



PATHWAYS TO NATURE

IN MESA COUNTY

CONNECTING CHILDREN WITH THE OUTDOORS IN MESA COUNTY, COLORADO





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Connecting Children with the Outdoors in Mesa County, Colorado

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ACKNOWLEDGEMENTS

This report would not have been possible without the help and support of many people that the authors would like to thank. Funding for the support came from a Greater Outdoors Colorado Grant secured by the staff at the Mesa County Health Department. The health department staff was absolutely essential to the success of this study, most notably Sarah Robinson and Fran Parker who have helped throughout the project with logistics and advice, as well as Spenser Rockwell who wrote the original grant and laid the early foundation for this study. The maps in the study and GIS support were generously provided by Steve Smith of the City of Grand Junction and Derek Hoyt a GIS student at CMU. Focus group support came from CMU faculty member Rick Moritz and student Sarah Casey. Jordan Perry provided all photographs in the report and was invaluable as an assistant in editing and formatting the report. We also wish to thank the CMU administration and the Office of Sponsored Programs for their support of this study. The old saying, “It takes a village to raise a child” could also be said of producing a report of this scope. Our “village” came in the form of many partners who participated on the project advisory board over the last two years helping to populate focus groups and survey participants as well as offering advice throughout the process. The following individuals participated in some or all of the advisory board meetings over the course of the study:

Shon Birch, City of Grand Junction Parks and Recreation

Rob Bleiberg, Mesa Land Trust

Sarah Brooks, City of Palisade Parks and Recreation

Libby Collins, Mesa Land Trust

Rob Cook, Fruita Parks and Recreation

Teresa Coons, John T. McConnell Math and Science Center

Lisa Eckert, National Park Service, Colorado National Monument

Aaron Fero, Colorado Parks and Wildlife

Keith Fife, Mesa County

William Findlay, Western Colorado Pediatrics

Amy Gallagher, Mind Springs Health

Janet Gardner, Grand Valley Zoological Quest/The Children's Nature Center

Dave Grossman, Grand Valley Trails Alliance

Travis Haldeman, Mesa County Parks

Trent Hollister, Colorado State Extension Office, 4-H

Anne Janik, U.S. Forest Service, Grand Mesa, Uncompahgre, and Gunnison National Forests

Teri LeFebre, School District 51

Susan Longest, Grand Valley Audubon Society

Ron Lunsford, Colorado Discover Ability

Derek Lynch, Cabela's

Frank McGee, Colorado Parks and Wildlife

Trina Romero, Colorado Parks and Wildlife

Steve Smith, City of Grand Junction

Jim Spehar, Sportsmen's Roundtable CPW

Kathleen Tadvic, Colorado Parks and Wildlife

Lauren Truitt, Cabela's

Frank Watt, City of Palisade, Riverfront Commission

EXECUTIVE SUMMARY

GOAL OF THE STUDY

Pathways to Nature is a project that uses surveys, focus groups, and community meetings to collect data about Mesa County residents' perceptions and barriers regarding access to nature in order to determine ways to improve outdoor access in the community. Outdoor activity provides healthy physical and psychological benefits to individuals, and Mesa County's abundance of outdoor recreational sites makes it a perfect location to foster a culture of outdoor awareness and activity.

The motivation for this project is Mesa County Health Department's interest in getting children and families more active in the outdoors. The project was funded by Great Outdoors Colorado (GOCO), and the Mesa County Health Department began the study by issuing a community survey and beginning an outdoor inventory review in late 2014. In the summer of 2015, the Mesa County Health Department partnered with a team of Colorado Mesa University professors to conduct focus groups, community meetings, complete the community survey, and complete the report.

Public participation is central to this study, and all surveys were focused on getting as many participants as possible to be a part of the study in order to ensure a composition that closely matches the demographics of Mesa County. Several surveys were developed to not only understand the needs and perceptions of the community, but also of outdoor/nature program providers, teachers, and youth providers. In order to get a diverse set of responses, a combination of surveys, focus groups, and public meetings took place, and the responses and data were collected in order to write this report. These surveys included:

- 1) County-Wide Community Survey
- 2) Community Meetings
- 3) Focus Groups (6), including underrepresented groups and teachers
- 4) Outdoor and Nature Program Survey
- 5) Youth/Family Provider Survey
- 6) Facilities Inventory



SUMMARY OF FINDINGS

The summary of findings section summarizes the barriers and results from sections 5 and 6. For the full details of the perceptions, barriers, and recommendations, turn to those sections.

The primary challenge for connecting with nature is the time it takes to go outdoors. Residents of all income levels struggle to find time to go outdoors. Residents of Palisade and the Redlands as well as single parents are all inhibited by time.

Cost is also a determining factor in going outdoors. Outdoor activity can be expensive, especially in the winter. Purchasing equipment, paying for transportation, paying park fees and other related costs put a strain on low-income residents and their ability to experience the outdoors.

Transportation is an important issue for residents as well as providers. Residents find transportation costly (especially low-income residents), and some residents do not have a car and rely on public transportation, which does not adequately provide transportation to outdoor recreation locations. Teachers and nature providers cannot take kids out as often as they prefer, because they do not have adequate access to transportation such as buses or vans that accommodate large groups.



Technology is not seen by residents as a hindrance to outdoor activities, in fact, many participants had suggestions as to how they could enhance their outdoor access with the help of technology.

Safety was ranked as a very important issue, specifically the safety of local parks, school yards, and playgrounds. Clifton residents had the strongest concern about this, and parents in the area expressed they were reluctant to let their kids spend time outdoors due to concerns about crime at playgrounds.

Many residents are unable to access outdoor areas because of the proximity of their residence to an outdoor recreation site. Transportation is an issue for many residents because they simply do not have access to transportation. Residents in Palisade and Fruita especially found the location of outdoor amenities inconvenient.

Lack of facilities such as bathrooms, sinks, or washrooms are also a barrier to outdoor access. Parents with small children need somewhere to take them or to change infants, and are afraid to venture outdoors without access to these facilities.

There are distinctive cultural barriers to outdoor access. Participants in this study whom are non-white individuals and Spanish speakers perceive less of a connection to nature than white individuals. Non-whites also have a higher perception of risks for their children outdoors. In addition to this, cost and transportation are more important issues for non-whites. There is already an attempt to bridge the culture gap, and nature program providers noted their strong attempts to recruit different cultures to their programs.



There is a large difference between the levels of awareness of outdoor activities between different age groups. Young people are much less aware of what activities exist in Mesa County.

Awareness of programs, activities, and outdoor locations in which to recreate was a clear barrier to residents, which raises questions

about how providers are disseminating information and how residents are trying to find it. There seems to be a lack of advertising from nature providers in general, which may be contributing to the lack of information that residents and youth and family providers have about existing programs. Advertising costs money, and one of the barriers listed by providers is a shortage of funds.

SUMMARY OF RECOMMENDATIONS

The following is a list of the recommendations that appear in section 6 of this report. Note that these recommendations are by no means universal, they are suggestions based upon the analysis of the report. Recommendations include suggestions from the authors, survey respondents, focus group participants, community meeting participants, and advisory board members of the Pathways to Nature report. Each policymaker, organization, or interest group needs to analyze each recommendation carefully and decide for themselves if given their own constraints, research, and organizational goals if these recommendations are feasible or not. Each

interested group may read this report and develop their own recommendations based upon the analysis and results presented in the subsequent sections.

Outdoor Programs

Outdoor programs provide both recreational services and access, and are vital to getting children outdoors. The first theme from the report is that outdoor programs can benefit from enhancing and adding to the programs that are offered. The second theme is that connecting with providers, including schools and early childhood programs, is important to bridging the gap that exists



between these entities and nature providers. Below are several specific suggestions as to how outdoor program providers help alleviate some of the barriers and gaps found in this report.

- Offer more winter programs.
- Outdoor programs should help create awareness by advertising via websites or posting opportunities on a central website (discussed below).
- Offer more outdoor programs that allow parents with very young children to attend.
- Provide programs that target and appeal to teenagers, this will help reduce the age gap.
- Continue to reach out to the underserved, and incorporate appropriate marketing techniques to reach diverse audiences (including ethnicity, race, age, culture, etc.).
- Consider transportation funding for youth/family programs, different communities, and schools to improve accessibility to outdoor sites. One suggestion would be a shared bus that can pick up participants for several outdoor programs.
- A summit with early childhood programs should take place, with the goal of determining what programs match the goals of youth/family providers. Offering consistent, safe, accessible programs on a consistent basis may appeal to both parties.

Improve Accessibility

Problems with accessibility was a common theme throughout this study. This was especially true for low income residents and minority residents. The findings were consistent in the

community survey, focus groups, and community meetings. Below are suggestions for improving access to outdoor activities for Mesa County residents.

- Location or proximity was rated as the second most important barrier in the community survey. Clifton and Orchard Mesa need more parks and open spaces that are closer to low income residents. This can be accomplished by incorporating greenspace into existing properties or creating new parks. Another solutions is to evaluate and potentially create more sidewalks, pathways, safe road crossings, or public transportation routes to provide safer access for families to public areas.
- Focus park building on the underserved.
- Plan for integrating new communities with outdoor greenspace/walkways/parks.
- Utilize open space to create greenways for current communities.
- Create more parks in Clifton and Orchard Mesa, the two areas with the lowest scores for accessibility.
- Build more water parks near residential areas.
- Improve transportation options by providing busses and shuttles to outdoor recreation areas.
- Allow discounted entrance to recreation destinations for low income residents, or consider offering free first time entrance.

Improve Awareness

Despite the obvious beauty of the valley, many Mesa County residents report being unaware of opportunities to get outdoors, and desire more information about activities, safety, and facilities. The following are suggestions to help improve awareness for Mesa County residents.

- Create a webpage that provides all possible outdoor activities and their relevant amenities (bathrooms, child safe, etc.). A form of this exists on Health Mesa County's website, the surveys and focus groups indicate that there is a lack of awareness of the resource. The website can be improved, revamped, better advertised, or relaunched to create needed awareness of the site. An example template is "GetOutdoorsColorado.org."
- To help bridge the culture gap, this site should also have a Spanish translation. The website should have expected safe age range and facilities list for each activity to provide parents with information about the safety of each activity

- The webpage mentioned above should have links to all various agency websites. Webpage managers need to ensure that the site comes up when people search for outdoor activities in Mesa County. The website should be configured for multiple devices, as many people search on their phones or non-traditional personal computers.
- Outdoor sites that are difficult for young, old, or disabled should be labeled as such.
- Create more awareness for, or expand on programs such as the Outdoor Heritage Days in Fruita. This allows families to demo equipment, learn of outdoor hobbies, and investigate and network with outdoor enthusiasts for free. More of these demo type events should be offered in city parks or near public transportation routes so families constrained by the cost of transportation can participate.
- Focus groups suggested improving access for kids with disabilities. This can mean a couple of things: More trails or activities that allow parking very near to the access point, or better information about what activities are safe for certain disabilities. Additional meetings with this particular population are needed to better understand the challenges and potential solutions to these barriers to outdoor experiences.
- Incorporate technology into the outdoor experience. Since it is difficult to remove kids from technology, create an app that provides information or challenges on outdoor experiences. For example, Mesa County Library has an Outdoor Adventures e-resource (<http://guides.mesacountylibraries.org/outdoors>). This resource could be expanded and more visible and accessible by a larger portion of the Mesa County population.

Help Alleviate Cost

Cost is an important barrier for many Mesa County residents, and was a theme in the community survey, the focus groups, and the community meetings. Below are several suggestions to help alleviate cost:

- Expanded public bus routes to include recreation sites.
- Create an awareness of existing programs that reduce fees for low income residents (such as free days for State and National Parks, or library pass for Parks), or create more programs that reduce fees for low income residents. Reduced fees in public lands for low income residents to visit.
- An equipment exchange that allows discounted or free equipment rentals for a short time period. This could be modeled on Colorado Mesa University's outdoor program.

- A further analysis should be conducted to determine the cost/benefits to expanding bus routes to go to public land areas, or highly desired recreation spots on the outskirts of the valley. This would help alleviate the transportation barrier for many residents.

School Programs

Schools play a vital role in both providing kids with outdoor opportunities and educating them about the importance of exercise, outdoor activity, and stewardship of the land. Teachers reported a specific set of problems that illustrated clear gaps to be addressed. Below are suggestions to improve outdoor access for kids that relate to schools.

- Create park and open space in or next to all schools in Mesa County.
- Investigate options for travel resources.
- Partner with outdoor programs to provide outdoor activity training for teachers. Examples of successful partnerships include Teaching Environmental Science Naturally, National Fishing in the Schools Program, and National Archery in the Schools Program.
- There is an age gap in terms of awareness of places to go outdoors, which indicates that there is room for improvement with outdoor education at the school level. Outdoor activities should be better incorporated into the school system, or at least better education of the benefits of outdoor activities. Since the school system is constrained by cost in offering outdoor activities, one way to improve children's (and their parents) interest in outdoor activity is to provide incentives. A business partner program that encourages kids to visit several important outdoor recreation sites with their families or friends, with the reward being the local business offers something to the student. For example, Pizza Hut "Book It" program offers free pizzas for kids who reach certain reading goals. A similar program could be implemented for outdoor activity in Mesa County. This would create incentives for kids, an opportunity to get local businesses involved in helping kids get outdoors, and not cost anything but administrative time for schools.
- Integrate outdoor learning into school curricula.
- Develop an outdoor activity kit and field equipment to use with specific activities and at different sites.
- Investigate, cooperate, and coordinate with the Colorado Environmental Education Plan passed by the Colorado legislature in 2012. The plan has the following goals:¹

¹ For more information, visit www.cae.org/colorado-environmental-education-plan

- Restore and increase field experiences as part of the school curriculum.
- Improve state-wide access to existing environmental education programs and materials.
- Make connections with Colorado Academic Standards and 21st Century Skills to support classroom instruction.
- Create opportunities for enhanced and ongoing professional development of educators.
- The Colorado Environmental Plan offers resources, training guides, and partnership opportunities for schools and outdoor programs.
- Better inform and coordinate with parents to promote outdoor activities for children.
- Convene a summit of school administrators, local school boards, and nature providers to discuss ways that they can cooperate to improve outdoor access to children. Suggested agenda items include:
 - Summer Calendar: How the change in the school calendar has shortened summer, reduced attendance at a broad range of outdoor activities such as swimming pools, parks, community movie nights, concerts, playgrounds, campgrounds, etc.
 - Seasonal Labor: Many of the employees for outdoor providers rely on seasonal labor (High School students) and cannot offer services after school starts because of a lack of labor supply (swimming pools are a good example).
 - Connecting Outdoor Programs to Teachers: Teachers expressed the desire to participate in organized outdoor programs that are already established. This would alleviate several barriers such as outdoor training for teachers and concern about safety. Outdoor providers have outdoor training and should be trained in safety protocol.
 - Facilitate Working Partnerships: Parties involved in the summit can work together to create programs, facilitate education, or provide training for health awareness, outdoor education and safety, tips and tricks for recreation activities.

Parks

Parks are where many children get outdoor access, learn to play, and learn to appreciate the value of outdoor activity. Parks play a major role in the lives of families, especially families with younger kids. The following are suggestions as to how to improve parks:

- Focus groups suggested implementing a longer camping season. A potential suggestion is to provide campgrounds at lower elevations during the fall season.
- Residents mentioned that playground equipment was often too hot. To solve this problem, a survey of park inventory can be conducted to evaluate which parks may benefit from strategic landscaping (trees) or shade structures for particular pieces of equipment.
- There seems to be a lack of parks in areas with a high density of children, specifically in the East side of the Grand Valley. Policymakers might consider adding parks in these areas. Building small parks would help to alleviate the safety concerns that parents with small children have about taking them into open outdoor spaces.
- An analysis of crime data near parks indicates that the perception of crime in parks may be correct. Note that only crime data for Grand Junction is available on GIS. A more comprehensive crime analysis of parks should be performed to determine if resident perceptions about crime in parks is correct for all areas of Mesa County. A more comprehensive analysis would allow policymakers to potentially provide more safety options or police coverage in certain parks in the Grand Valley.



SECTION 1: PROJECT SCOPE AND BACKGROUND

Project Overview

This study was conducted for Mesa County, Colorado, to determine the gaps barriers to getting residents into nature, and provides recommendations for improving resident outdoor activity. The study is based off of “Plug in to Nature,” a project developed by Larimer County, Colorado, that determines effective ways to connect families and children in Larimer County with nature and the outdoors. The Larimer County project was a pilot project, and to the author’s knowledge this report is the second project of its kind in Colorado. The Mesa County project is titled “Pathways to Nature” and is designed specifically for Mesa County, Colorado. The goal of this report is the same as the Larimer County study: To determine effective ways to connect families and children with nature and the outdoors. The Mesa County project followed the valuable resource of the Larimer County report, changing and adding questions and sections as the authors’ saw fit.²

This project uses a variety of survey data, focus groups, public meetings, and Geographic Information System (GIS) tools to determine the perceptions of the community’s ability get outdoors, barriers to getting outdoors, and the opportunities (outdoor spaces) available for accessing nature. The report makes conclusions about how to get people in Mesa County more active in the outdoors.

Literature Review

Access to nature is more than just access to recreation. Access to nature provides direct and indirect health benefits, psychological benefits, social benefits, property value benefits, and other community benefits. As the world becomes more populated, more dense, and more busy, getting people to be active outdoors has become a topic for public health officials around the world.³ As part of this study, a literature review was performed, and many of the papers used are posted on the Healthy Mesa County website (<http://healthymesacounty.org/active-communities/reading-room>).

