of labels as shown below.

If and when you locate the first cigarette pack that is wrapped in cellophane, take an empty bag and a blank label. You must complete the first, third, and fourth components (form ID, catchment ID, and unit ID, respectively) of the composite park ID using the conventions described on page 34 of the Overview Manual. In addition, you must mark an "X" in the box labeled "With cellophane." Place the label on the bag and the place the pack (using the gloves provided, if desired) in the bag. Place all of the packs with cellophane from a given park in the

same bag. If the packs do not fit in a single bag, repeat this process for as many bags as needed, making sure to mark "With cellophane" and record the park ID and on each bag's label.

If and when you locate the first cigarette pack that is not wrapped in cellophane, take an empty bag and a blank label. You must complete the first, third, and fourth components (form ID, catchment ID, and unit ID, respectively) of the composite park ID using the conventions described on page 34 of the Overview Manual. In addition, you must mark an "X" in the box labeled "No cellophane." Place the label on the bag and the place the pack (using the gloves provided, if desired) in the bag. Place all of the packs without cellophane from a given park the same bag. If the packs do not fit in a single bag, repeat this process for as many bags as needed, making sure to mark "No cellophane" and record the park ID and on each bag's label.

When you have finished collecting the litter in the park, double check that all bags are sealed. Separately record the underlined number of bags of packs with cellophane and without cellophane that you have collected in the space provided on the top of the Park Observation Form, even if a bag contains only one pack. You must record a two-digit number. For example, if you collected three bags' worth of cigarette packs with cellophane, you should write "03" in the brackets provided for that item. If you do not find and collect any littered packs without cellophane, write "00" in the brackets provided for that item.

Store all of the used re-sealable bags from the site together in the drawstring bag provided. You should keep this bag in your car so that you have easy access to it after completing the litter collection for that segment and so that the hotel housekeeping service does not mistake the bags for trash.

Instructions for shipping the littered cigarette packs back to the office are provided on page 51 of the Overview Manual.

PARK SAMPLE ATTRIBUTE	NO	YES
Park replaces a primary sample observation	☐ 0	☐ 1

Park Sample Attribute

When a park observation from the Primary Sample cannot be completed for one reason or another, you will go to your Replacement Sample to identify the closest available replacement park. Use a blank, unlabeled Park Observation Form to code replacement observations. Parks in the Replacement Sample will have pre-assigned Unit IDs in the 400s range, and you will record this Unit ID on the form, as well as code "1" (YES) that the park replaces an observation from the Primary Sample.

Note that this item is not included on the School Observation Form. No Replacement Sample of

schools will be provided and you do not need to replace any incomplete Primary Sample school observations.

SECTION A: SETTING, PARKING AND AMENITIES

The first section of the Park and School Observation Forms looks at general characteristics of the area, presence of various amenities, public accessibility, and signage.

A1. **Setting**

Park Observation Form

A1. Setting		
a. What type of setting is this?		
Public Park		☐ 1
Other, *SPECIFY*:		☐ 8
b. Is the park adjacent to a school? *IF NO, SKIP TO A5*	☐ 0	☐ 1
IF YES AND SCHOOL IS IN PRIMARY SAMPLE, RECORD UNIT ID:		
IF SCHOOL NOT IN SAMPLE, RECORD NAME:		
b1. Do park and school share sports features?	☐ 0	☐ 1

School Observation Form

A1. Setting		
a. What type of setting is this?		
School Grounds		☐ 6
Other, *SPECIFY*:		☐ 8
c. Is school adjacent to a public park? *IF NO, SKIP TO A5*	☐ 0	☐ 1
IF YES, RECORD PARK UNIT ID:		
c1. Do school and park share sports features?	☐ 0	☐ 1

a. What type of setting is this?

All parks in the Primary and Replacement Samples should be public parks, coded as "1" (PUBLIC PARK). If a park on your eligible list is something other than a public park, code "8" (OTHER, *SPECIFY*) and indicate what the area actually is in the space provided. Do not continue the observation as this park should be replaced, but be sure to mark both the **COMPLETION** and **DISPOSITION** CODE.

All schools in your Primary Sample of schools should be coded as "6" (SCHOOL GROUNDS). If a school on your eligible list is something other than a school, code "8" (OTHER, *SPECIFY*) and indicate what the area actually is in the space provided. Do not continue the observation, but be sure to mark both the **COMPLETION** and **DISPOSITION** CODE.

PARK-ONLY ITEMS

b. Is the park adjacent to a school?

This question appears only on the Park Observation Form, not the School Observation Form. Code "1" (YES) for public parks that are situated on a land parcel contiguous to a school property. Any school from grades 1 to 12 is included; Pre-K only or Pre-K and Kindergarten-only schools are not included. Refer to page 5 for guidelines on observing shared and adjacent public

park/school ground space. If you are observing a park that is located across the street from a school, code "0" (NO).

If the school is part of the Primary Sample, record the Unit ID in the space provided. If the school is not part of the Primary Sample, record the school name in the space provided. Skip this item if you coded "0" (NO) for **A1b**.

b1. Do park and school share sports features?

Code "1" (YES) for public parks that share sports features with school grounds. Shared means that the same parcel of land functions as both a public park as well as the school grounds. If the sports features for the park are adjacent to but not shared with the school, code "0" (NO). Skip this item if you coded "0" (NO) for **A1b**.

SCHOOL-ONLY ITEMS

c. Is school adjacent to a public park?

This question appears only on the School Observation Form, not the Park Observation Form. Code "1" (YES) if the school is situated on a land parcel contiguous to a public park. Refer to page 5 for guidelines on observing shared and adjacent public park/school ground space. If you are observing a school that is located across the street from a public park, code "0" (NO).

Record the Unit ID in the space provided. Skip this item if you coded "0" (NO) for **A1c**.

c1. Do school and park share sports features?

Code "1" (YES) for schools that share sports features with public parks. If the sports features for the school are adjacent to but not shared with the park, code "0" (NO). Skip this item if you coded "0" (NO) for **A1c**.

A2. Does the park have...?	NO	YES
a. Parking On-Site	☐ 0	☐ 1
1. Lighted Parking *IF A2a=0, LEAVE BLANK*	☐ 0	☐ 1
b. Sidewalk on street leading to entrance	☐ 0	☐ 1
1. Sidewalk Lighting *IF A2b=0, LEAVE BLANK*	☐ 0	☐ 1
c. Bicycle Parking	☐ 0	☐ 1

A2. Does the park/school have...?

a. Parking On-Site

On-site parking can include a lot or parking structure/deck associated with the park or school. It does not matter if the parking is paid, free, valet or self-park, or if it is shared with neighboring businesses, such as in a strip mall. Designated lines to mark the spaces are not required. Street parking (free or metered) does not count, as it is not directly associated with the park or school. Also, parking on-site <u>does not</u> include street parking designated for the park or school.

If parking for the park or school is present a few doors down from (i.e., not adjacent to) the park/school but is clearly designated for users (even if shared with other businesses), code "1" (YES) for **A2a**. *Parking On Site*.

a1. **Lighted Parking**

Identify whether <u>any</u> lighting is present over the on-site parking. If one parking lot has lighting but the other does not, code **A2a1** as "1" (YES). Leave blank if you coded **A2a** as "0" (NO) for no parking on-site.

b. **Sidewalk on street leading to entrance**

Record whether there is a sidewalk present on either side of the street segment at any entrance to the park/school grounds. The presence of any sidewalk in that segment (whether continuous or not) should be coded as "1" (YES).

b1. **Sidewalk Lighting**

If a sidewalk is present on the street segment leading to the park/school entrance on either side of the street, record whether there is any lighting present over the sidewalk, including pedestrian-scale lamp posts or road-oriented <u>municipal</u> lighting. Do not code lighting that is associated with private, residential, or commercial buildings, or parking lot lighting. Leave blank if you coded **A2b** as "0" (NO) for no sidewalk.

c. Bicycle Parking

Bicycle parking includes bike racks or cages, or any other type of bicycle parking structure/facility present at the park/school or present on either side of the street (visible from any entrance). These also include out-of-use parking meters that are designated (by posted sign) for bicycle parking. Bikes locked to nearby fences/posts do not count.

A3. Does the park have…?	NO	YES
a. Closing Time Signage	☐ 0	☐ 1
b. Restrooms/Port-o-lets	☐ 0	☐ 1
c. Showers/Locker Rooms	☐ 0	☐ 1

A3. Does the park/school have…?

a. Closing Time Signage

If there is posted signage that indicates the general park/school ground's hours, code "1" (YES). For example, a sign might say, "Park open from dawn to dusk," or "School property closes at 9pm." At a minimum, the signage should indicate the general closing time of the park.

b. Restrooms/Port-o-lets

Code "1" (YES) if there are any restrooms and/or port-o-lets for patron or public use. This includes a restroom located inside a field house or other building in a park ONLY IF that building is not eligible as a PA facility.

c. Showers/Locker Rooms

If there are any showers and/or locker rooms associated with the restrooms or separate from them, code "1" (YES). This includes showers/locker rooms located inside a field house or other building in a park ONLY IF that building is not eligible as a PA facility.

A3. Does the park have...?	NO	YES
d. Beverage Vending Machines	☐ 0	☐ 1

IF A3d=0, SKIP 1-5		NO	YES
	1. Plain Bottled Water	☐ 0	☐ 1
	2. 100% Juice	☐ 0	☐ 1
	3. Regular Soda	☐ 0	☐ 1
	4. Diet Soda	☐ 0	☐ 1
	5. Other Sweetened Drinks	☐ 0	☐ 1

d. Beverage Vending Machines

Look for vending machines (i.e., automated product dispensers) that contain beverages. If there are no such vending machines, code "0" (NO) and leave **A3d1-5** blank. This includes beverage/vending machines that are located inside a field house or other building in a park ONLY IF that building is not eligible as a PA facility. Concessions stands and coolers are not included.

d1. Plain Bottled Water

Record whether any plain, unflavored, and unsweetened bottled water is available in the vending machines.

d2. 100% Juice

Record whether 100% juice (any flavor) is available in the vending machines. If you cannot determine the juice content, code DON'T KNOW by marking an "X" in both response boxes and writing the letters "DK" in the space between the boxes.

d3. Regular Soda

Record whether any regular soda is available in the vending machines. Regular soda includes carbonated, sweetened beverages or soft drinks such as cola and root beer. Regular soda does not include diet soda.

d4. Diet Soda

Record whether any diet soda is available in the vending machines. Diet soda includes carbonated, artificially-sweetened beverages or soft drinks such as diet cola and diet root beer. You will have a list of common diet beverages (e.g., Diet Coke, Pepsi Max, Coke Zero) in your

packet.

d5. Other Sweetened Drink

Record whether any other sweetened drink is available. Other sweetened drinks include non-alcoholic sweetened drinks such as energy drinks (Monster, Red Bull, Full Throttle, etc.), Vitamin Water, isotonic sports drinks (Gatorade, Powerade, etc.), sweetened coffee drinks, sweetened tea (Arizona, Sobe, Snapple, etc.), and sweetened juice drinks (e.g., Snapple, Sunny D, Capri Sun, Ocean Spray, Kool-Aid, Tampico, Jumex, etc. <u>unless these drinks are 100% juice</u>). Do not include sodas, milk, milk shakes, 100% juice, unsweetened flavored water, or plain bottled water in this category. Do not include plain coffee or tea if it is not obvious that it is sweetened with sugar, syrup, whipped cream, etc. If you are uncertain whether or not a beverage is sweetened, code this item as DON'T KNOW by <u>marking an "X" in both response boxes, and writing "DK" in the white space</u>. Please also write the name of the product(s) in the **NOTES** section.