According to the Center for Disease Control and Prevention (CDC), only 25% of American adults get enough recommended physical activity, and 29% engage in no leisure-time physical

² The authors would like to acknowledge the help from Colorado Mesa University, GOCO, and Mesa County GIS department in helping to create this report

³ For a comprehensive literature review of the impact of outdoor access on health and wellbeing, see appendix A of Larimer County’s report

activity at all (Gies, 2006). Children need significantly more physical activity than adults. The CDC recommends that children between the age of 6 and 17 get at least 60 minutes of physical activity daily. Research indicates that only 27.1% of high school students get this much physical activity (CDC, 2015). There is strong evidence that indicates that being outside in natural surroundings may improve several aspects of health. Research shows particular benefits to children, as many child health problems can be mitigated through outdoor play, sports, and nature study (Godbey, 2009). The CDC reports that regular physical activity for young people can maintain healthy bone and muscle, and also helps to reduce the risk of developing obesity and chronic diseases such as diabetes, cardiovascular disease and colon cancer. It also reduces anxiety and depression, and has been shown to improve academic performance (CDC, 2015).

Psychological health is also vital to a person's wellbeing, and research shows that access to nature is an important part of mental health. It is well known by researchers that a lack of outdoor activity and access to nature can create feelings of discord and can create psychological distress (Grinde and Patil (2006)). Public spaces and outdoor access have been shown to reduce stress, and can calm both pedestrians and drivers (Harnik and Welle, 2011). Although indoor exercise has health benefits that can improve physical and mental health, research shows that outdoor physical activity, specifically outdoor physical activity that takes place in a natural environment, has additional psychological health benefits (Pretty et. al, 2007). Issues such as ADHD in children have been shown to be drastically reduced through consistent access to green outdoor settings (Kuo and Taylor, 2004).



Creating a connection to nature can have positive benefits on a person's future willingness to respect and take care of their natural environment. Cheng and Monroe (2012) illustrate that children's connection to nature, their experience in nature, and their perception of nature all positively influence their interest in caring for the environment. Nurturing a culture of outdoor activity creates citizens who are engaged and care about the environment and outdoor amenities. Children are much more likely to commit to environmental stewardship if they have experienced the environment firsthand (Cheng and Monroe, 2012).

Public officials have several different options to encourage more outdoor activity for their young community members. Potential solutions include an increase

in the number of parks and playgrounds, encourage or create access to already existing outdoor activities such as hiking, biking, etc., to create greenways, trails, or paths within existing neighborhood regions, or to design new neighborhoods to include these amenities. Before policymakers decide how to address the problem, it is important to understand different issues from the community and nature providers to see what barriers exist to getting people outdoors. The rest of this report is dedicated to identifying and exploring these gaps so that policymakers have the best information possible to help improve the lives of Mesa County citizens.

Project Area: Mesa County

The sheer geographic diversity of the landscape in Mesa County as well as local enthusiasm for outdoor activities makes this an interesting county in which to conduct this type of study. Mesa County is the eleventh largest county in Colorado by population, and includes the communities of Grand Junction, Fruita, Palisade, Carpenter, Clifton, Gateway, Loma, Mack, Mesa, Molina, Orchard Mesa, Plateau City, Redlands, De Beque, Collbran, Fruitvale, and Whitewater. The County consists of 3,309 square miles, of which approximately 72% is publicly owned and managed by Federal agencies such as the U.S. Forest Service, the National Park Service, and the Bureau of Land Management. There are also public lands managed by State and Local agencies such as Colorado

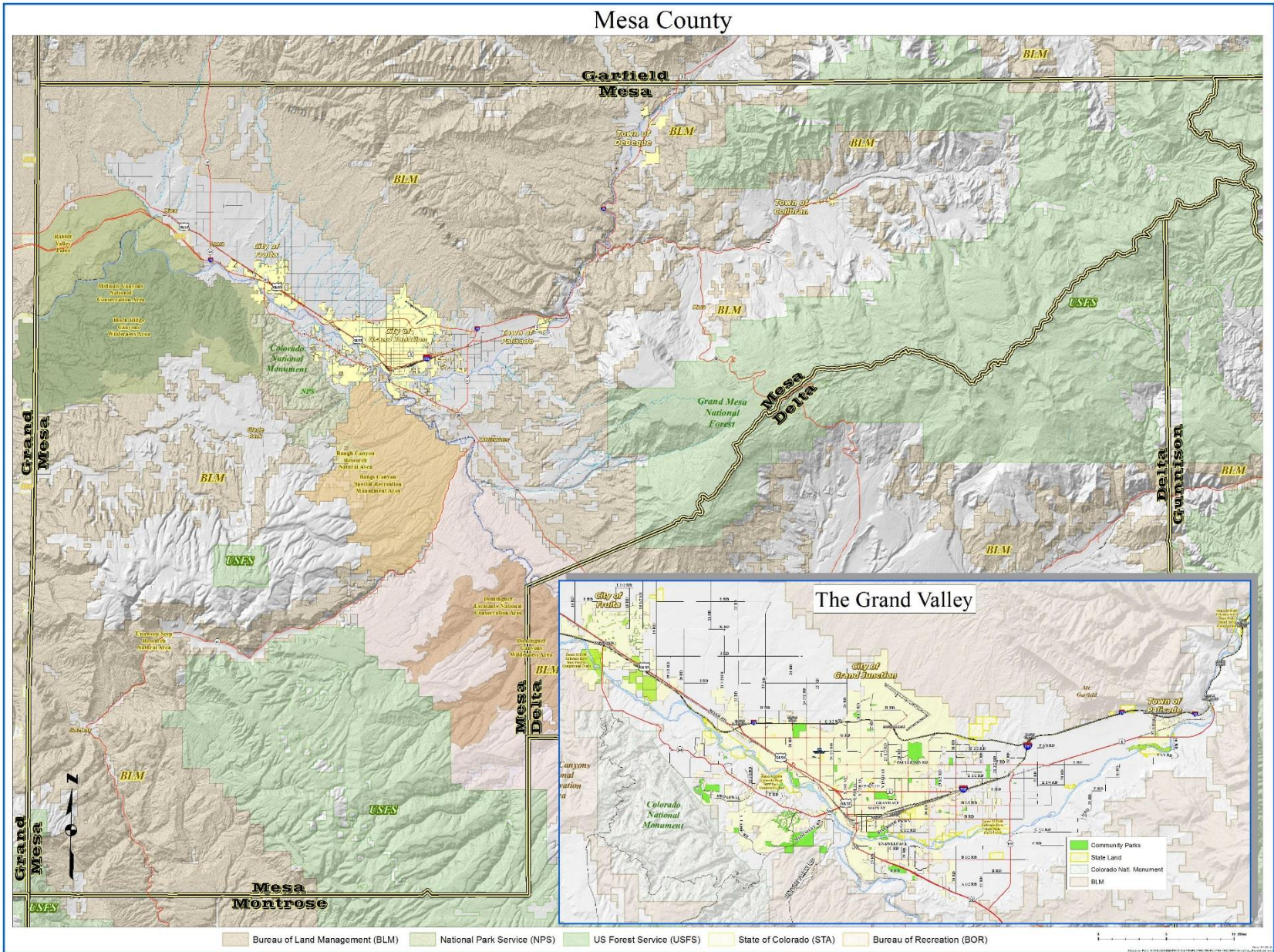


Parks and Wildlife, Cities of Grand Junction, Fruita, and Palisade, and Mesa County. Grand Junction, the County seat of Mesa County, is the largest city in Western Colorado.

The Grand Junction Area serves as the health care service provider center, the banking center, and the retail trade center for much of Western Colorado and parts of Eastern Utah.⁴ The Mesa County landscape is both diverse and unique. Mesa County is located in the Colorado River valley with the Colorado National Monument to the West and the Grand Mesa National Forest to the East, the Bookcliff Mountains to the North, the Uncompahgre Plateau to the South. Mesa County has high desert hiking and mountain biking, while an hour away in the Grand Mesa National Forest there is skiing and fishing in the mountains, as well as 200 lakes providing for a wide variety of outdoor activities. Map 1 illustrates the study area of Mesa County.

⁴ For more information about Mesa County visit www.mesacounty.us/aboutus

Map 1: Mesa County



Project Approach (Methodology)

The project began with a comprehensive literature review and a careful review of the Larimer County Plug in to Nature project. The motivation was the Mesa County Health Department's interest in getting children and families more active in the outdoors. The Mesa County Health Department began the study by issuing a community survey and beginning an outdoor inventory review in late 2014. The project was funded by Great Outdoors Colorado (GOCO), and in the summer of 2015 the Mesa County Health Department hired a team of Colorado Mesa University professors to conduct focus groups, community meetings, complete the community survey, and complete the report.

Like the Larimer County project, this project was community centered. Public participation was central to this study, and all surveys were focused on getting as many possible participants as would be willing to be a part of the study and a demographic composition that matches Mesa County as much as possible. Several surveys were developed to not only understand the needs and perceptions of the community, but also of outdoor/nature program providers, teachers, and youth providers. In order to get a diverse group of responses, a combination of surveys, focus groups, and public meetings took place and the responses and data were collected in order to write this report. These surveys included:

- 1) County-Wide Community Survey
- 2) Community Meetings
- 3) Focus Groups
- 4) Outdoor and Nature Program Survey
- 5) Youth/Family Provider Survey
- 6) Facilities Inventory

The following sections will cover these five points. Section 2 focuses on the public's perceptions and the biggest barriers they have to outdoor access. Section 3 covers the outdoor and nature program survey, as well as the youth/family provider surveys. Section 4 covers a GIS map analysis and a facilities inventory. Section 5 will discuss the barriers to outdoor activities covered in section 2 and 3. Section 6 will provide recommendations and conclude the report.

SECTION 2: RESIDENT OUTDOOR INTEREST, ACTIVITIES, BELIEFS, AND DESIRES

1) COMMUNITY SURVEY

The community survey is the largest part of this study, and yielded 642 completed surveys from Mesa County residents. The survey included a variety of questions about people's perceptions regarding their access to the outdoors, their interest in the outdoors, potential barriers to going outdoors, and solutions to these barriers. The survey matched the demographic makeup of Mesa County (see appendix A), which ensured a rich variety of answers from different race/ethnic groups, incomes, and locations within Mesa County.

Importance and Access to Outdoor Spaces

Mesa County residents were asked how often they participate in various outdoor activities. Hiking, wildlife viewing, walking/hiking on trails, visiting playgrounds, and visiting public lands



were the most frequent activities, whereas hunting, horseback riding, and rafting/boating were the least participated activities (see appendix A).

Figure 1 illustrates how important particular types of outdoor settings are to Mesa County residents and their families. Mountains rate the highest, followed by regional, state, or national parks, personal yards, and trails. The lowest scores included neighborhood natural areas and school yards. When the data are sorted by income, it becomes clear that relative to the average income, low-income residents highly value neighborhood natural areas as well as school yards, since in many low-income areas these are the only ways that children experience the outdoors (Table 1)⁵. Note that all income in this report is yearly income, and is abbreviated in the tables for space purposes.⁶

⁵ This survey was conducted with the following scale: Not at all important =1, Somewhat unimportant=2, Neutral=3, Somewhat important=4, Very Important=5

⁶ 0-\$25 is equal to 0-\$25,000 per year, \$25-\$50 is equal to \$25,001-\$50,000, \$50-\$75 is equal to \$50,001-\$75,000, \$75-\$100 is equal to \$75,001 to \$100,000, and over \$100 is equal to \$100,001 and above.

Table 1: How important is this type of setting as a place for your family to be in nature/outdoors (Average)?⁷

	White/Non-Hispanic	Non-White/Hispanic	\$0-\$25	\$25-\$50	\$50-\$75	\$75-\$100	Over \$100
Personal yard	4.66	4.59	4.86	4.62	4.46	4.56	4.71
Neighborhood natural area	4.27	4.19	4.43	4.31	4.12	3.72	4.00
School yard	3.94	4.05	4.86	4.69	3.89	4.08	4.10
Local park	4.48	4.44	4.86	4.69	4.27	4.48	4.43
Open space (undeveloped or natural lands)	4.35	4.04	4.86	4.54	3.74	4.00	4.05
Regional, state and national parks	4.64	4.44	5.00	4.69	4.30	4.60	4.67
Sports/Athletic field	3.93	4.17	4.43	4.31	3.85	4.16	4.00
Farm, ranch or garden	4.13	4.16	4.29	4.23	3.70	4.00	4.05
Trails	4.54	4.24	4.71	4.62	4.00	4.72	4.29
Lake, pond or reservoir	4.51	4.35	4.86	4.62	4.26	4.44	4.20
River or stream	4.55	4.34	5.00	4.46	4.30	4.44	4.38
Mountains	4.73	4.34	5.00	4.69	4.56	4.76	4.67

Table 2 illustrates the differences between attitudes in different locations.⁸ Although the results are largely similar, one interesting note is the results of Clifton. Clifton rates the highest in terms of the average importance of these outdoor amenities, and rates significantly higher on the importance of school yards, local parks, and sports/athletic fields. This may be explained by income as stated above, but can also be explained by the higher number of children reported by Clifton residents (see Table 3).

⁷ Note that race and culture are two different things. A person can be White and Hispanic, or Hispanic and non-White. This report uses the Census Department’s classification of race and culture, and in an attempt to evaluate the minority population of Mesa County combined non-White and Hispanic into one category.

⁸ Surveys were conducted with the following scale: Not acceptable =1, Poor=2, Fair=3, Good=4, Very Good=5.

Figure 1: How important is this type of setting as a place for your family to be in nature/outdoors (Average)?

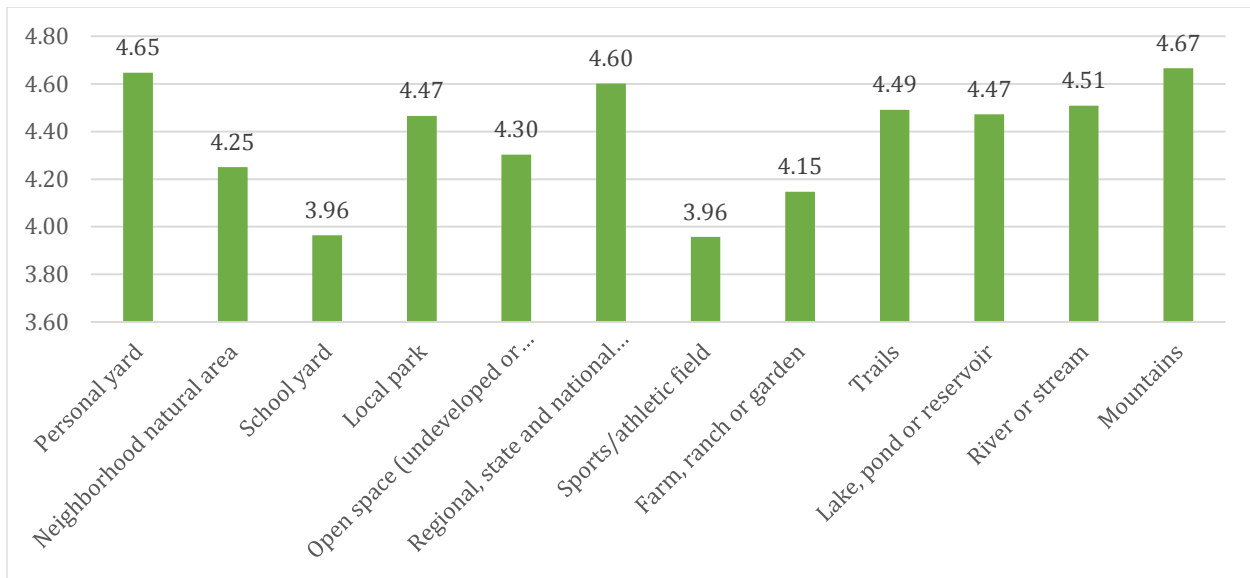


Table 2: How important is this type of setting as a place for your family to be in nature/outdoors (By location)

	Clifton	Fruita	Grand Junction	Redlands	Orchard Mesa	Palisade
Personal yard	4.65	4.45	4.68	4.65	4.64	4.66
Neighborhood natural area	4.33	4.23	4.21	4.23	4.10	4.55
School yard	4.44	3.86	4.03	3.90	3.74	3.91
Local park	4.73	4.46	4.49	4.33	4.38	4.66
Open space (undeveloped or natural lands)	4.52	4.25	4.21	4.33	4.38	4.55
Regional, state and national parks	4.77	4.49	4.56	4.58	4.64	4.82
Sports/athletic field	4.42	4.10	3.96	3.87	3.79	3.98
Farm, ranch or garden	4.46	4.05	4.04	3.94	4.26	4.45
Trails	4.56	4.44	4.49	4.56	4.36	4.77
Lake, pond or reservoir	4.65	4.43	4.38	4.58	4.54	4.64
River or stream	4.67	4.39	4.44	4.58	4.51	4.80
Mountains	4.67	4.58	4.65	4.71	4.67	4.80
Averages	<u>4.57</u>	<u>4.31</u>	<u>4.34</u>	<u>4.35</u>	<u>4.34</u>	<u>4.55</u>

Table 3: Number of Children (Average)

	Average # of children
Clifton	1.67
Fruita	1.15
Grand Junction	1.41
Redlands	1.32
Orchard Mesa	1.44
Palisade	0.75



Table 4: How would you rate the opportunities for your family to experience this type of setting in Mesa County?