A4. Is there an entrance fee?	□ 0	□ 1

A4. Is there an entrance fee?

Code "1" (YES) if the park charges a fee to enter its grounds. Do not count separate fees strictly for pool usage. However, please write the pool fee information in the **NOTES** section.

Note that **A4** is not included on the School Observation Form.

A5. Access signage and barriers to entry	NO	YES
a. Signage indicates park/school name	☐ 0	☐ 1
b. Signage states public use of area is limited to specific hours/period of daytime	☐ 0	☐ 1
c. Signage states area is private or restricted access at all times (e.g. no trespassing)	☐ 0	☐ 1
d. Locked fence around the perimeter or other physical barrier prevents public access	☐ 0	☐ 1

A5. Access signage and barriers to entry

a. Signage indicates park/school name

Code "1" (YES) if posted signage states the name of the park or school. Such signage may be located at the main entrance area, if one exists. When observing a park, be sure to check each entrance area for presence of this signage until you have identified it. For parks from the eligible lists, please check that the pre-printed name on the form matches any signage present. If necessary, make corrections to the name on the form by crossing out any incorrect portion and writing in the correct name above the pre-printed name. For parks observed as part of the On-the-Ground Sample, please also record the name of the park at the top of the form.

b. Signage states public use of area is limited to specific hours/period of day

Code "1" (YES) if posted signage states that the area is only open for public use during certain hours of the day, such as after school hours. This item refers to daytime/evening hours and not overnight park/school closure. Do not count signage that indicates only that the area is closed overnight or after sunset/dusk, which is coded in **A3a**. *Closing Time Signage*.

c. Signage states area is private or restricted access at all times (e.g. no trespassing)

Code "1" (YES) if posted signage designates the area as private or otherwise restricted access. Signage may either specify "at all times," but it is more likely to be implied. This would include signage at a park stating "Neighborhood Residents Only – No Trespassing," or school signage that states the grounds are "School Use Only." Signs that indicate restricted access by specific time/period of day are coded in **A5b**.

d. Locked fence around the perimeter or other physical barrier prevents public access

Code "1" (YES) if the park/school grounds is/are not accessible to the public due to presence of a locked fence or other physical barrier surrounding the area. If a fence is present but the area can be accessed through an open entry gate, code "0" (NO).

Note on eligibility based on A5:

For park observations: If you code **A5c** and/or **A5d** as "1" (YES), you should stop observing the park. Mark the completion code as "96" (NOT ELIGIBLE). Replace this park if a replacement is available in your sample.

For school observations: If you code **A5c** and/or **A5d** as "1" (YES), you should stop observing the school. Mark the completion code as "02" (PARTIALLY COMPLETED).

SECTION B: SPORTS FEATURES

In this section you will be looking at a variety of physical activity features in the park/school grounds setting. In addition to identifying all of the features present, you will record information about the following attributes:

- How many of each feature are present
- Condition of each feature
- Presence of lighting

A feature is a designated space, field, court, apparatus, or other equipment designed to be used for specific physical activities.

B. SPORTS FEATURES
□ MARK "X" IF NO SPORTS FEATURES AND SKIP SECTION B

This page is only for **sports features**. If the park/school grounds has no sports features, mark an "X" in the white box at the top of the page and leave **Section B. Sports Features** blank. You should then skip to **Section C. Park/School Features and Amenities.**

FOR EACH FEATURE BELOW, COMPLETE ITEM B1	B1. How Many?		B2. Condition of Feature – How many in each?					B3. Does the Feature have Lighting?	
IF B1 TOTAL >0, CODE B2 AND B3			1. POOR		2. OK/GOOD		COULD NOT RATE		
	TALLY	TOTAL	TALLY	TOTAL	TALLY	TOTAL		NO	YES
a. Field, Multi-use		___		___		___	___	☐ 0	☐ 1
b. Field, Football		___		___		___	___	☐ 0	☐ 1
c. Field, Baseball		___		___		___	___	☐ 0	☐ 1
d. Field, Soccer		___		___		___	___	☐ 0	☐ 1
e. Court, Basketball		___		___		___	___	☐ 0	☐ 1
f. Court, Tennis		___		___		___	___	☐ 0	☐ 1
g. Court, Volleyball		___		___		___	___	☐ 0	☐ 1
i. Court, Multi-use		___		___		___	___	☐ 0	☐ 1
m. Running/Walking Track		___		___		___	___	☐ 0	☐ 1
n. Pool (> 3ft deep)		___		___		___	___	☐ 0	☐ 1
o. Wading Pool/Spray Grounds		___		___		___	___	☐ 0	☐ 1
p. Playground Area		___		___		___	___	☐ 0	☐ 1
q. Skateboarding Facilities		___		___		___	___	☐ 0	☐ 1

Feature Descriptions

a. Field, Multi-use

A multi-use field is a large, flat, open space usable as an athletic field for more than one sport. It must have some indication that designates it as a sports field (e.g., bleachers, goal posts for football, soccer field markings and/or a backstop for baseball). An example of a multi-use field that you may frequently encounter is a field that can be used for both football and soccer. A large flat open space with no indication of sports play would be considered green space (**C1a**).