	Average	Clifton	Fruita	Grand Junction	Orchard Mesa	Palisade	Redlands
Personal yard	4.35	4.04	4.45	4.31	4.26	4.45	4.43
Neighborhood natural area	3.77	3.73	3.87	3.70	3.28	4.09	3.88
School yard	3.87	3.83	3.78	3.94	3.61	3.86	3.76
Local park	4.14	4.08	4.11	4.18	3.82	4.35	4.08
Open space (undeveloped or natural lands)	4.02	3.79	4.06	3.97	3.82	4.18	4.29
Regional, state or national parks	4.41	4.25	4.31	4.40	4.44	4.43	4.65
Sports/athletic fields	4.03	4.02	4.06	4.05	4.03	3.80	4.10
Farm, ranch or garden	3.98	3.90	3.85	3.93	3.97	4.16	4.08
Trails	4.31	4.12	4.26	4.30	4.31	4.32	4.57
Lake, pond or reservoir	4.11	4.12	4.02	4.06	4.31	4.16	4.15
River or stream	4.31	4.25	4.16	4.28	4.33	4.45	4.45
Mountains	4.48	4.40	4.45	4.44	4.64	4.52	4.71

Table 4 illustrates how Mesa County residents view their access to various outdoor activities.⁹ Mesa County residents generally perceive neighborhood natural areas and school yards as areas that are more difficult to access than mountains and regional, state, or national parks. Particularly, Orchard Mesa (3.28) scored low on access to neighborhood natural areas, with Orchard Mesa also scoring low on opportunities to experience local parks (3.82).

Connection to Nature

The results of Table 5 illustrate that the average Mesa County resident has a strong connection with nature¹⁰. When broken down by race/ethnicity and education, the differences in Mesa County residents' connection to nature becomes clear. Non-Whites/Hispanics and non-



college graduates perceive less of a connection to nature than white/non-Hispanics and college graduates. This difference is accentuated when the data is sorted by native Spanish speakers. Compared to other groups, native Spanish speakers feel the most distant from nature, and nature makes them the most nervous. However, it should be noted that

their answer rates close to neutral on the survey scale. This difference exists despite the data illustrating that Hispanics/native Spanish speakers feel at ease in nature and feel a bond with nature at levels close to the comparable demographics.

⁹ This survey was conducted with the following scale: Not acceptable =1, Poor=2, Fair=3, Good=4, Very Good=5.

¹⁰ This survey was conducted with the following scale: Strongly Disagree =1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5.

Table 5: Please rate the extent to which you agree with the following statements based on how you feel today

	Average	White/Non-Hispanic	Non-White/Hispanic	College Graduate	Non-College Graduate	Native Spanish Speaking
I feel at ease when I spend time in nature	4.59	4.63	4.38	4.64	4.50	4.46
I feel distant from nature	1.90	1.83	2.23	1.78	2.08	3.03
I care about nature	4.64	4.68	4.44	4.71	4.55	4.43
I feel a bond with nature	4.31	4.35	4.14	4.38	4.19	4.00
Being in nature makes me feel nervous	1.48	1.40	1.85	1.37	1.64	2.54

Similar disconnects appear in the next question from the community survey. Figure 2 is very revealing about how certain Mesa County residents feel about families and children spending time in the outdoors. Almost all groups find that spending time in nature/outdoors provides benefits to children, with native Spanish speakers rating the lowest. This may be because of the next question regarding the risks to children in nature exceeding the benefits. Non-

whites/Hispanics score significantly higher on their perception of risks to children in the outdoors, and native Spanish speakers score significantly higher on this question, indicating real concern for minority residents regarding the safety of their children outdoors. Similarly, non-white/Hispanic and Spanish speaking residents indicate more reservation than the comparable populations in regards to the effort of getting kids outdoors not being worth the benefits. This is interesting, considering that almost all populations score the same on their desire to get their kids outdoors; in fact, non-white/Hispanic and Spanish speakers indicate more desire than the general population to get their kids outside. It is important to note that the questions that that seemed adverse to nature scored far lower across the board tending to “disagree,” while positive nature questions seemed to tend more towards “agree” on the rating scale.



Figure 2: Please rate the extent to which you agree with the following statements based on how you feel today

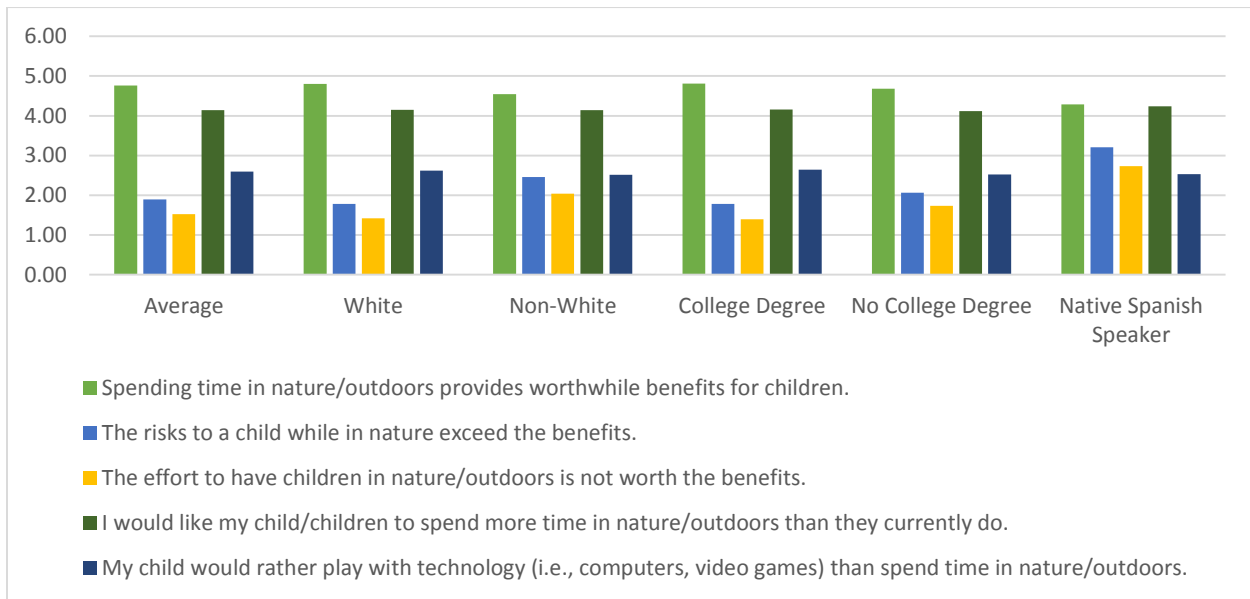


Table 6 shows the same question in figure 2 broken down by location¹¹. According to the U.S. census, approximately 25% of the Clifton population is non-white/Hispanic, so it should not be surprising that the results from Clifton resemble the results from the non-white/Hispanic population. From this information, it is clear that a distinct problem with kids accessing nature exists in Clifton.

Barriers to Nature

The rest of the community survey analysis focuses on barriers to people getting outdoors. Figures 3 and 4 illustrate survey results to the question about the effects on time, cost, transportation, and location on spending time outdoors.

The average Mesa County resident finds time a huge barrier to accessing nature, and ranks it as the top barrier of all of the options. Palisade and Redlands residents are particularly inhibited by time, as are high-income residents.

Mesa County residents find location the second-most important barrier to outdoor access. This includes the location of the outdoor recreation in relation to the resident’s home. Particularly, non-white/Hispanic residents rated location as a large concern. Palisade and Fruita residents rated

¹¹ This survey was conducted with the following scale: Strongly Disagree =1, Disagree=2, Neutral=3, Agree=4, Strongly Agree=5.

location as a high concern. Low-income residents rate location as a higher concern than high-income residents.

Table 6: Please rate the extent to which you agree with the following statements based on how you feel today (by location)

	Clifton	Fruita	Grand Junction	Orchard Mesa	Palisade	Redlands	Unincorporated
Spending time in nature/outdoors provides worthwhile benefits for children	4.75	4.62	4.81	4.78	4.71	4.86	4.70
The risks to a child while in nature exceed the benefits	2.42	1.98	1.86	1.78	1.60	1.69	1.84
The effort to have children in nature/outdoors is not worth the benefits	2.13	1.61	1.49	1.53	1.40	1.29	1.14
I would like my child/children to spend more time in nature/outdoors than they currently do	4.35	4.10	4.15	4.42	3.93	4.12	3.93
My child would rather play with technology (i.e., computers, video games) than spend time in nature/outdoors	2.65	2.78	2.52	2.67	2.69	2.47	2.64



The average Mesa County resident finds the cost of outdoor recreation to be somewhat influential in the decision to spend time outdoors. The survey results regarding cost changes drastically as income falls. The lower the income, the more prohibitive cost becomes. This is a theme in many of the community survey questions.

The average Mesa County resident finds transportation the least important of the four survey options, rating it as a minor influence. Non-white/Hispanic people find transportation more prohibitive than white/non-Hispanic, and Palisade, Clifton, and Fruita residents rate transportation a larger issue than other areas. The reason for this is not exactly clear, since many of the larger outdoor opportunities are located in these areas, especially Fruita. How residents rated transportation is directly related to their income. The lower the income, the more prohibitive transportation is.

Figure 3: Please indicate how much each of the following would influence your family's decision to spend time in nature/outdoors

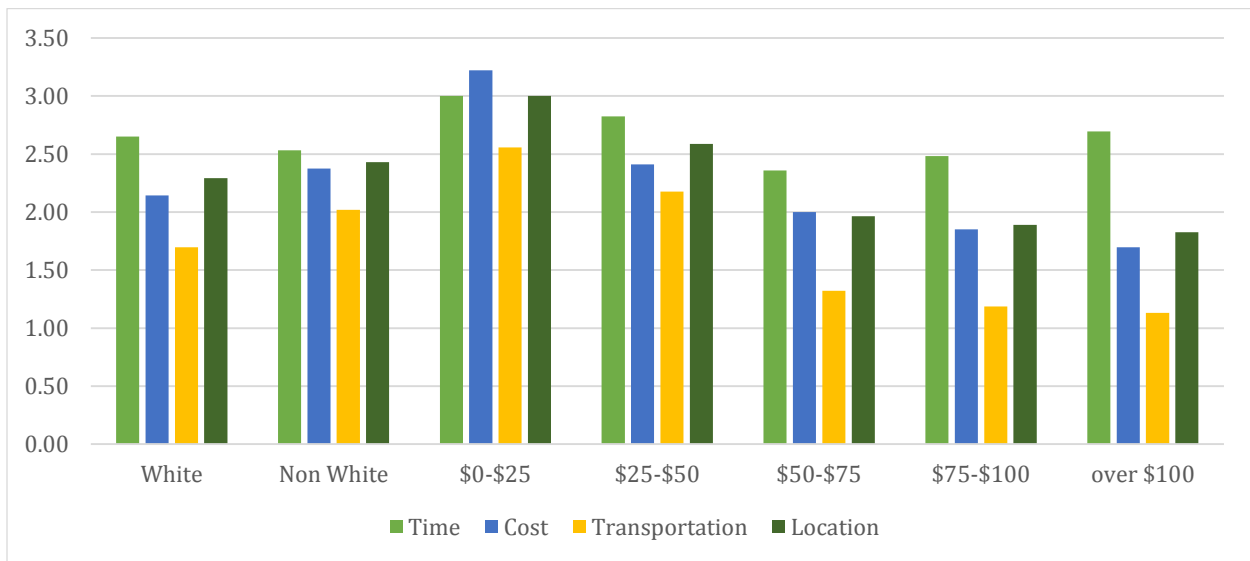
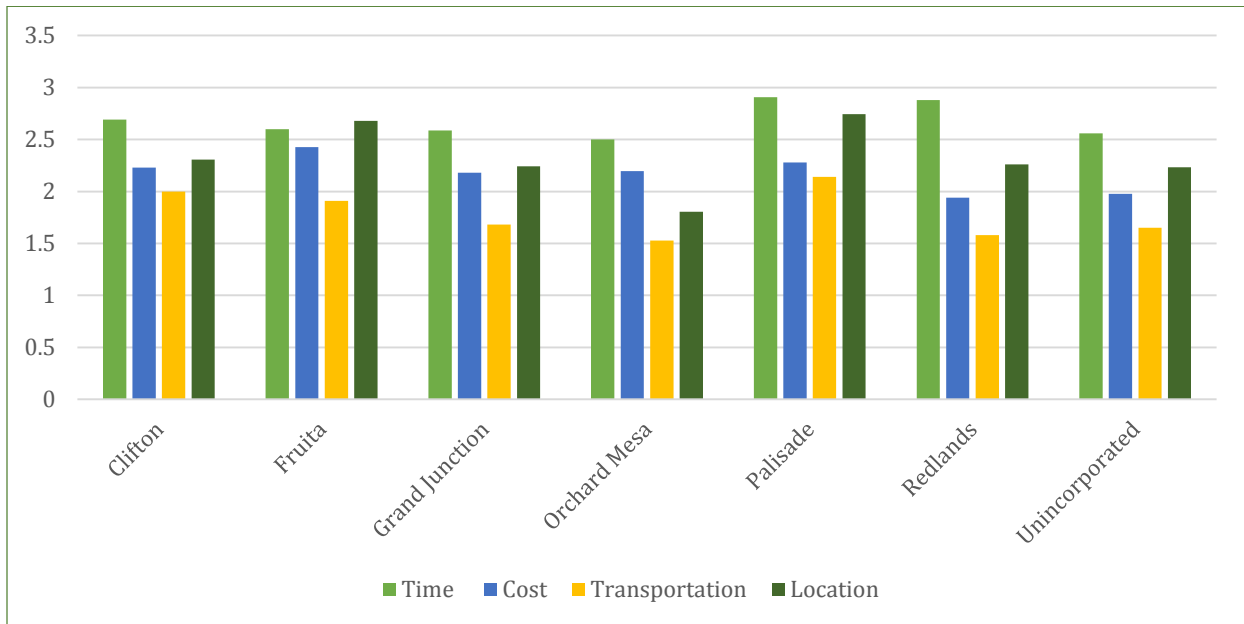


Figure 4: How would each of these influence your decision to spend time outdoors?



Tables 7 and 8 illustrate the results for second barrier question in the community survey. According to the community survey, the average Mesa County resident is relatively familiar with the places to spend time outdoors in Mesa County. Hispanics and Spanish speakers specifically are less aware than their demographic comparisons. Lower income residents are less familiar with outdoor activities. A stark contrast exists between younger Mesa County residents and older Mesa County residents and their level of familiarity of outdoor activities, awareness of programs, and comfort regarding meeting people of other cultures. This is graphically illustrated in Figure 5. Familiarity with places to spend time outdoors increases as a person gets older, as does awareness of programs to utilize.

Mesa County residents on average rate neutral on their awareness of outdoor programs to experience Mesa County. This is lower for Hispanic populations. Residents of Fruita and Orchard Mesa have the least awareness of outdoor programs. Similar to the question on outdoor places, there is a stark contrast of awareness for age with awareness of programs. In fact, Mesa County residents below the age of 30 are largely unaware of the outdoor programs offered.

Mesa County residents are unconcerned with meeting other people outdoors who do not share their culture. However, the concern increases for non-white/Hispanic residents, and almost double the County average for Spanish speakers. However, although the survey result is twice the average of Mesa County as a whole, it is still rated near or below neutral as a factor that affects their decision to go outdoors, indicating that this may be something that is relatively noticeable between groups but not a large barrier. Young people aged 13-20 scored higher than the average resident but were still rated at “disagree.”

The question “we would not attend a program if it was offered in a language different from the language we speak at home” attempts to determine if language is a barrier for programs. The average Mesa County resident scores neutral on this question. Hispanic and Spanish speakers score the lowest on this question, indicating that language is less of a barrier to Hispanics and Spanish speakers than non-Hispanics.

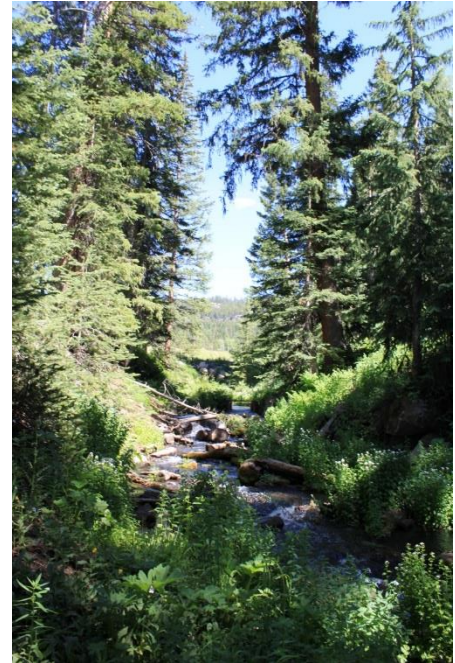


Table 7: Please rate the extent to which you agree with the following statements based on how you feel today (By race and ethnicity)

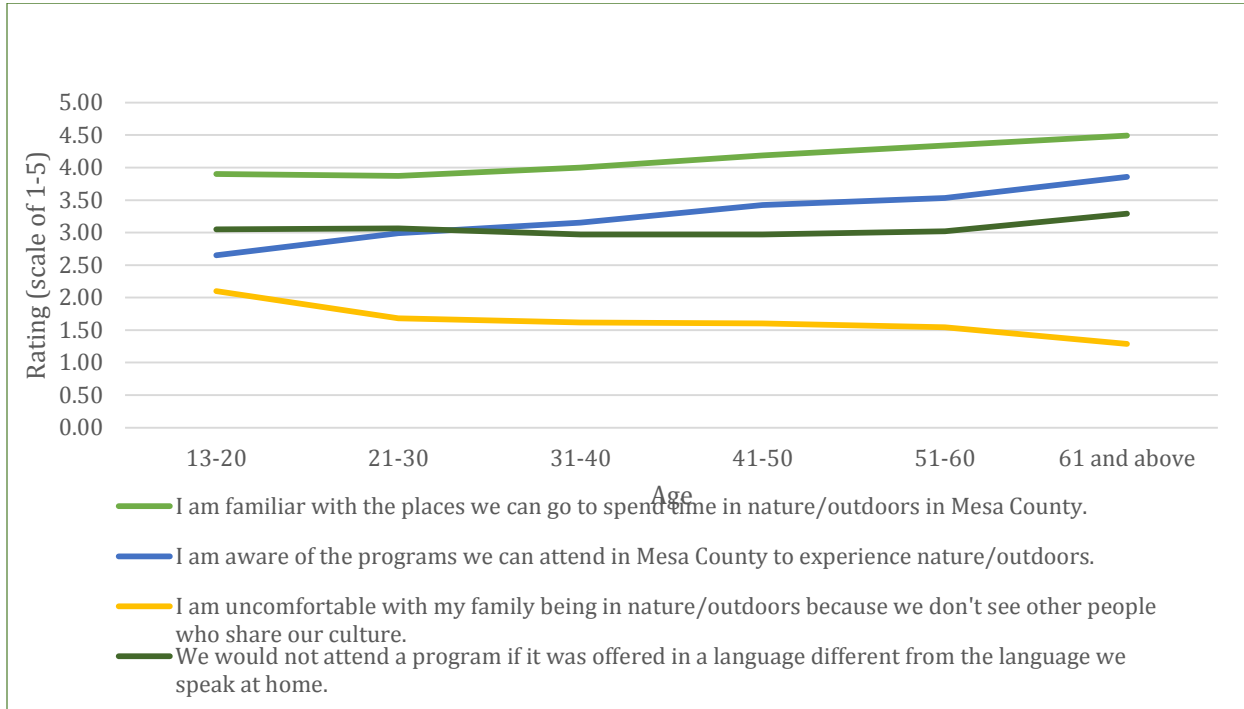
	Average	White/non-Hispanic	Hispanic	Non-White/non-Hispanic	Non-White	Spanish Speaker
I am familiar with the places we can go to spend time in nature/outdoors in Mesa County	4.12	4.15	3.86	4.42	3.97	3.80
I am aware of the programs we can attend in Mesa County to experience nature/outdoors	3.31	3.33	3.10	3.53	3.18	3.38
I am uncomfortable with my family being in nature/outdoors because we don't see other people who share our culture	1.60	1.45	2.41	2.00	2.33	2.86
We would not attend a program if it was offered in a language different from the language we speak at home	3.04	3.10	2.72	3.00	2.78	2.74

Table 8: Please rate the extent to which you agree with the following statements based on how you feel today (By age)

	13-20	21-30	31-40	41-50	51-60	61 and above
I am familiar with the places we can go to spend time in nature/outdoors in Mesa County	3.90	3.87	4.00	4.19	4.34	4.49
I am aware of the programs we can attend in Mesa County to experience nature/outdoors	2.65	2.99	3.15	3.42	3.53	3.86
I am uncomfortable with my family being in nature/outdoors because we don't see other people who share our culture	2.10	1.68	1.62	1.60	1.54	1.29

We would not attend a program if it was offered in a language different from the language we speak at home	3.05	3.06	2.97	2.97	3.02	3.29
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Figure 5: Please rate the extent to which you agree with the following statements based on how you feel today (By age)



COMMUNITY SURVEY CONCLUSIONS

Perceptions

- Hiking, wildlife viewing, walking/hiking on trails, visiting playgrounds, and visiting public lands are the most frequent activities, whereas hunting, horseback riding, and rafting/boating are the least participated activities.
- Mountains, regional/state/national parks, personal yard and trails are the most important outdoor settings to Mesa County residents.
- Clifton residents have a stronger desire for outdoor amenities, such as school yards, local parks, and sports athletic fields than comparable areas.
- Orchard Mesa, Grand Junction, and Clifton score comparatively lower on their perceived opportunities to experience natural settings.

- Mesa County residents as a whole feel a strong connection with nature.
- Non-Whites/Hispanics and non-college graduates perceive less of a connection to nature than white/non-Hispanics and college graduates. Native Spanish speakers feel the most distant from nature, and nature makes them the most nervous.
- Non-white/Hispanics score significantly higher on their perception of risks to children in the outdoors, and native Spanish speakers score alarmingly high on this question, indicating real concern for minority residents regarding the safety of their children outdoors.

Barriers

- The average Mesa County resident finds time a huge barrier to accessing nature, and ranks it highest in terms of barriers to outdoor access. Palisade and Redlands residents are particularly inhibited by time, as are high-income residents.
- Location or proximity to outdoor activity access is the second most important barrier. Non-white/Hispanic residents, as well as Palisade and Fruita residents rated location as a very important factor. Lower-income residents rated location as a larger concern than high-income residents.
- The average Mesa County resident is familiar with places to spend time outdoors in Mesa County. Hispanics, Spanish speakers, and low-income residents are less familiar with places to spend time outdoors.
- Young people are less aware of places to spend time outdoors in Mesa County.
- Income, race, and culture matter. Non-white/Hispanic and Spanish speakers have perceptions and barriers that prevent them from accessing the outdoors. Both very low- and very high-income earners have problems with time. Cost is an important barrier for low-income earners.

2) COMMUNITY MEETINGS

Two community meetings were hosted, one in Grand Junction at the Bookcliff Middle School, the other in the adjacent town of Fruita at the Fruita Community Center. In total 26 people participated in the two community meetings. The community survey discussed previously provides an overall picture of the County population's opinions. The intent of the community meetings was

to gather more specific recommendations from the public, and allow the public to express their thoughts and feelings in an open forum as opposed to a survey.

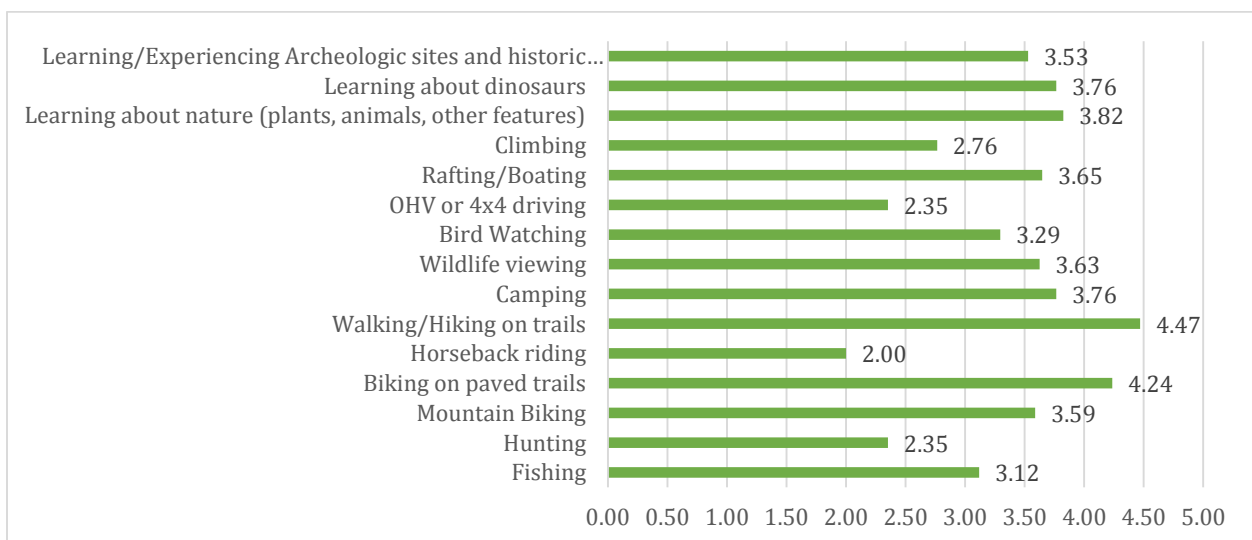
The community meetings consisted of two parts: The first was a general forum for discussion where the researchers tried to understand the barriers to outdoor access as well as how important outdoor access was to the community. The second part of the meeting was a mapping exercise, where people were asked to illustrate several things on a map of Mesa County, such as their residence, where they spend most of their time outdoors, where their general barriers are, etc. The results of this were mapped in GIS (Geographic Information Systems) in Maps 2-5 and are discussed shortly.

In the community meetings, people had an opportunity not just to interact with the researchers, but with each other. Many people had open conversations about some of the barriers to getting outdoors, and the atmosphere was very open and discussion oriented. Summarized below are some of the biggest barriers to outdoor access that were discussed, what people think are the best opportunities to access the outdoors in Mesa County, and some of their solutions summarized as succinctly as possible.

Community Activity

Figure 6 illustrates an assessment of various outdoor activities and the awareness/activity level that Mesa County residents have, with 1 being not at all aware, and 5 being fully aware and actively participating in that activity with young people.

Figure 6: Awareness of Outdoor Activities



Trails, bike paths, dinosaur learning, and camping were all the most familiar to Mesa County residents, while horseback riding, OHV or off-road driving, and hunting locations were the least familiar to residents. The results of this question indicate that people have an awareness and are fairly active in certain outdoor activities.

The following were mentioned in the discussion and open question session as the best opportunities to get kids outdoors in Mesa County:

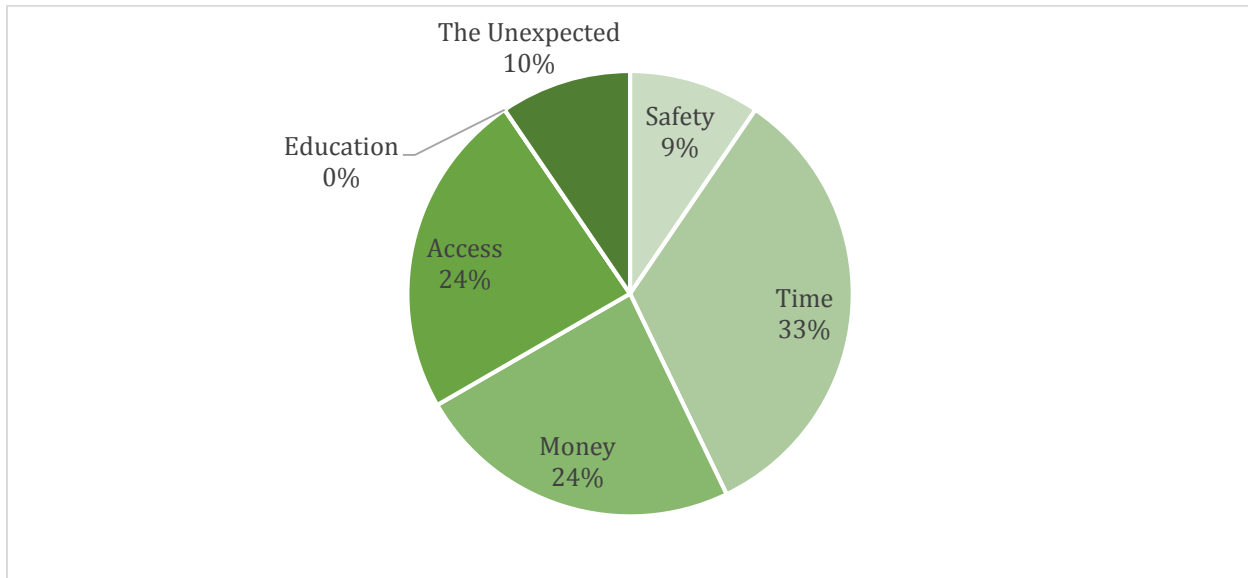
- Local, State, and National Parks
- Public lands
- Powderhorn Mountain Resort
- Local Hikes – Mica Mines, Trail Through Time
- Wildlife Areas
- Riverfront Trail – Bike Path
- Areas Where Children Can Run Freely
- Rec. Summer Programs
- More Local Organized Events Geared Towards Kids Interests
- School Sanctioned Fieldtrips
- 4th and 5th Grade Ski/Parks Passes
- Boy Scouts/Girl Scouts
- More Free Days @ State/National Parks
- Grand Mesa
- Youth Sports
- More Mentors/Advocates
- Colorado National Monument
- Accentuate the Health Aspects/Make It A Positive
- Outside Nature Challenges
- Neighborhood Exploration
- Unstructured Outside Play
- Gym Classes-Outside



Barriers to Outdoor Access

The most common barriers expressed in the community meetings are illustrated in figure 7.

Figure 7: The Most Common Barriers to Participants of the Community Meetings



Time was the biggest barrier, which is not surprising for this group of community members since their average household income was close to \$75,000 (see appendix). Money and access were two other important variables, with education, the unexpected, and safety rated by very few as important. Below are discussion and comments recorded regarding barriers to outdoor access:

- Access to outdoor activities is difficult for some parents due to lack of transportation or lack of time. Several parents mentioned that outdoor access was simply too far from their homes.
- Technological distractions were an issue for several residents. Phones, screens, and gadgets keep kids distracted and unable to detach in order to enjoy nature.
- Some parents were worried about safety, as some outdoor activities are dangerous for children. Some residents were worried about the legal liability of going into nature if someone got hurt. Help finding age-appropriate activities was mentioned by some parents.
- The need for proper equipment to facilitate outdoor access was an important theme of the community meetings. Residents spoke about their desire for an outdoor clearing house for recreational equipment.
- Both access and cost of equipment were mentioned as major barriers for many families.

- Some parents stressed the need for nature volunteers, or more outdoor provider programs that help parents get their children outdoors. Parents also wanted more training and awareness in order to experience the outdoors themselves.
- Lack of parental interest was cited as a major reason that others may not be interested in going outdoors.
- Single parents noted that having multiple jobs and the time it takes to prepare for activities restricts the amount of time they can spend outdoors.
- The cost of some outdoor activities was cited as a barrier, such as fees into parks, or buying appropriate gear.

Solutions Given by Participants

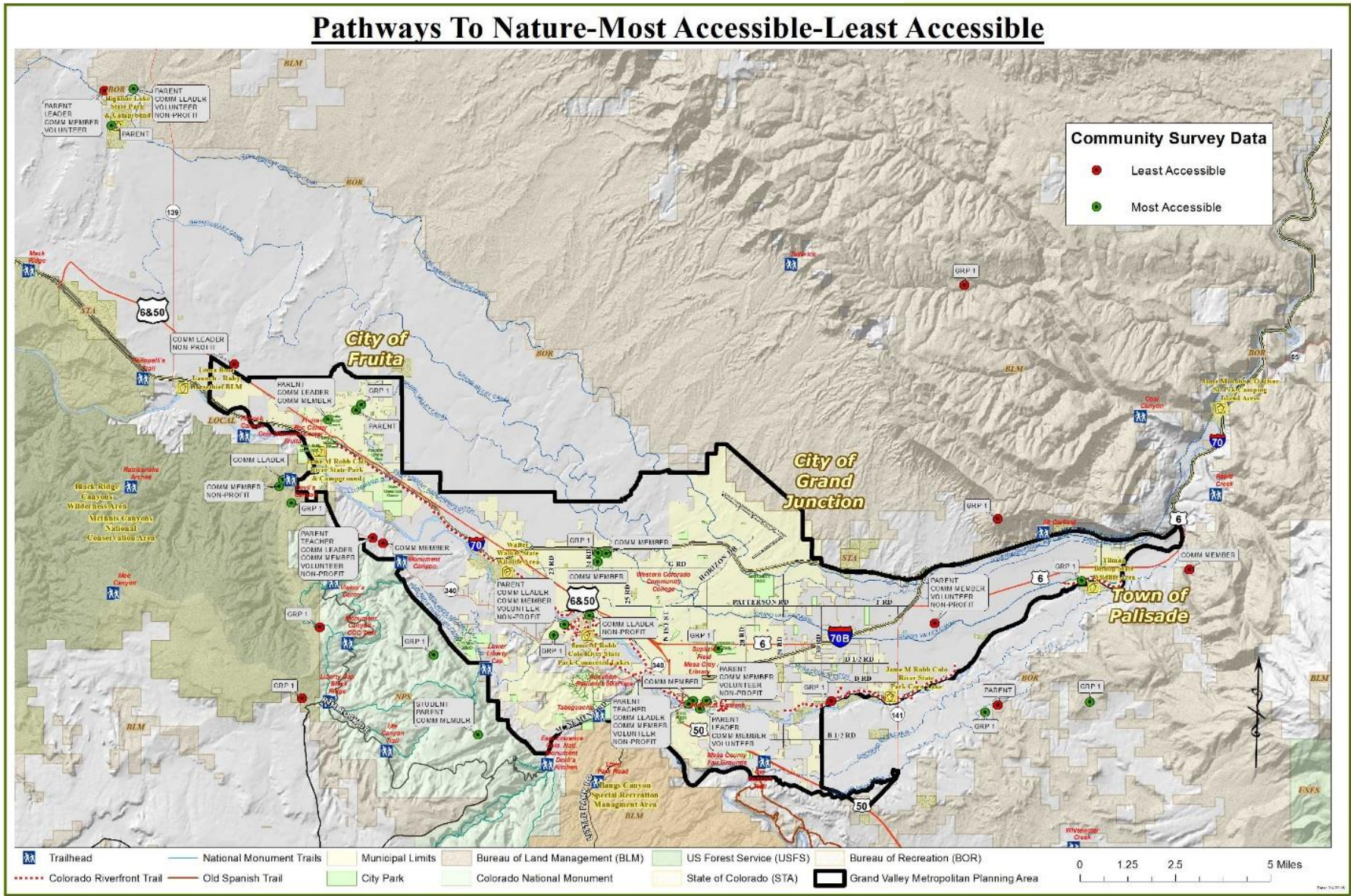
- Since technology is viewed as a barrier to many parents, some people presented the idea of trying to create apps, or to somehow incorporate the outdoor experience and technology. The idea is that kids may be able to use their phone to help them hike (such as using a map), or to learn new information about a location.
- Some parents suggested more free days at national and state parks.
- Focus groups suggested improving access for kids with disabilities. This can mean a couple of things: More trails or activities that allow parking very near to the access point, or better information about what activities are safe for certain disabilities. Additional meetings with this particular population are needed to better understand the challenges and potential solutions to these barriers to outdoor experiences.