b. Field, Football

c. Field, Baseball

d. Field, Soccer

A field should have the appropriate layout, markings, and/or equipment in order to be identified as a football, baseball, or soccer field.

e. Court, Basketball

f. Court, Tennis

g. Court, Volleyball

A court should have the appropriate layout, markings, and/or equipment in order to be identified as a basketball, tennis, or volleyball court.

i. Court, Multi-use

This includes large courts that contain equipment or the capability of holding equipment for different sports such as both basketball and volleyball. Various floor markings will typically be present, depending on the uses available. These spaces may be large and allow for multiple games to take place at one time.

m. Running/Walking Track

A running/walking track may be located on the perimeter of a field or as part of a track and field stadium. Most tracks will have lane and/or distance markings.

n. Pool (> 3ft deep)

This includes any pool that is at least 3 feet deep at the deepest end. Inclined pools that have both a deep end (> 3 feet) and shallow end, such as zero-depth pools, should also be included in this category.

o. Wading Pools/Spray Grounds

A wading pool is any pool that is less than 3 feet deep at the deepest end and intended for use by small children. Hot tubs are not included. Spray grounds are areas with fountains or other water features that children are allowed to play in and will be found outdoors. Purely decorative water fountains are not included.

p. Playground Area

A playground area includes swings, monkey bars, climbing apparatuses, slides, see-saws, spring features, and other items meant for children's play. A playground area may have several different types of apparatuses and is usually surrounded by some low fencing or border. The playground area may also have a different type of ground surface than other parts of the park/school, such as wood chips or pebbles. Count only the number of areas, not the specific equipment or apparatuses. If you see a paved play area with markings for games like 4-Square, hopscotch, etc. please describe it in the **NOTES** section. Do not code it as one of the features listed on the form.

q. Skateboarding Facilities

Skateboarding facilities include ramps, tracks, and other apparatuses meant for use by skateboarders or in-line skaters. <u>Count only the number of rooms or areas, not the specific equipment or apparatuses.</u>

<u>**Coding Instructions**</u>

For each of the features, code **B1**. If the answer to **B1** is "01" or more, then also code items **B2** and **B3**. If **B1** is "00" or "77" (DON'T KNOW), then skip **B2** and **B3**by leaving them blank.

B1. How Many?

For this item, you will provide a count of the features present at the location you are observing. Determine how many of each feature is present at the park/school. For example, if a park/school has 3 soccer fields, you will make three tally marks in the **TALLY** column and write the number "03" in the **TOTAL** column. The total number of marks in the **TALLY** column and the number written in the **TOTAL** column should be the same. If you are uncertain of the count for a specific feature, write "77" (DON'T KNOW) in the **TOTAL** column.

Avoid double counting features. For example a pool with both a deep (>3 ft) and shallow end (<3 ft) is counted only under **B1n**. *Pool (> 3 ft deep)*. You should not also count this pool as **B1o**. *Wading Pool/Spray Grounds*. Similarly, if you come across a large outfield shared by adjacent baseball fields, you should code the number for baseball fields in **B1c**. You should not code any other type of field in this case.

B2. Condition of Feature – How many in each?				
1. POOR		2. OK/GOOD		COULD NOT RATE
TALLY	TOTAL	TALLY	TOTAL	
	⌐_⌐_⌐		⌐_⌐_⌐	⌐_⌐_⌐

B2. Condition of Feature – How many in each?

For this item, you will indicate the <u>number of the features</u> listed in **B1** that fall into each of the three condition categories (POOR, OK/GOOD, COULD NOT RATE) for rating the surface condition of the feature. <u>Leave this item blank for any features where **B1** was "00" or "77."</u>

For example, if there are three tennis courts and one is in perfect condition but the other two have cracks covering large chunks of the surface, creating a trip hazard, you would make two tally marks in the **TALLY** column in **B2f1.** *Court, Tennis – POOR*, and record "02" for the **TOTAL** column in **B2f1.** *Court, Tennis – POOR* and make one tally mark in the **TALLY** column in **B2f2.** *Court, Tennis – OK/GOOD*, and record "01" for the **TOTAL** column in **B2f2.** *Court, Tennis – OK/GOOD*. The total number of tally marks and the number in the **TOTAL** column should be the same.

 This example is illustrated below.

FOR EACH FEATURE BELOW, COMPLETE ITEM B1	B1. How Many?		B2. Condition of Feature – How many in each?					B3. Does the Feature have Lighting?	
IF B1 TOTAL >0, CODE B2 AND B3			1. POOR		2. OK/GOOD		COULD NOT RATE		
	TALLY	TOTAL	TALLY	TOTAL	TALLY	TOTAL		NO	YES
a. Field, Multi-use		*0 0*		⌐_⌐_⌐		⌐_⌐_⌐	⌐_⌐_⌐	☐ 0	☐ 1
b. Field, Football		*0 0*		⌐_⌐_⌐		⌐_⌐_⌐	⌐_⌐_⌐	☐ 0	☐ 1
c. Field, Baseball		*0 0*		⌐_⌐_⌐		⌐_⌐_⌐	⌐_⌐_⌐	☐ 0	☐ 1
d. Field, Soccer		*0 0*		⌐_⌐_⌐		⌐_⌐_⌐	⌐_⌐_⌐	☐ 0	☐ 1
e. Court, Basketball		*0 0*		⌐_⌐_⌐		⌐_⌐_⌐	⌐_⌐_⌐	☐ 0	☐ 1
f. Court, Tennis	*///*	*0 3*	*//*	*0 2*	*/*	*0 /*	*0 0*	☐ 0	☒ 1

You may not be able to observe all instances of a feature that is present (e.g. one pool may be

closed for the season). In this case, record the number of each feature for which you could not determine the condition in the **COULD NOT RATE** column. You must account for each feature in one of the three condition columns.