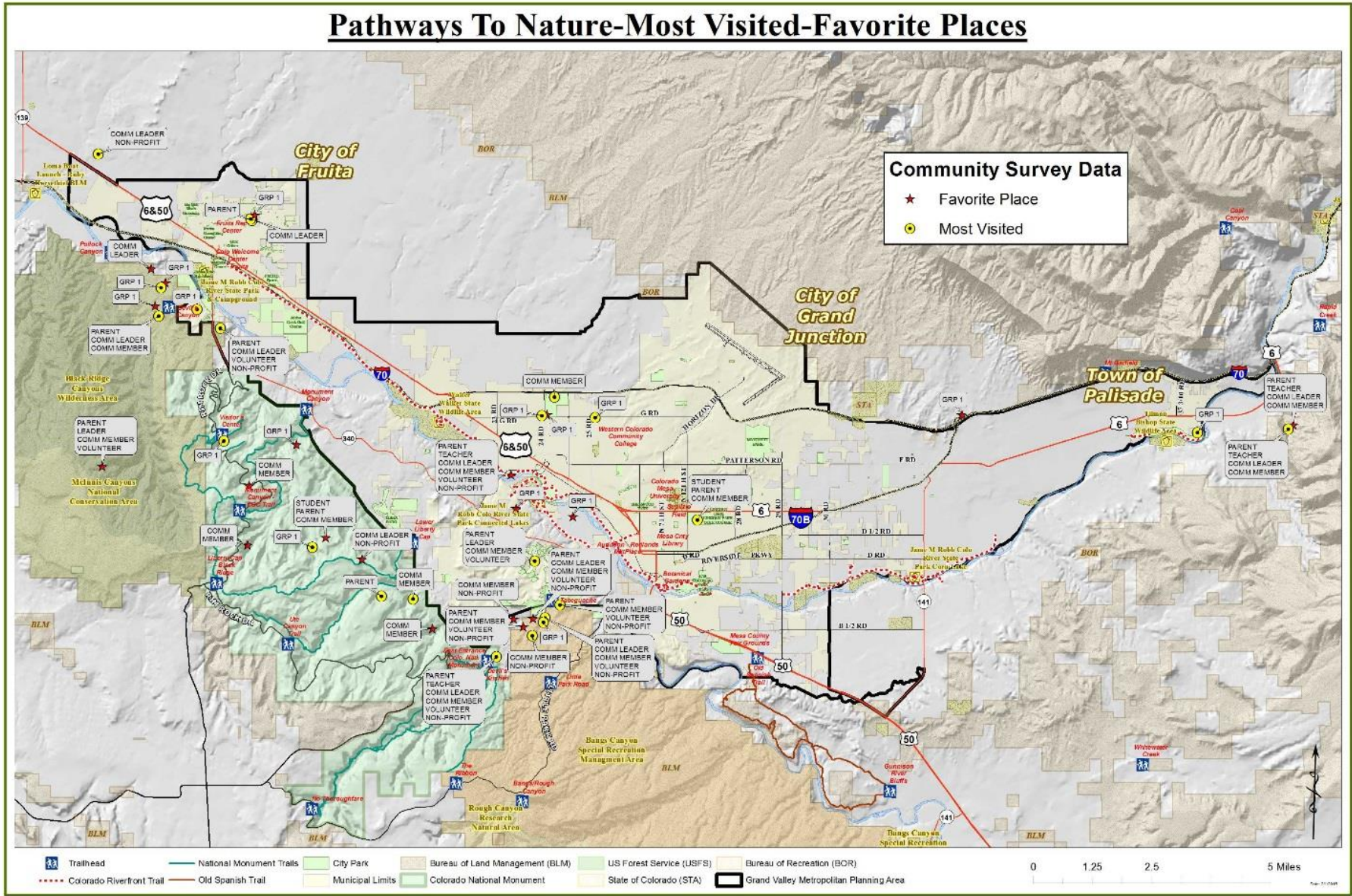
Mapping Exercise

During the Public Meetings at Bookcliff Middle School and the Fruita Recreation Center, participants were asked to select one or more roles that they have in affiliation with kids and public lands in Mesa County such as teacher, parent, interested community member, etc. These self-identified roles are listed on the maps below with arrows to where those individuals identified important places on the maps. They were then asked to place a single colored dot on a large wall map of Mesa County for each of several variables such as: areas on public lands that they think are most and least accessible for young people (Map 2); their favorite place to take young people outdoors, and the place they most frequently take young people outdoors (Map 3); and finally, places that need more attention or development such as educational opportunities for kids, or more information needed about a place, or recreational infrastructure development (Map 4). Some of these selections lie outside the main grand valley area, but are still in Mesa County, so they are plotted on map 5. These meetings were not randomly populated, so it would be difficult to generalize from these map location choices to the larger population to suggest these are the most important places on any category. However, the combination of roles and selections plotted on these maps indicate places that would benefit from more attention by planners and outdoor program providers. They offer a snapshot of some of the areas of interest to particular stakeholder groups. More work would need to be done to establish how salient these choices are to a broader audience, but this is a necessary first step to begin to see where one might concentrate their efforts at data collection in a more systematic way.

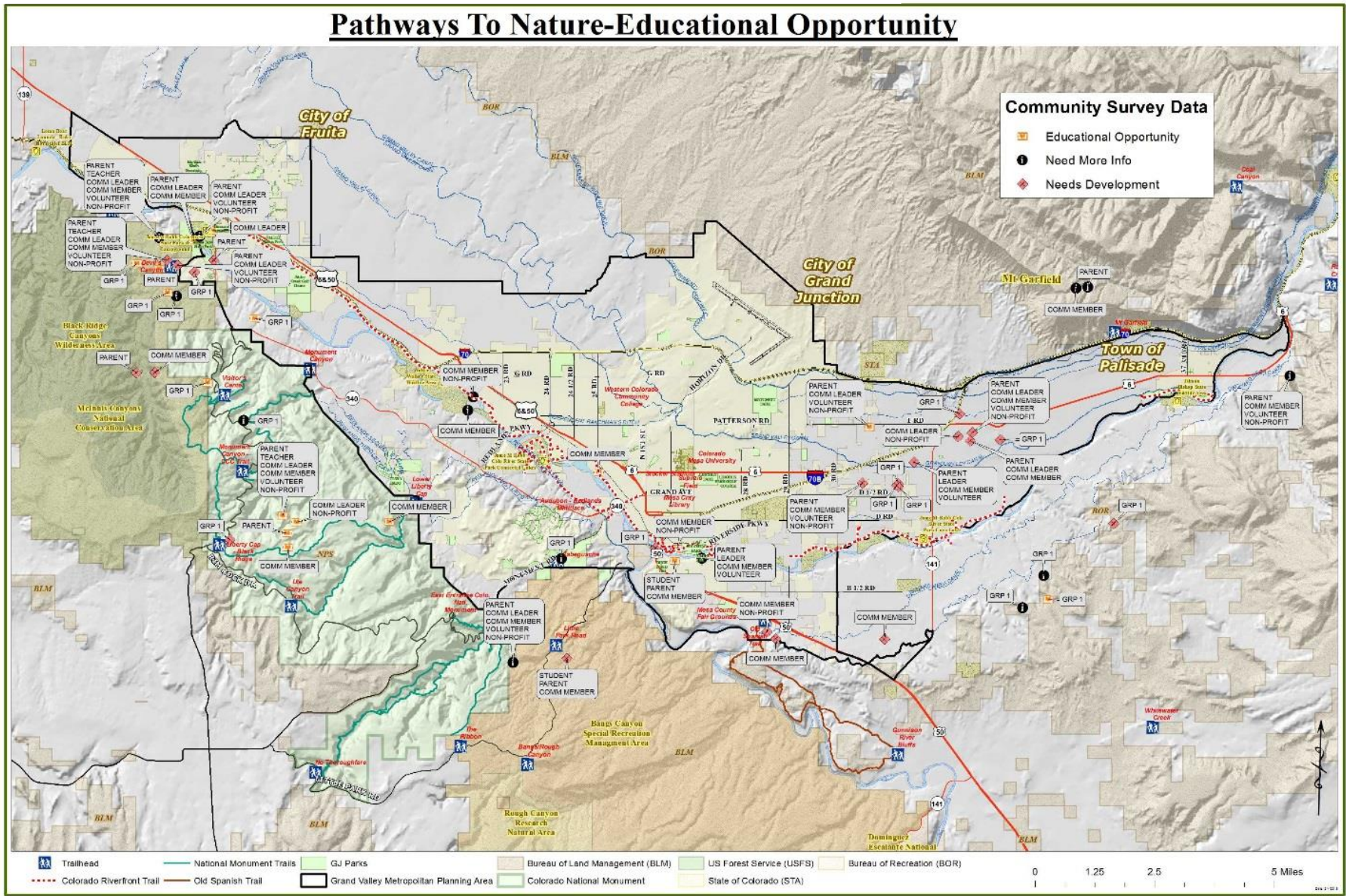
Map 2: Accessibility



Map 3: Visitation



Map 4: Educational Opportunities



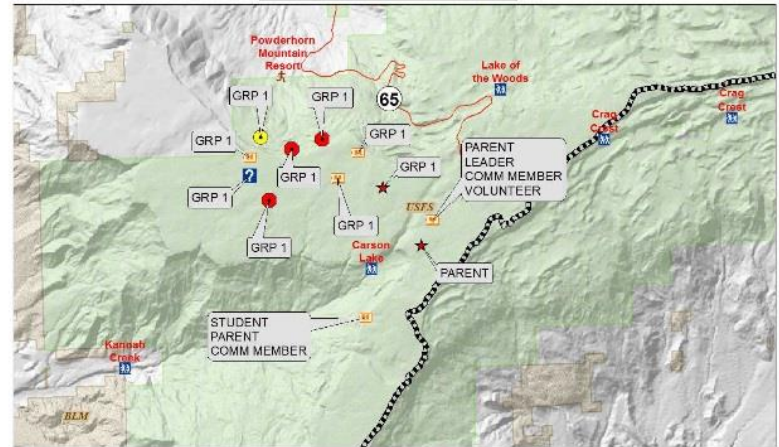
Map 5: Outlying Areas

Pathways To Nature-Outlying Areas

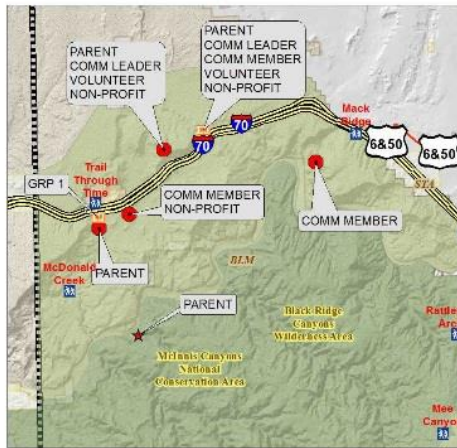
Northern Mesa County Area



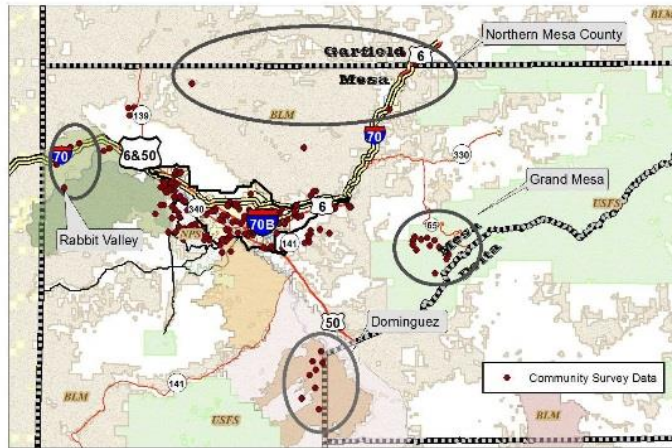
Grand Mesa Area



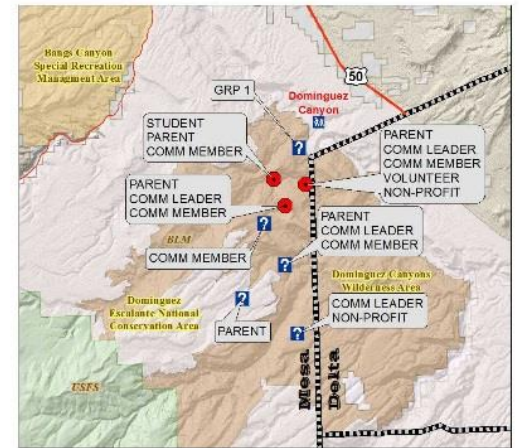
Rabbit Valley Area



Project Area



Dominguez Area



- | | | | |
|------------------------------|-------------------|--------------------|---------------------|
| Community Survey Data | ★ Favorite Place | ● Least Accessible | Ⓜ Need More Info |
| □ Educational Opportunity | ● Most Accessible | ● Most Visited | ◆ Needs Development |



3) FOCUS GROUPS, INCLUDING FOCUS GROUPS ON UNDERREPRESENTED GROUPS

Thirty nine people participated in 6 separate focus groups. The six focus groups were directed at getting feedback from specific geographic locations, as well as underrepresented groups. The theme of the six focus groups were:

- Clifton parents
- Orchard Mesa parents
- Single parents
- Colorado Mesa University Students
- Parents of Children with Disabilities
- Teachers in District 51

There were several common themes that emerged from the focus groups. These themes included both parents' perception of the benefits of outdoor activities, as well as the barriers preventing them from getting their families into the outdoors. These include the following:

Perception of Outdoor Recreation

- Parents were interested in outdoor activities that helped their children learn or taught them to respect nature.
- Parents appreciate that the outdoors get their children away from screen time.
- Parents understand that being outside helps children socially, physically, emotionally, and aids in their development.
- Parents understand how being outdoors creates comradery and teamwork in their adventures.



Barriers

- Safety is a concern for many parents. They would like to see more security at local parks/school playgrounds, including more police patrol or engagement in these areas. Clifton residents mentioned illegal activities and crime in public spaces that deterred them from using existing amenities such as parks or school grounds.

- Low-cost or free recreating was an important theme. Participants from all six focus groups were very clear that outdoor recreation is expensive, and money is tight. Cost of equipment and access was an important issue in each focus group.
- The proximity of activities to their homes was an important factor in deciding where and if people went outdoors. Parents preferred activities that were close, whereas older youth (college students) were not as concerned about distance, and in fact appreciated the appeal of distant activities.
- Lack of facilities/restrooms was important to parents with children.
- Families with more than one child worried about seasonal sicknesses (such as fall flu) with children, and noted that with multiple children during certain seasons someone is always sick and that makes recreating difficult.
- Weather plays a large role in the ability to experience the outdoors. There is less access for winter activities such as sledding, skiing, or other activities that require expensive gear. Rains and mosquitos are a barrier in the summer, especially for parents with children with disabilities. Summer heat also makes playground equipment too hot to use for many children.
- Time was mentioned several times in the focus groups, but single parents had a more specific problem with having the time to take their children outdoors.
- College students made clear that lack of outdoor access for their dog was a problem. Many trails, parks, and outdoor activities do not allow dogs.
- Teachers made it clear that getting children outdoors is difficult because of paperwork, rules, fear of liability, planning issues, and lack of transportation.
- Information was an issue, and many individuals mentioned they didn't know where to go to experience the outdoors safely. For instance, which trails are child friendly, and what activities are disability friendly? What sites have public restrooms? Note that this slightly contradicts the question from the community survey which asks if people are familiar with places to go outdoors in Mesa County. When asked, the population seemed to generally know where to go to recreate, but in the focus groups they seemed to lack specific information about recreation sites.
- Transportation to outdoor activities was an issue for many focus group participants. Public transportation to public spaces was mentioned in more than one focus group (currently, public transportation only goes downtown).

- The need to have access to equipment for youth sports. Many sports were beyond their economic means because of equipment costs. Opportunities for lower cost outdoor sports such as cross country running, soccer, etc.

In the focus groups, parents were asked to provide solutions to their barriers to outdoor access.

The following were common responses:

- Parents in Clifton and Orchard Mesa mentioned the desire for a water park, recreation center, or outside hands-on learning center activities in their local area.
- Equipment share, free tickets, discounts.
- Inexpensive public transit to outdoor activities, such as winter shuttles to Powderhorn or an expanded bus route to trailheads.
- Phone app with information on what activities there are, if they are child safe, disabled friend, dog friendly, and if they have public facilities.
- More programs and access to rent gear made available to the public.
- Longer camping season, lower camp fees.
- Playground equipment made of heat resistant materials so summer heat does not cause equipment to hurt children.
- College students held up the Colorado Mesa University Outdoor Programs (OP) office as a model of low cost access to shared equipment for outdoor recreation and exploration, as well as the guided trips around the landscape and around the world. Most of the participants were repeat participants in the outdoor program trips.



SECTION 3: NATURE/OUTDOOR PROVIDER SURVEY

1) OUTDOOR/NATURE PROVIDER SURVEY

Outdoor/Nature program providers were identified as agencies, organizations, or companies that have as part of their mission the goal of getting youth and families into nature. The project advisory board members were asked to help identify outdoor/nature providers and requests were made to participate. The survey was sent out by email using Survey Monkey. Some respondents requested a hard copy to fill out, and the results were inputted manually. The survey has 23 questions with 122 items. Table 20 in appendix D lists all 28 participants of the survey.

Audience Age Groups

Figure 8 illustrates cumulative program offerings by age. The only demographic that is significantly different is birth-5 years. This age group seems to have a lack of programs available.

Figure 8: Program Offerings (By age)

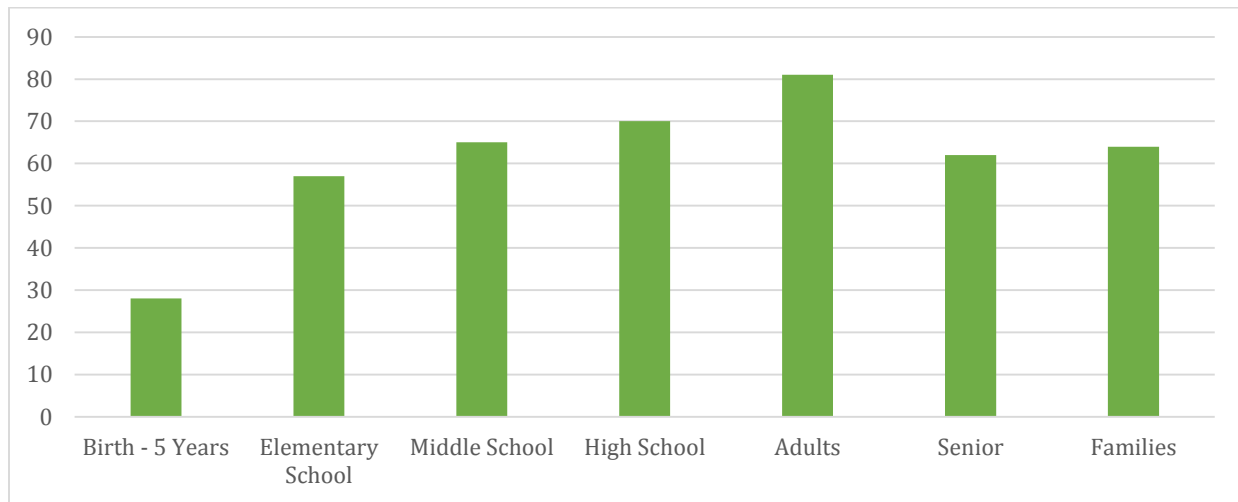
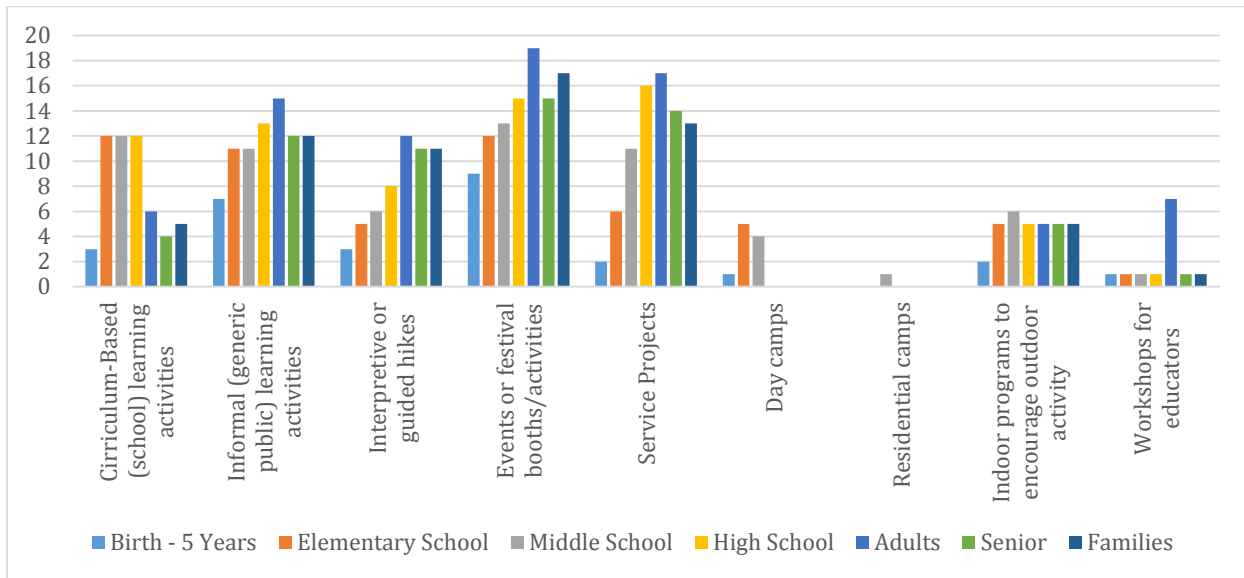


Figure 9 illustrates program offerings by age group. As seen above in Figure 8, birth-5 years are lower in almost every category.

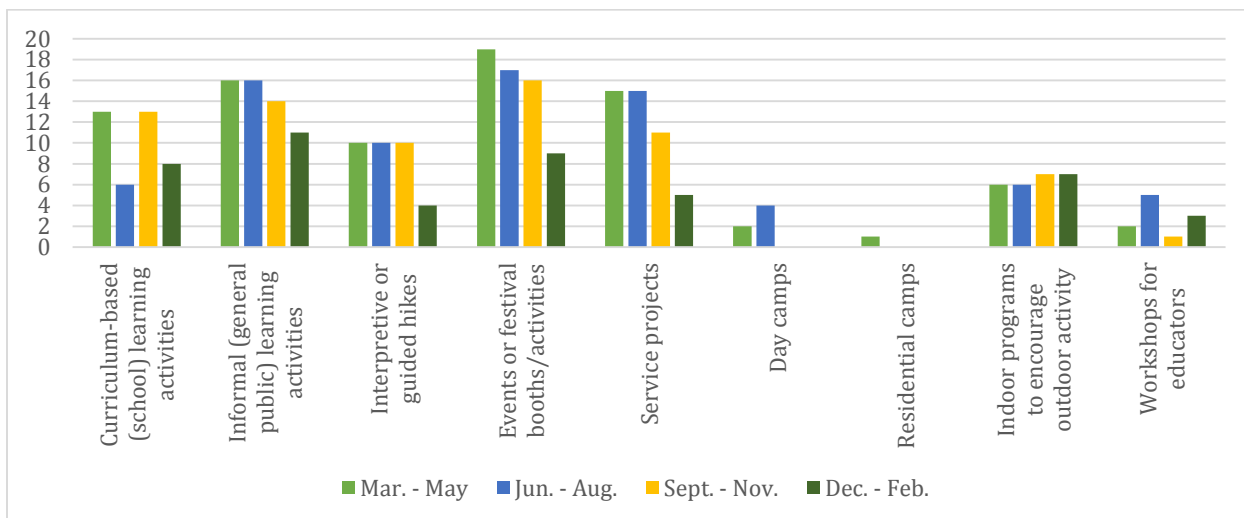
Figure 9: Types of Programs Offered (By age)



Program Seasonality

Figure 10 illustrates program offerings by time of year. There are a variety of programs offered, but there are significantly less programs offered during the winter months. There are relatively few day camps or residential camps offered, and few workshops for educators offered. When surveyed about fees for their programs, 17 out of 24 respondents said that they do not charge fees for their programs.

Figure 10: Types of programs offered (By time of year)



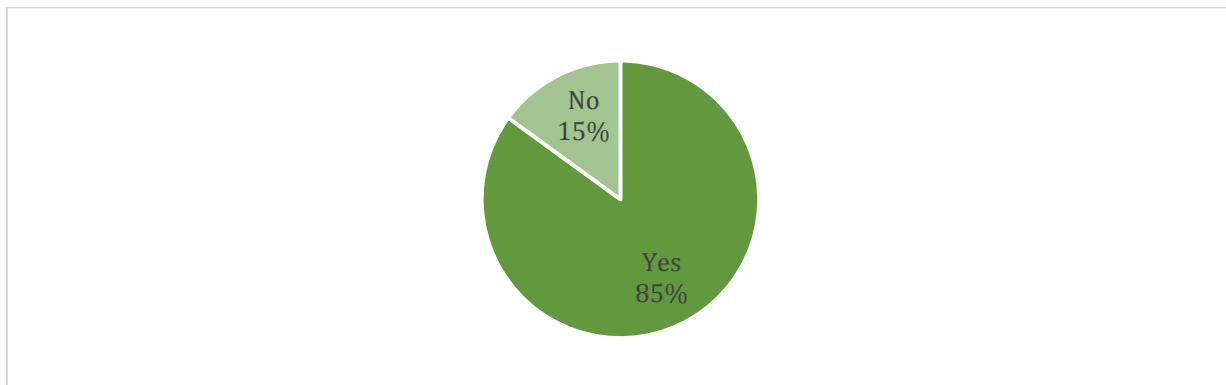
Underserved Populations

Outdoor/Nature providers were asked how they recruit and connect with underserved populations. Fifteen out of 24 respondents said they try to recruit or connect with underserved members of the population. Table 23 in Appendix D lists the open ended comments to the question. The comments make clear that outdoor/nature providers are making a distinct effort to connect with underserved members of the population, including low income and ethnic minorities.

Partnerships

Almost all organizations partner with other organizations to enhance their ability to provide outdoor recreation experiences. Figure 11 illustrates percentage of survey participants who have formed partnerships with other providers. Outdoor and nature program providers list the partners they work with to provide programming. Outdoor/nature providers indicated that 85% of them had some sort of partnership, with 50% having five or more partnerships. Partnerships help create awareness, provide resources, and can collaborate to improve the outdoor experience.

Figure 11: Do you partner with other nature related recreation or education organizations to deliver programs?

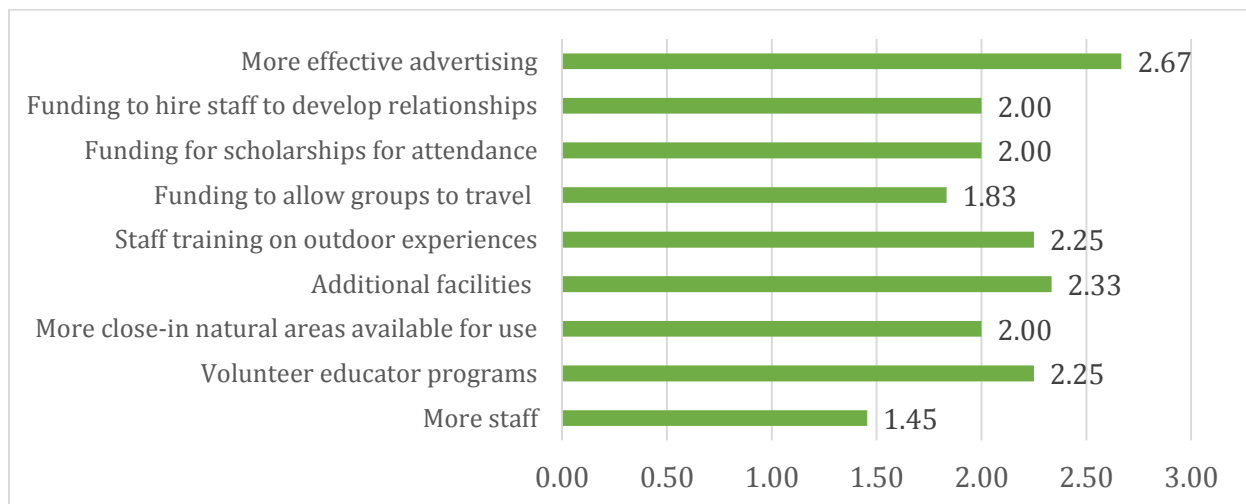


Gaps and Solutions

Figure 12 illustrates the response to the question “What would be the most effective way to help your organization increase the number and/or reach of its programs?” The question was answered with three multiple choice categories, 1st priority, 2nd priority, and 3rd priority. The responses were averaged, hence, the lower the number in Figure 12, the higher the priority for

outdoor/nature providers. More staff, funding to allow groups to travel, funding for scholarships for attendance, and funding to hire staff to develop relationships were the most important categories. The results indicate that cost and funding could improve nature/outdoor provider's ability to connect the community with the outdoors.

Figure 12: What would be the most effective way to help your organization increase the number and/or reach of its programs?



The analysis of this section can be summarized by the following:

Perception

- Most outdoor/nature providers do not charge fees for their programs.
- The majority of outdoor/nature providers make an attempt to connect with underserved members of the population.
- Almost all organizations partner with other organizations to enhance their ability to provide outdoor recreation experiences.
- There are a significant number of outdoor programs offered.
- There are less programs offered in the winter months.
- Outdoor/nature providers make a distinct effort to connect with underserved members of the population, including low-income and ethnic minorities.

Barriers

- Barriers include lack of space for large groups and no bathroom facilities.
- Lack of programs for birth-5 years.
- Less outdoor programs in the winter months.

Solutions

- Outdoor/nature providers could use funding help for more staff, group travel, scholarships for attendance, and staff to develop relationships with the community.
- Offer more outdoor programs that allow parents with very young children to attend.

2) YOUTH/FAMILY PROGRAM PROVIDER SURVEY

In addition to outdoor/nature providers, a separate survey was conducted for youth and family program providers. Youth and family program providers and classified as agencies that regularly teach youth and families, but for whom actively connecting their participants with nature is not part of their goals as an organization. This includes early childhood providers (such as preschools), youth and family service providers (such as local libraries), as well as school teachers and administrators. School teachers and administrators were given a separate survey that had slightly different questions. The results of each survey will be discussed separately. There were 31 respondents to the non-teacher survey, and 71 responses to the teacher survey.¹²

Results of the survey indicate several important points. Youth and Family providers provide consistent access to outdoor activities. Table 9 illustrates the frequency of outdoor activities by the type of outdoor activity. Playground activity is the most frequent type of activity, occurring daily. Table 32 in appendix E lists the most frequent locations of outdoor activities by these organizations. The majority of youth and family providers believe they are getting kids outdoors as much as they would like to (Figure 13).

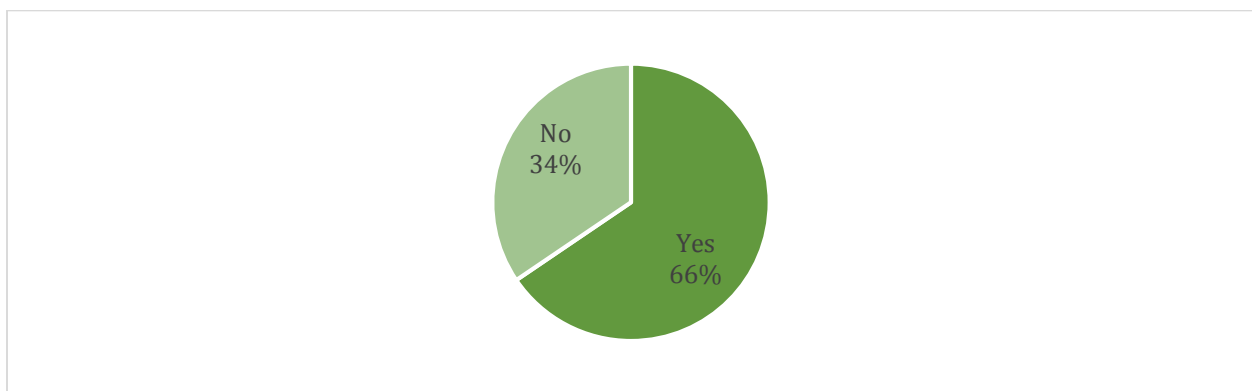
¹² Note that not all questions were answered by all 31 respondents.

Program Activities

Table 9: How often does your program provide the following outdoor activities?

	Never	Daily	Weekly	Monthly	Several times a year	Annually
Free play on a traditional playground	5	21	0	0	1	0
Use walking or biking trails	10	6	1	3	2	5
Gardening (in season)	12	2	1	2	3	4
Free play in a developed park	12	3	0	2	2	7
Learning activities in a developed park	13	2	2	2	2	5
Free play in a natural area*	13	1	3	3	2	5
Learning activities in a natural area*	11	1	1	4	4	5
Organized recreation (e.g. fishing, camping, rock climbing, etc.)	15	1	4	1	2	1

Figure 13: Does your program get participants outdoors as often as you'd like?



Barriers to Activities

Figure 14 illustrates the barriers experienced by youth and family providers. The higher the number on the figure, the larger the barrier.¹³ The most important barriers included money, staff resources, staff education about nature, not enough time, and lack of proximity to a natural area. Figure 15 illustrates the priority for help for these organizations. Note that in this figure, the smaller the number, the higher the priority.¹⁴ The results indicate that resources to travel by vehicle and established nature programs are the highest priority. This is followed by funding and expertise to develop an on-site natural area.