Feature condition should be rated based on the feature's surface and related equipment, if any is available for the feature. Ultimately the feature condition rating should be related to whether or not players can safely play or engage in physical activity on a feature without risking injury or falling. That is, the condition is related to the functionality of the feature for use.

Take into consideration the type of activities that will take place on or within a particular feature as well as the material comprising the surface when considering its condition. For example, if a playing surface is composed of concrete, assess whether smooth concrete covers the entire surface. Look for cracks or uneven slabs in the concrete surface. Determine whether ruts or holes are present. If the surface is a composite material such as wood chips or mulch as in a playground area, see if the material covers the entire area uniformly or is so sparse as to leave several patches of bare ground. When assessing the condition of equipment used for physical activity, take into consideration age, functionality, wear and tear, damage such as dents or sharp edges, missing pieces, and rust.

B2. Feature	1 – POOR	2 – OK/GOOD
FIELDS a. **Field, Multi-use,** b. **Field, Football** c. **Field, Baseball** d. **Field, Soccer**	• Uneven in areas across the entire field, with significant patches of dirt present where grass should be. May be hazardous to players, who could potentially trip or twist ankles on the uneven surface. • Equipment (e.g., goal posts, backstops), if present, shows considerable rust and/or damage (e.g., dents or vandalism) or may appear unstable.	• May be uneven with some patches of dirt in a few places but field is generally or entirely uniform, in playable condition, and safe for use. • Equipment (e.g., goal posts, backstops), if present, shows little or no rust or damage (e.g., dents or vandalism). Minor elements only, such as goal nets, could be missing.

B2. Feature	1 – POOR	2 – OK/GOOD
COURTS AND OTHER FEATURES with hard or composite playing surfaces e. **Court, Basketball** f. **Court, Tennis** g. **Court, Volleyball** i. **Court, Multi-use** m. **Running/ Walking Track** p. **Playground Area** q. **Skateboarding Facilities**	• Surface is cracked or uneven in areas across the traveled portion of the feature. May be hazardous to players, who could potentially trip or twist ankles on the uneven surface. Specific damage will depend on composition of surface material. If material is asphalt or cement, surface shows significant wear and cracking that adversely affects functionality. If surface is unitary synthetic material, it may be torn or degraded in spots. If surface is composite material (e.g., sand, wood, chips), surface has many bare spots, showing bare ground where composite material should be. • Equipment (e.g., backboards, swings, sand box, jungle gym, ramps, balance beams, stretching apparatuses), is missing or shows considerable rust and/or damage (e.g., large holes, dents or vandalism) or appears unstable.	• May have some cracks, wear, or a few bare spots but surface is generally or fully uniform, smooth, and safe for use. • Equipment (e.g., backboards, swings, sand box, jungle gym, ramps, balance beams, stretching apparatuses) is present, and shows little or no rust or damage (e.g., small holes, dents or vandalism). Minor elements only, such as nets on basketball hoops, could be missing.
POOLS n. **Pool (>3 ft deep)** o. **Wading Pool/ Spray Grounds** Note: Consider both water surface and surface around pool perimeter	• Pool water may be discolored or have algae growing on the surface, or significant amounts of floating debris is present. The surface area around the perimeter of the pool may contain significant cracks, ruts, or missing tiles that could pose danger to patrons walking around the pool without shoes. • Equipment (e.g., slides, diving boards), if present, shows considerable rust and/or damage (e.g., dents or vandalism) or may be unstable.	• Pool water is generally or entirely clear and free of debris or algae, with no significant floating debris. Surface area around pool perimeter may show some wear and tear with missing tiles or cracks, but these do not pose a safety concern. • Equipment (e.g., slides, diving boards), if present, shows little or no rust or damage (e.g., dents or vandalism).

B3. Does the Feature have Lighting?	
NO	YES
☐ 0	☐ 1

B3. Does the Feature have Lighting?

You will record whether lighting is present in or oriented to the area of each feature listed. If lighting is present directly within or near the feature and it appears that the feature would be lit at nighttime, code "1" (YES). If lighting is not present directly within or near the area of the feature, or far enough away that you think it would not illuminate the area at night, code "0" (NO). Note that it need not and <u>should not</u> be dark out at the time of observation to determine if lighting is present. If 50% of the features have lighting and 50% do not, round up and code "1" (YES).

FOR EACH FEATURE, COMPLETE B1. IF B1=1, CODE B2 AND B3	B1. Is Feature Present?		B2. Condition of Feature			B3. Does the Feature have Lighting?	
	NO	YES	POOR	OK/GOOD	COULD NOT RATE	NO	YES
r. Exercise Stations with signage	☐ 0	☐ 1	☐ 1	☐ 2	☐	☐ 0	☐ 1
s. Exercise Stations without signage	☐ 0	☐ 1	☐ 1	☐ 2	☐	☐ 0	☐ 1
t. Rock Climbing Wall	☐ 0	☐ 1	☐ 1	☐ 2	☐	☐ 0	☐ 1

For the following items, you will code the presence or absence of the feature. You will not tally the number of each feature that is present.

r. Exercise Stations w/signage

s. Exercise Stations w/o signage

Exercise stations are designated activity points. Exercise stations may also be called Fitness Trails or FitTrails. These features often include equipment and signage directing users to engage in various physical activities, including stretching and upper and lower body workouts. We have separated these features into two items: one for exercise stations with signage, and one for

---

exercise stations without signage. The signage will normally instruct one on how to use the equipment. Exercise stations may be located along a walking path and spread out over a large area, perhaps in a circuit, or there may only be a few pieces of equipment or stations clustered in one area of a park, such as a series of pull-up bars and stretching aids.

t. Rock Climbing Wall

A rock climbing wall is a natural or artificially constructed outdoor wall with grips for hands and feet, used for climbing. Some are brick or wooden constructions, but for modern walls, the material usually used is a thick multiplex board with holes drilled into it. Manufactured steel and aluminum have also been used. The wall may or may not have places to attach ropes.

B2. Condition of Feature

Rate the condition of each item by coding the appropriate value on the form (see tables below for descriptions of "1" (POOR) and "2" (OK/GOOD) categories for each feature). If 50% a particular feature is POOR, and 50% is OK/GOOD, round up and code as "2" (OK/GOOD).

If you are unable to determine the condition of one or more of the exercise stations or rock climbing walls (if more than one present), rate the exercise station or rock climbing wall that you were able to observe as "1" (POOR) or "2" (OK/GOOD) and also mark an "X" in the box in the **COULD NOT RATE** column to indicate that you were unable to rate additional features present. If you cannot rate any of the exercise stations or rock climbing walls, mark an "X" in the **COULD NOT RATE** column and leave the other condition ratings blank.

B2. Feature	1 – POOR	2 – OK/GOOD
r. **Exercise Stations (w/signage)** s. **Exercise Stations (w/o signage)** t. **Rock Climbing Wall**	• Surface is cracked or uneven in areas across the traveled portion of the feature. May be hazardous to players, who could potentially trip or twist ankles on the uneven surface. Specific damage will depend on composition of surface material. If material is asphalt or cement, surface shows significant wear and cracking that adversely affects functionality. If surface is unitary synthetic material, it may be torn or degraded in spots. If surface is composite material (e.g., sand, wood, chips), surface has many bare spots, showing bare ground where composite material should be. • Equipment (e.g., balance beams, stretching apparatuses), is missing or shows considerable rust and/or damage (e.g., large holes, dents or vandalism) or may appear unstable.	• May have some cracks, wear, or a few bare spots but surface is generally or fully uniform, smooth, and safe for use. • Equipment (e.g., balance beams, stretching apparatuses) is present, and shows little or no rust or damage (e.g., small holes, dents or vandalism). Rock climbing walls do not have to ropes available.

SECTION C: PARK/SCHOOL GROUNDS FEATURES AND AMENITIES

This section contains a list of park features and amenities that may be present in the park/school grounds setting. Amenities are fixtures or facilities that enhance a patron's experience of a physical activity setting, including benches, water features, and drinking fountains.

C. PARK FEATURES AND AMENITIES 1 1 - 1 2 - ____ - ____	C1. Is Feature Present?		C2. Condition of Surface or Feature		
FOR EACH FEATURE, COMPLETE C1. IF C1=1, CODE C2	NO	YES	POOR	OK/GOOD	COULD NOT RATE
a. Green Space	☐ 0	☐ 1	☐ 1	☐ 2	☐
b. Beach	☐ 0	☐ 1	☐ 1	☐ 2	☐
c. Other Water Features	☐ 0	☐ 1	☐ 1	☐ 2	☐
d. Shelters	☐ 0	☐ 1	☐ 1	☐ 2	☐
e. Picnic Tables	☐ 0	☐ 1	☐ 1	☐ 2	☐
f. Benches	☐ 0	☐ 1	☐ 1	☐ 2	☐
g. Drinking Fountains	☐ 0	☐ 1	☐ 1	☐ 2	☐
h. Decorative Water Fountains	☐ 0	☐ 1	☐ 1	☐ 2	☐
i. Trash Containers	☐ 0	☐ 1	☐ 1	☐ 2	☐
j. Grills/Fire Pits	☐ 0	☐ 1	☐ 1	☐ 2	☐
k. Trails IF NO TRAILS, SKIP 1 AND 2 BELOW	☐ 0	☐ 1	☐ 1	☐ 2	☐

Feature or Amenity Descriptions:

a. Green Space

This includes natural or landscaped space not specifically designated for physical activity. Green space includes large grassy areas, open area landscaping, flower beds and other foliage or trees, and natural areas such as a meadow or hillside. Green space is distinct from a multi-use field as it is more decorative and can be used for other recreational purposes such as for picnics, rather than strictly for physical activity. It does not contain marked playing fields or courts. Do not double code the shared outfield as green space if two or more baseball fields are adjacent to one another.

b. Beach

This includes natural or man-made beaches on the edge of water features such as lakes, rivers, and lagoons, as well as beaches at coastal parks. This category is specific to the sand or other material, such as pebbles or rocks that make up the beach. (See **C1c**. *Other Water Features* below for identifying and rating the water that is adjacent to the beach.)

c. Other Water Features

This includes natural or man-made bodies of water that may be present, including streams, creeks, rivers, ponds, lakes, lagoons, and in case of coastal parks, ocean.

d. **Shelters**

This refers to a permanent structure with a roof to protect users from rain or sun. Walls are not required. Cloth or lattice canopies over picnic tables or exercise equipment and pergolas are not included.

e. Picnic Tables

This refers to a table top with benches, including outdoor lunch tables.

f. Benches

Benches are structures designed to function as seating. These do not include picnic tables or retaining/supporting/landscaped walls whose primary function is not seating.

g. **Drinking Fountains**

These include freestanding or attached water dispensers intended for drinking.

h. Decorative Water Fountains

These include ornamental structures from which jet(s) or stream(s) of water is issued and reflecting pools. Decorative fountains are not used for drinking or swimming.

i. Trash Containers

These are receptacles for litter and refuse that can be made of metal, plastic, or paper/plastic bags. They may be stand-alone or attached to a building.

j. **Grills/Fire Pits**

These are structures designed for cooking meats or other foods over open fire. A fire pit may be built directly into the ground or may be a wide and low metal container that holds coals or wood.

k. Trails

These include paved or unpaved pathways or footpaths for walking, biking, roller-skating, etc. These should not be associated with the roadway, sidewalk/shoulder or a designated bicycle lane. Trails are distinct from running/walking tracks in that they tend not follow a strict oval shape, but will usually follow an irregular direction and cover a greater distance than a track. They may lead into a landscaped or wooded area. If there is a sign for a trail but the actual trail is not visible, code this item as "1" (YES).