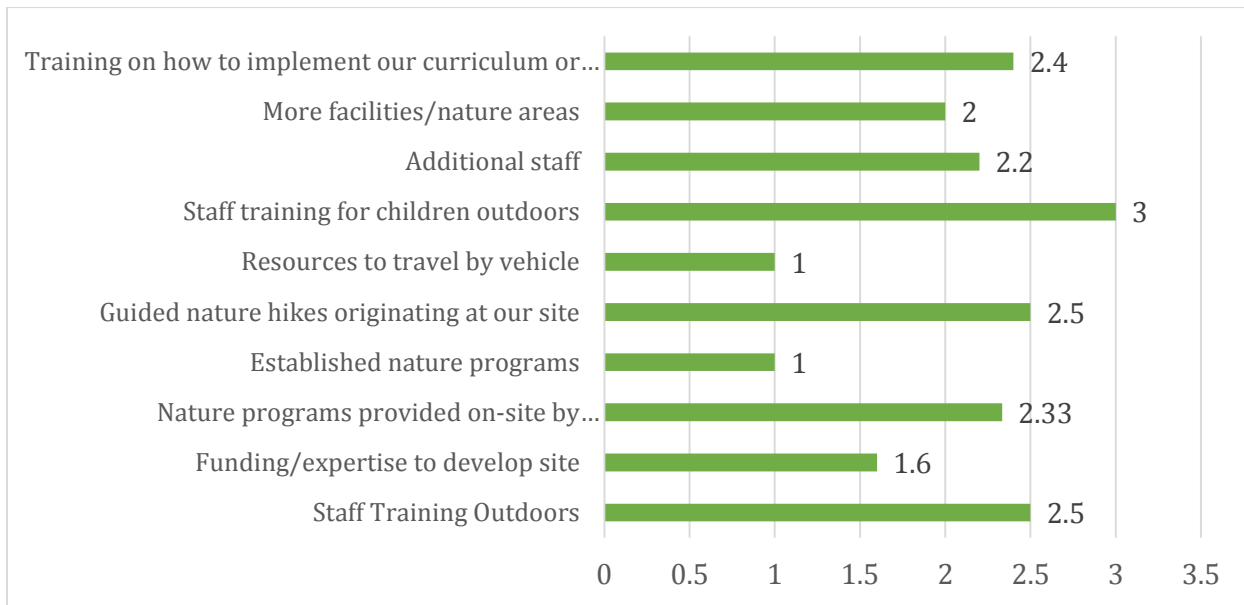
Figure 14: To what extent are each of the following possible barriers to getting participants outdoors important for your program(s)?



¹³ The survey asks the respondent to choose between the following 5 choices: 1) Not at all a barrier, 2) not a significant barrier, 3) neutral, 4) somewhat significant barrier, 5) very significant barrier. Each answer was assigned a numeric value (1-5, respectively) in order to average the response for each question.

¹⁴ This survey question asks people to rate their priority between 3 choices: 1) 1st priority, 2) 2nd priority, 3) 3rd priority. Each answer was assigned a value of 1, 2, or 3 respectively an averaged. Answers that had more 1st priority answers will have a lower number.

Figure 15: What kind of help could you use to increase the time in nature that your program provides? Select your 3 highest priorities



3) YOUTH AND FAMILY PROVIDER TEACHER SURVEY

The youth and family provider teacher survey provides useful insight into the perceptions and barriers that teachers and administrators face in getting students outdoors. This survey, although part of the youth and family provider survey, is being analyzed separately because teachers have a distinctly different set of problems than other youth and family providers. 78% of teachers believe that the school does not get students outdoors as much as they would like. Table 10 illustrates how often field trips outdoors take place. The vast majority of teachers answered “several times per year,” which was the lowest of all the possible answers.



Figure 16 shows the barriers to getting kids outdoors. Note that the higher the number, the more important the barrier. Not enough money and not enough time were the two biggest responses, followed by not enough organized nature programs available. Another important answer from teachers indicated that getting kids outdoors was really not an important part of their mission,

even though most teachers in other survey questions indicated it was important for children in general.

Figure 17 illustrates the potential solutions to these barriers. Note that the lower the number, the higher the priority. The response was very similar to the other youth and family survey. Funding and/or expertise to develop an on-site nature area was the top priority, followed by resources to travel by vehicle to natural areas, and staff training on how to take students outdoors.

Table 10: On average, how often do your outdoor programs/field trips take place?

Several times per week	4
Five or more days per week	3
Once per week	1
Several times per month	2
Once per month	3
Every other month	1
Several times per year	46

Figure 16: To what extent are each of the following possible barriers to getting students outdoors important for your program(s)?

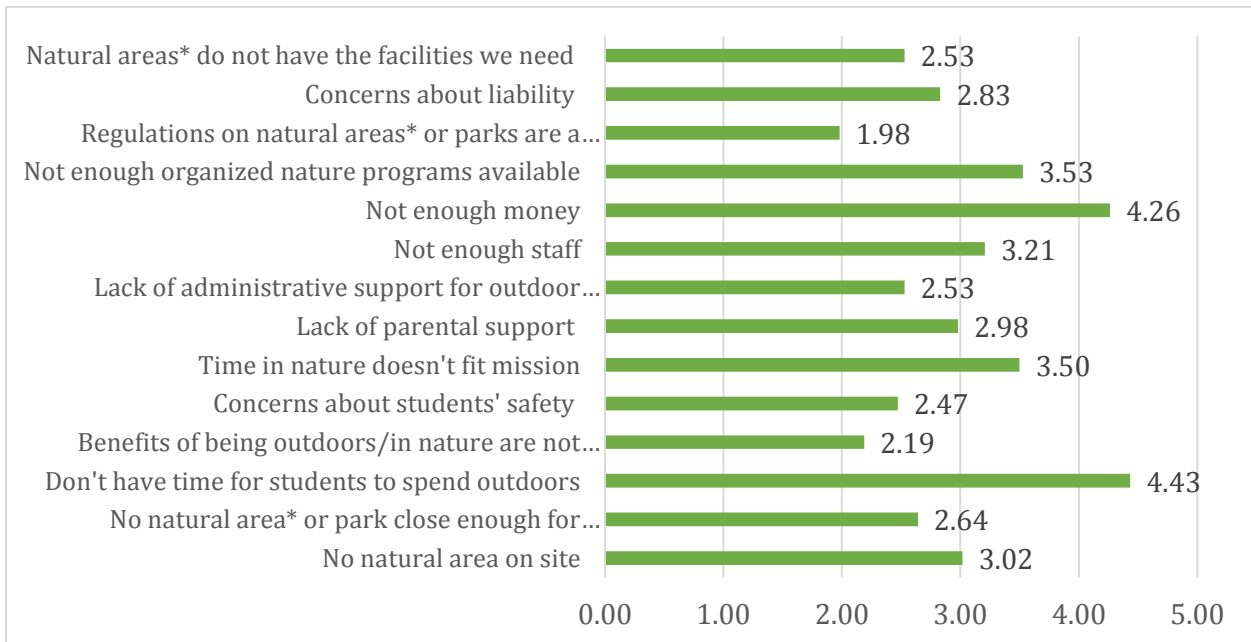
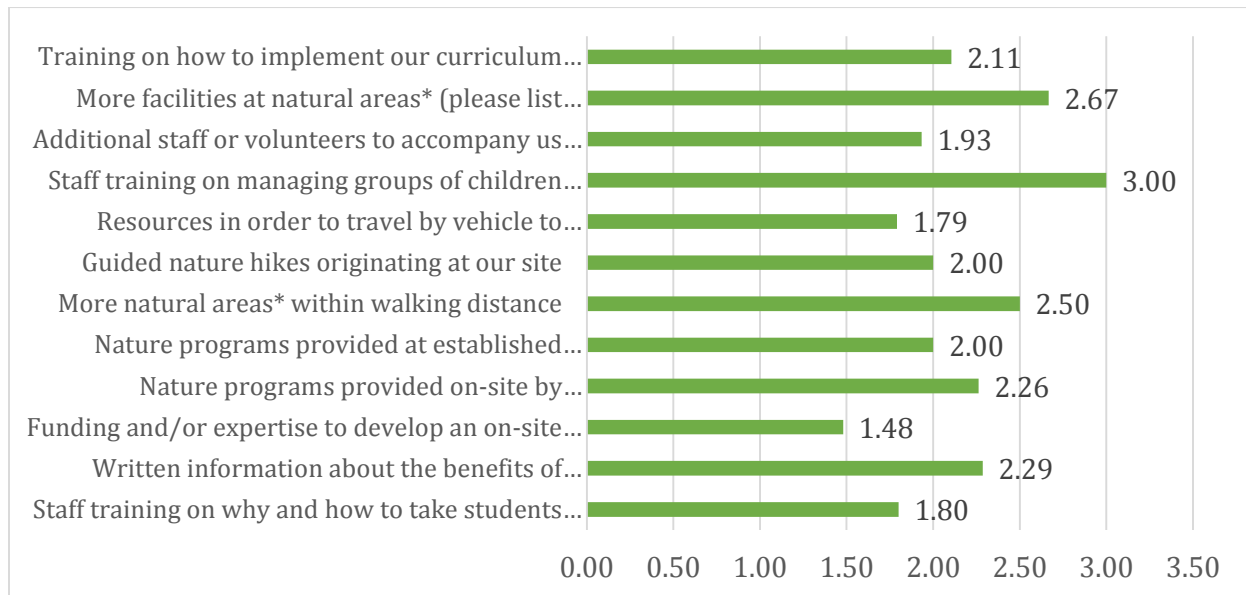


Figure 17: What kind of help could you use to increase the time in nature that your outdoor programs/field trips provides? Select your 3 highest priorities



Youth and Family Provider Survey (Non-teacher) conclusion:

- Most non-teacher youth and family providers believe they are getting kids outdoors as much as they would like. This is generally in the form of playgrounds.
- The most important barriers to youth and family providers are money, staff education about nature, lack of time, and lack of proximity to natural areas.
- Youth and family providers indicate that resources to travel by vehicle, and participate in an already established outdoor program would allow them to get children outdoors more frequently.

Youth and Family Provider Survey (Teacher and Administrator) conclusion:

- Most teachers do not believe they get children into natural settings enough, however, they also believe it is not part of their mission as schoolteachers.
- Important barriers include a lack of money or time to conduct an outdoor/nature field trip. Not enough organized nature programs was another important barrier.
- Teachers indicated that funding and expertise to develop an on-site nature area was the top priority, followed by resources to travel by vehicle to natural areas, and staff training on how to take students outdoors.

SECTION 4: GIS ANALYSIS AND FACILITIES INVENTORY

The Mesa County GIS department provided several maps for analysis that complemented the report and added depth to the discussion of participant perceptions. The maps help to test public perceptions with real data, and to understand and observe other issues that surveys cannot capture.

Map 6 illustrates the number of children as a percentage of the population in the Grand Valley. The map also shows the locations of parks in this area. Dark blue indicates a high density of children and light green indicates a low density of children, while parks are marked with red. Most of the child population exists in the East side of the Grand Valley, in the Grand Junction/Clifton area. A visual inspection indicates that the least number of parks exist in areas with the highest densities of children. In addition to this, the existing parks in these areas are relatively smaller than parks in other parts of the Grand Valley. The city of Fruita has a high density of children and is situated closely to a park, however, most parks in the Grand Valley are in areas with a low density of children.

Map 7 illustrates the location of schools in relationship to parks. Some schools have parks and playgrounds adjacent to the school, but other schools rely on close proximity to parks for outdoor play. A park shaded with green illustrates that it is within $\frac{1}{4}$ mile of a school; a park shaded in red indicates the park is not within $\frac{1}{4}$ mile of a school. Another way to view the map is to look at schools (denoted by a rectangle and flag) and to see how many schools do not have a park adjacent to the school (playground), or that have a park within walking distance. An analysis of this map leads to the conclusion that there are many schools without park or playground access within walking distance. This is especially true on the East side of the Grand Valley.

Map 8 illustrates trail recreation access via Grand Valley Transit bus service. The blue, pink, and purple lines on the map are the bus services. The purple line runs from Fruita to Grand Junction. The blue line covers the Clifton area, and the pink line runs from Clifton to Palisade. The small table at the top of Map 8 illustrates park access via Grand Valley Transit. There is relatively good park access from public transit in Palisade (4/4), Fruita (14/19), and Clifton (5/5), with less access to parks in Grand Junction (33/50), and poor access in general to State Parks (2/5). In the community survey, some residents indicated that they had problems with transportation to recreation destinations. Map 8 shows that there is reasonable access using public transportation to parks in the Grand Valley. The implication is that either people do not live next to bus stops, or that their preferred recreation destinations are not parks.

Another important observation from Map 8 is that public transportation routes do not go near public land trailheads. In fact, only one developed public land trailhead in Mesa County is within ¼ mile of a bus stop (The Old Spanish Trail in Orchard Mesa). The majority of public land recreating happens on the outskirts of the valley, and bus routes travel through densely populated and highly trafficked areas. Hence this helps confirm the public perception from low-income residents that transportation to popular recreating sites is difficult.

Map 9 illustrates Grand Valley parks and crime. Crime is measured by Grand Junction Police responses within 100 feet of a park. Note that only Grand Junction crime data was available for this analysis, and hence only conclusions about Grand Junction can be made. Crime data can be difficult to interpret, since an increased police presence can have the effect of increasing crime statistics (because more arrests/tickets are given) or potentially decreasing crime statistics (because police presence scares away crime). Map 9 illustrates that there crimes around public parks, 144 crimes in the last year in total. This may be responsible for the public perception that parks are dangerous because of crime (note that this was especially true for Clifton residents).

Conclusions

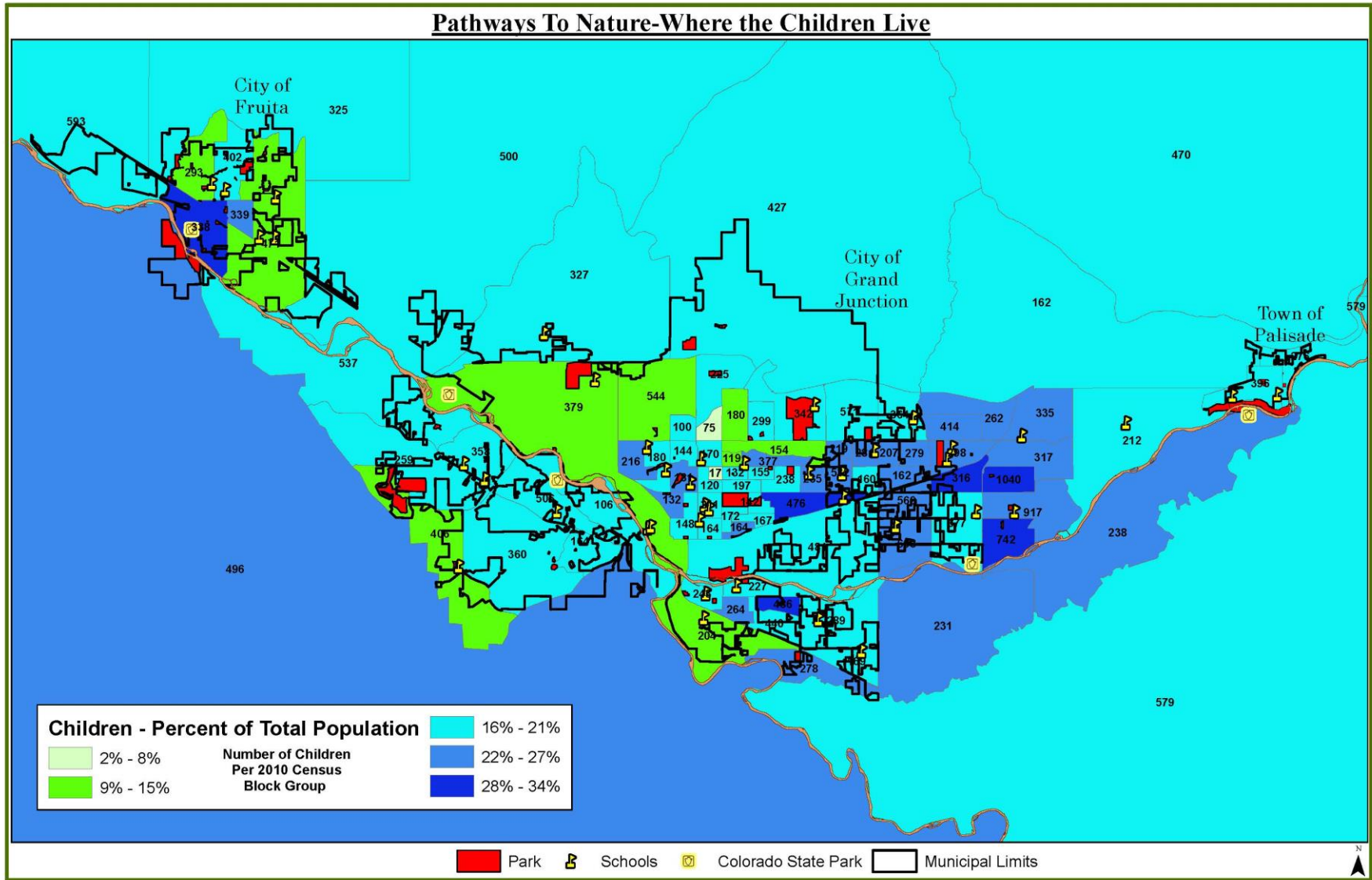
- There are a lack of parks in areas with a high density of children, specifically the East side of the Grand Valley. There are also a lack of parks adjacent or within walking distance of a school.
- A further analysis should be conducted to determine the cost/benefits to expanding bus routes to go to public land areas, or highly desired recreation spots on the outskirts of the valley. This would help alleviate the transportation barrier for many residents.
- The results of this analysis indicates that the perception of crime in parks may be correct. Note that only crime data for Grand Junction is available on GIS. A more comprehensive crime analysis of parks should be performed to determine if resident perceptions about crime in parks are correct. A more comprehensive analysis would allow policymakers to potentially provide more safety options or police coverage in certain parks in the Grand Valley.