Coding Instructions

C1. Is Feature Present?	
NO	YES
☐ 0	☐ 1

C1. **Is Feature Present?**

Determine whether each feature/amenity is present and code either "1" (YES) or "0" (NO).

C2. Condition of Surface or Feature		
POOR	OK/GOOD	COULD NOT RATE
☐ 1	☐ 2	☐

C2. Condition of Surface or Feature

Rate the condition of each item by coding the appropriate value on the form (see tables below for descriptions of "1" (POOR) and "2" (OK/GOOD) categories for each feature). If a feature is not present, leave this item blank.

If 50% of features of a single type (other than drinking fountains, see exception below) are POOR, and 50% are OK/GOOD, round up and code the condition for that feature as "2" (OK/GOOD). If you are unable to determine the condition of one or more features of a specific

type (if more than one present), rate the features of that type that you are able to observe as "1" (POOR) or "2" (OK/GOOD) and also mark an "X" in the box in the **COULD NOT RATE** column to indicate you could not rate additional features present. If you cannot rate any features of a specific type due to construction/repairs or seasonal closure (e.g., fountains), mark an "X" in the **COULD NOT RATE** column and leave the other condition ratings blank.

If even one of the drinking fountains is OK/GOOD, code as "2" (OK/GOOD). Additionally, if other drinking fountains are under repair or turned off for the season, mark an "X" in the box in the **COULD NOT RATE** column.

C2. Feature	1 – POOR	2 – OK/GOOD
a. Green Space **b. Beach** **c. Other Water Features** **k. Trails**	• Ground surface is uneven and requires that users pay close attention to walking or running to avoid tripping. Holes or ruts, as well as natural or man-made debris, are present in many places. • Water may be discolored, polluted, or contains significant floating debris.	• Ground surface is generally free of obstructions or piles of debris. It may contain some uneven aspects or minor natural or man-made debris, but is safe to walk or run. • Water is unpolluted and generally free of large or man-made debris.
d. Shelters	• Structures are not intact and in need of repair, making it potentially unsafe for patrons, with possibilities for rain to seep through.	• Structures are intact and either in perfect condition or need of minor repair, but generally functional.
e. Picnic Tables	• Tables are in need of major repair, unclean, almost unusable.	• Tables are usable, but may need minor repair, generally clean and clear of trash or debris.
f. Benches	• Benches are missing backrest or have broken pieces or holes; generally in unusable condition	• Benches are sturdy; may be missing some paint or have minor cosmetic flaws but are in otherwise functional condition
g. Drinking Fountains	• None of the fountains have clean water available, are leaking, or have poor water pressure that makes fountain difficult to drink from. Alternatively, fountain bowl is full of trash, dirty water or other debris.	• At least one fountain has clean water available and is in good working order.

C2. Feature	1 – POOR	2 – OK/GOOD
h. Decorative Water Fountains	• Water is unclean; algae or other water weeds may be growing in the fountain.	• Water is clean; fountain itself is in working condition. Area at base is generally in good shape.
i. Trash Containers	• Not functional; full with trash or overflowing	• Functional and not overflowing with trash
j. Grills/Fire pits	• Grills appear out of order, rusted and/or and contain debris.	• Grills appear to be in working order, with little rust or debris.

1. Two-way Traffic on Trails?	☐ 0	☐ 1	NOTES
2. Surface Material on Trails? *CODE ONLY 1*			
Asphalt/Concrete	☐ 1		
Wood Chips/Mulch	☐ 2		
Gravel	☐ 3		
Dirt	☐ 4		
More than 1 material	☐ 5		

k1. Two-way Traffic on Trails?

This measure is designed to assess whether the trail is at least a minimum acceptable width. Determine whether two bicyclists traveling in opposite directions can pass at the same time on the trail or path without needing to go off the trail or move to the side. If the trail is for pedestrians only, consider whether two joggers can pass each other in a similar situation. If the trail is wide enough for two bikers or joggers to pass each other, code "1" (YES). Skip this item if you coded "0" (NO) for **C1k**. *Trails*.

k2. Surface Material on Trails?

Code the value that corresponds to the surface material of the trail or path. If the surface material is a mixture, code "5" (More than one material). If you cannot determine the material for the trail (e.g., there is a trail sign but no trail visible), follow the procedures for coding DK--- mark all five boxes in Ck2 and write "DK" near the box for Asphalt/Concrete. Skip this item if you coded "0" (NO) for **C1k**. *Trails*.

Asphalt/Concrete – Asphalt is a mixture of substances such as gravel, crushed rock, or the like, used for paving. Concrete is an artificial, stone-like material used for various structural purposes, made by mixing cement and various aggregates.

Wood Chips/Mulch – Mulch is usually an organic material that is spread on the ground to protect the soil and the roots of plants from the effects of soil crusting, erosion, or freezing. Mulch may be made of materials such as straw, sawdust, grass clippings, peat moss, leaves, shredded wood or paper.

Gravel – Gravel is comprised of small stones and pebbles, or a mixture of these with sand.

Dirt – Dirt is loose earth or soil.

More than 1 material – Trail surface is comprised of multiple materials.

SECTION D: INCIVILITIES

The term incivility is used to describe items in the environment that might discourage physical activity. These items are often signs of area deprivation or markers of blight. The items in this section will be used to assess the physical disorder of the park or school grounds environment. Incivilities include litter and broken glass as well as graffiti and drug paraphernalia.

D. INCIVILITIES				
D1. How much of … **is on the park property?**	NONE	A LITTLE	SOME	A LOT
a. Garbage/Litter	☐ 0	☐ 1	☐ 2	☐ 3
b. Broken Glass	☐ 0	☐ 1	☐ 2	☐ 3
c. Graffiti/Tagging	☐ 0	☐ 1	☐ 2	☐ 3
d. Evidence of Alcohol Use	☐ 0	☐ 1	☐ 2	☐ 3
e. Evidence of Substance Abuse	☐ 0	☐ 1	☐ 2	☐ 3
f. Sex Paraphernalia	☐ 0	☐ 1	☐ 2	☐ 3

D1. How much of … is on the park/school property?

a. Garbage/Litter: Includes paper, packaging, and other items of refuse not included in other categories below. Do not include cigarette butts.

b. Broken Glass: Includes any types of broken glass, such as bottles, etc.

c. Graffiti/Tagging: Refers to "unapproved" writing such as painted or drawn signs or symbols (e.g., gang insignia) on the building and/or exterior property. Do not include painted murals or public art.

d. Evidence of Alcohol Use: This includes beer or other alcohol-related bottles, cans or caps littering the ground or in/around overflowing trash cans. You do not need to check inside the trash cans for evidence of alcohol use.

e. Evidence of Substance Abuse: This includes syringes, baggies, rolling papers, etc.

f. Sex Paraphernalia: This includes condoms, condom wrappers, or other contraceptive device/material, or visible pornographic reading material.

Coding Instructions

Rate each item by marking an "X" in the box that corresponds to the appropriate rating category. Please note that the rating scheme for incivilities differs from that for features. In **Section B** and **Section C**, the positive rating scale is in ascending order, i.e. "1" (POOR) and "2" (OK/GOOD). For this section, a rating of "1" (A LITTLE) means that the incivility presence is minor, whereas a rating of "3" (A LOT) means that the item is prevalent across areas of the setting.

You will be looking for incivilities over a wide area and rating the amount of each incivility in **D1**. The rating definitions include assessment of the presence of incivilities <u>over multiple areas in the setting</u>, rather than just a count of the items observed for each incivility type.

If you do not see any instances of a particular incivility category listed below, code "0" (NONE) for that row on the form.

The table below explains the rating categories for each incivility on the property.

D2. Incivilities				
	NONE	**A LITTLE**	**SOME**	**A LOT**
a. Garbage/ Litter	No garbage or litter is present on the property.	Only a few items are on the ground in one or two areas, or several items are on the ground in one area; generally the property is free of garbage/litter.	Several (>3) items are on the ground in multiple areas but not strewn across the entire property.	Many items are on the ground throughout most or all areas, giving the property the feeling of being trash-laden.
b. Broken glass	No broken glass present on the property.	1-3 pieces of broken glass are on the ground in one or two small areas; generally the property is free of broken glass.	Several (>3) pieces of broken glass are on the ground in more than one area but not strewn across the entire property.	Many pieces of broken glass are on the ground throughout most or all of the property, presenting a potential hazard to patrons.
c. Graffiti/ tagging	No graffiti/tagging is present on the property.	1-3 graffiti patches/ tags are present, scattered throughout the facility outdoor property or concentrated in one area; generally the property is free of graffiti/tagging.	Several (>3) graffiti patches/tags are present in more than one area, but not across the entire property.	Graffiti/tagging is present throughout most or all of the property.

D2. Incivilities				
	NONE	A LITTLE	SOME	A LOT
d. Evidence of Alcohol Use	No alcohol bottles, cans, or caps present on the property.	1-3 bottles, cans, or bottle caps are present on the property.	Several (>3) bottles, cans, or bottle caps are on the ground/near trash cans in more than one area, but not strewn across the entire property.	Many bottles, cans, or bottle caps are on the ground and near trash cans throughout most or all areas of the property.
e. Evidence of Substance Abuse	No pieces of drug paraphernalia present on the property.	1-3 pieces of drug paraphernalia, including syringes, baggies, or rolling papers are present on the property.	Several (>3) items are on the ground in more than one area, but not strewn across the entire property.	Many items of drug paraphernalia are on the ground throughout most or all of the property.
f. Sex Para-phernalia	No sex paraphernalia is present on the property.	1-3 used or unused contraceptive devices or pieces of pornographic reading material present on the property.	Several (>3) items are on the ground in more than one area, but not strewn across the entire property.	Many items are on the ground throughout most or all of the property.

4.4   Acknowledgements

We gratefully acknowledge the willingness of several research teams to share their existing instruments and expert advice with us while we were developing this instrument. In many instances, we selected specific items from these existing instruments, and either added these directly or modified items to suit our research needs. These instruments include:

Physical Activity Resource Assessment (PARA)

Environmental Assessment of Public Recreation Spaces (EAPRS)

Brat - Direct Observation (BRAT-DO)

We also benefited from the input of an expert panel to guide our selection of items, and where appropriate, to recommend modifications in the measurement of specific items as we piloted these instruments. The expert panel included:

Rebecca Lee, PhD, University of Houston

Myron Floyd, PhD, North Carolina State University

Ariane Bedimo-Rung, MPH, PhD, Louisiana State University

Brian Saelens, PhD, Seattle Children's Hospital Research Institute