Facilities Inventory

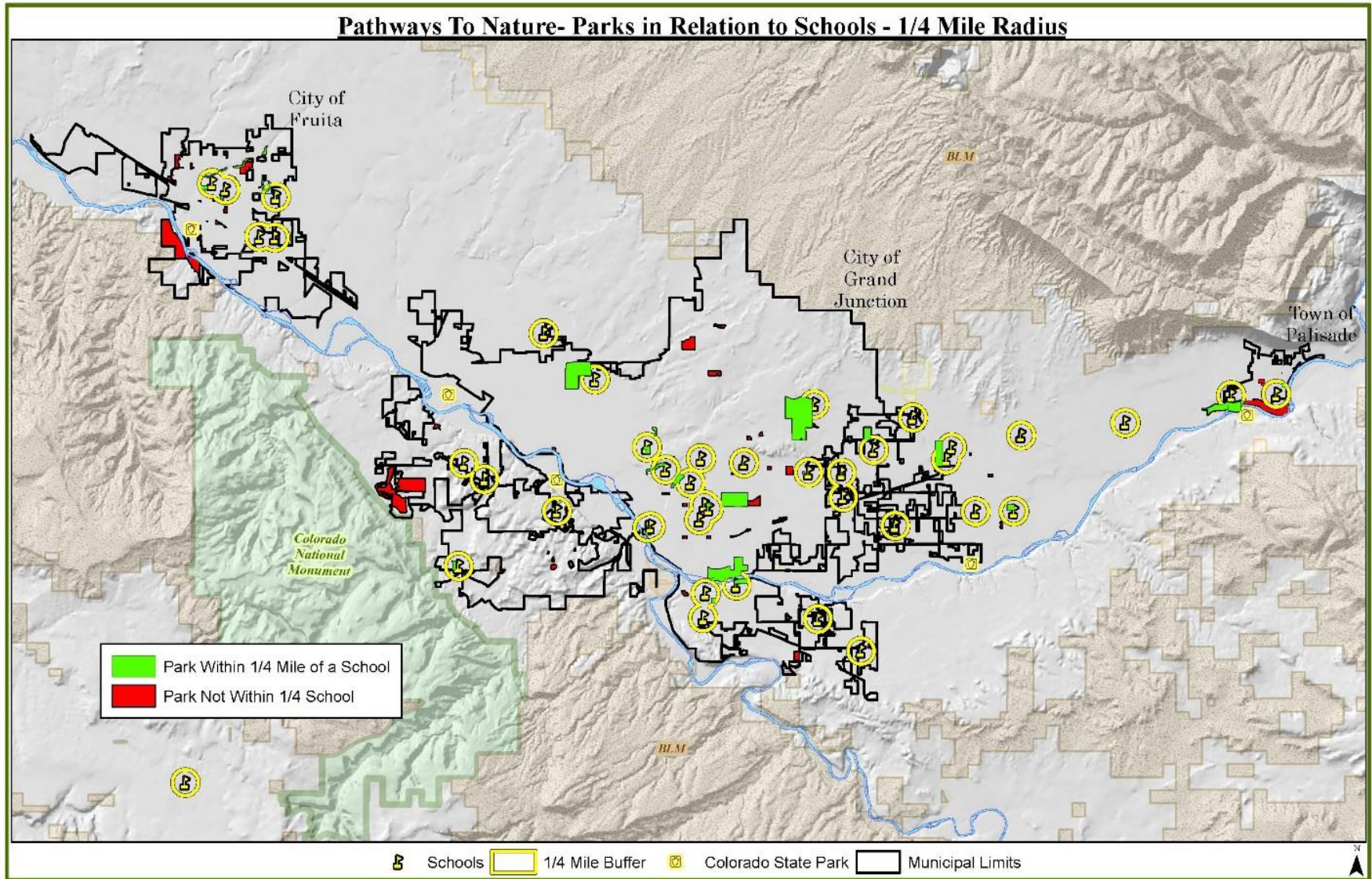
A facilities inventory was conducted to compile a list of all natural area facilities with details such as parking, trailheads, trail systems, indoor meeting areas, outdoor meeting areas, interpretive signs, campgrounds, restrooms, and other details. There were 98 responses to the survey, which is

not enough to complete a full facilities inventory. Further efforts to compile a comprehensive facilities inventory, building off the efforts in this study, would be most helpful for policy makers to support planning efforts. The inventory as it stands in the Appendix F will be a useful start for planners as they begin to translate recommendations and opportunities identified in this report into action.

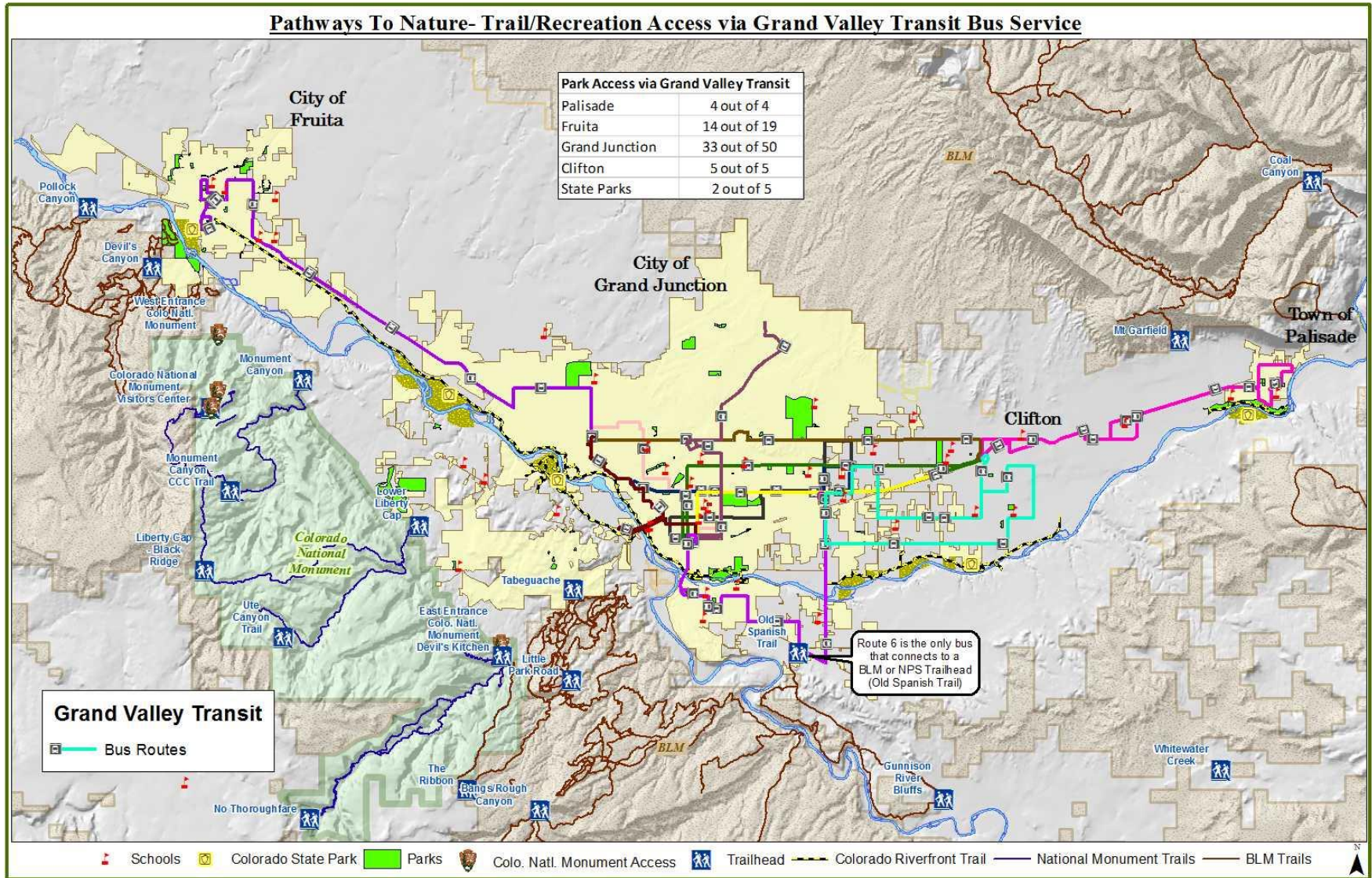
Map 6: Child Population



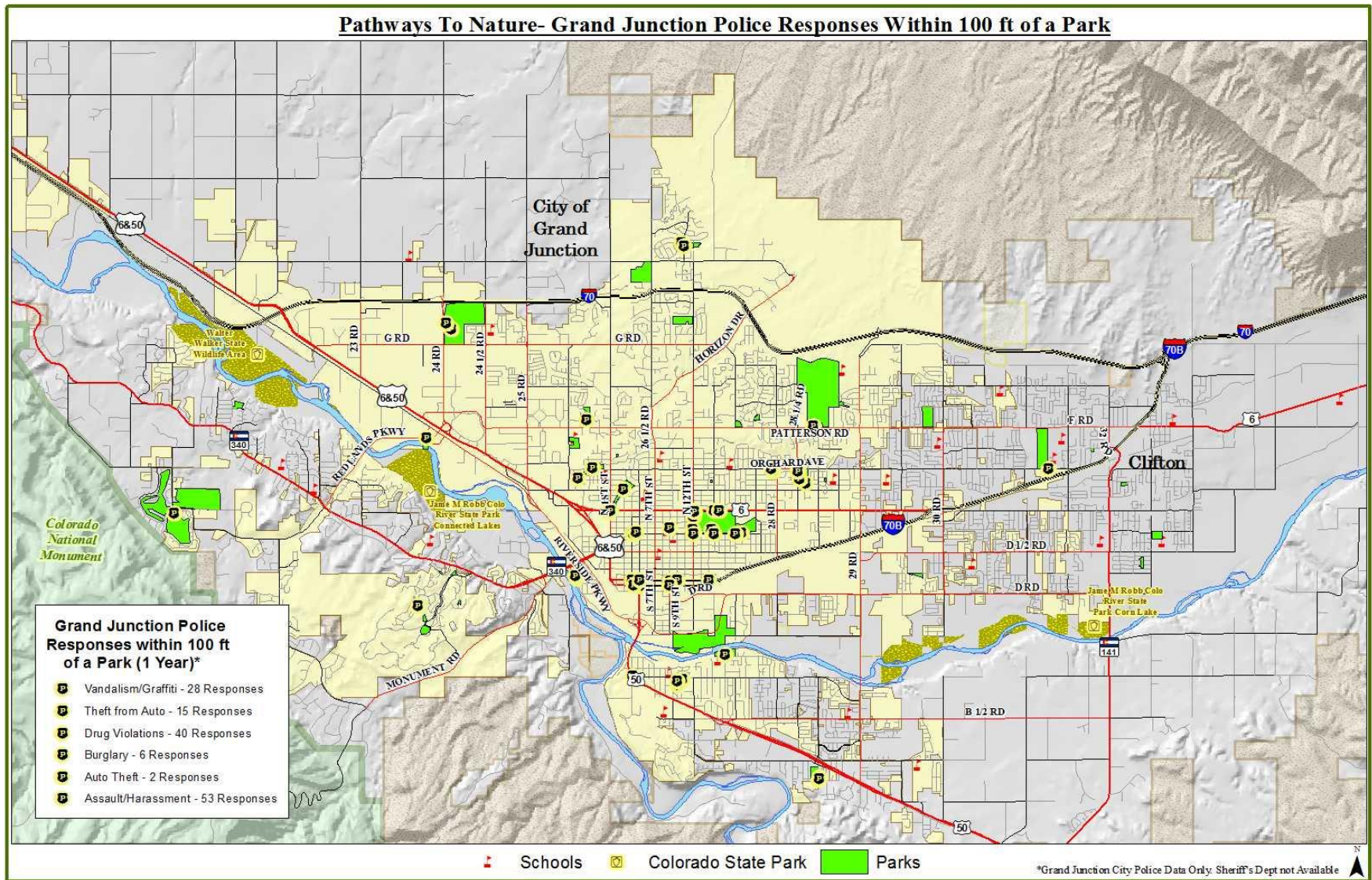
Map 7: Park Proximity to Schools



Map 8: Bus Service to Recreation Areas



Map 9: Crime Activity near Parks



SECTION 5: BARRIERS AND GAPS

Barriers to Access

The previous sections listed barriers at the end of each analysis. This section attempts to form these barriers into themes to allow for a more fluid analysis from barriers to conclusions and recommendations. From the surveys, focus groups, and community meetings, the results can be summarized into the important barrier themes that the project found using these responses from the community. These include:

The barriers discussed in the previous sections are simplified and categorized in this section. The following is a simplified list of larger barriers to outdoor access:

- Time
- Cost
- Safety
- Transportation
- Proximity to outdoor access
- Lack of facilities/restrooms
- Lack of awareness of recreational access and programs
- Culture
- Age

Resident Challenges with Connecting to Nature: Time, Cost, and Transportation

The primary challenge to connecting to nature is the time it takes to go outdoors. Both low-income and high-income residents struggle to find time to go outdoors. Single parents, as well as residents of Palisade and the Redlands are also inhibited by time.



Cost is also a determining factor in going outdoors. Outdoor activity can be expensive, especially in the winter. Having the proper equipment, paying for transportation, paying park fees, all of these put a strain on low-income residents and their ability to experience the outdoors.

Transportation is an important issue for both residents as well as providers. Residents find transportation costly (especially low-income residents), and some residents do not have a car and rely on public transportation which does not adequately provide transportation to outdoor recreation locations. Teachers and nature providers cannot take their kids out as often as they would like because they do not have adequate access to transportation such as a bus or a van that will accommodate large groups. The GIS analysis indicated that public transportation does not travel to popular recreating sites, although it does travel to a majority of parks. The GIS analysis also found that the number of parks, or the lack of parks in areas with a high density of children is a potential barrier to outside activity.

Technology is not seen by residents as a hindrance to outdoor activities, in fact, many people had suggestions as to how they could enhance their outdoor access with the help of technology.

Physical Barriers to Accessing Nature: Safety, Location, and Facilities



Safety was ranked as a very important issue, specifically the safety at local parks, school yards, and playgrounds. A GIS analysis confirmed evidence of crime near parks. Clifton residents had the strongest concern about this, and parents expressed they were reluctant to let their kids spend time outdoors due to concerns about illegal activity and violence at playgrounds.

Many residents are unable to access outdoor areas because of the proximity of their residence to an outdoor recreation site. This was a transportation issue for many residents, as they simply did not have access to transportation. Residents in Palisade and Fruita especially found the location of outdoor amenities inconvenient.

Facilities such as bathrooms, sinks, or washrooms were also a barrier to outdoor access. Parents with small children need somewhere to take them or to change infants and are afraid to venture outdoors without these facilities.

Cultural and Age Barriers

The data from the community survey illustrates real cultural barriers in Mesa County to outdoor access. Non-white/Hispanic and especially Spanish speakers perceive less of a connection to nature than white/non-Hispanic. Non-white/Hispanics score significantly higher on their perception of risks to children in the outdoors, and native Spanish speakers score alarmingly high on this question, indicating real concern for minority residents regarding the safety of their children outdoors. In addition to this, cost and transportation are more important issues for non-white/Hispanics. There is already some attempt to bridge the culture gap, as nature program providers noted their strong attempts to recruit different cultures to their programs. This however has not bridged the cultural gap that was clear in the community survey.

The community survey illustrated an alarming difference between different age groups in terms of awareness of outdoor facilities, awareness of outdoor programs, and the fear of meeting different people. There is an obvious explanation for this, that being that younger people simply have not lived long enough to know of all of the areas to go. From the community survey, technology did not seem to be inhibiting young people from outdoor activity. This is perhaps an experience and information issue, with a potential solution to be push for more outdoor education in the school systems as part of physical education. The problem with this is the resources available to take kids out (no buses, liability issues, etc.). At the very least, schools can attempt to educate students on the outdoor facilities. Another potential solution is to create a phone app that provides incentives, adventures, or fun information when visiting certain sites.



Awareness as a Barrier

Awareness of programs, activities, and outdoor locations to recreate was a clear barrier, which raises the issue as to how providers are disseminating information and how residents are trying to find it. Table 11 illustrates where youth and family providers would look for information to participate in outdoor programs with their students. Table 12 illustrates how nature providers advertise their programs. There seemed to be a lack of advertising from nature providers in general, as 8 of the 28 respondents indicated no advertising whatsoever, which may be contributing to the lack of information that residents and youth and family providers have about their programs. Advertising costs money, and one of the barriers listed by nature provided was funds.

Table 11: Where would you look to find information about guided nature activities for your participants? (Youth and Family Providers plus Teachers combined survey)

Website	66.67%
Email list	40.20%
Posters/flyers	28.43%
Social media	26.47%
Publications from other organizations	25.49%
Newspaper	23.53%
Mailing list	15.69%
Radio/TV	11.76%

The internet is the main way that teachers and youth providers look for nature programs to assist them getting outdoors. The focus groups and community meetings were very clear about the fact that people are very interested in some sort of technological access to this type of information, either an app, a dedicated website, or a another source of centralized information. E-mail lists are the 2nd most popular way to both advertise and look for advertising but e-mail lists are inclusive, and only include those people who put themselves on the e-mail list.

Table 12: How do you advertise your programs? Select all that apply

Social media	51.72%
Word of mouth	48.28%
Email lists	48.28%
Websites	48.28%
Posters and/or flyers	37.93%
Newspaper	27.59%
Mailings	24.14%
Publications your organization makes available to the public	20.69%
Another organization's publication	17.24%
Contracts/arrangements with another organization	17.24%
Radio/TV	13.79%

SECTION 6: RECOMMENDATIONS AND CONCLUSIONS

Recommendations

The following are recommendations and solutions that logically follow the results of the previous analysis. The complexity and interconnectedness of the barriers and gaps to outdoor access make clear that any attempt to improve outdoor access must be a community effort, based on partnerships, coordination, and efficiency. Note that these recommendations are by no means universal, they are suggestions based upon the analysis of the report. They include suggestions from the authors, survey respondents, focus group participants, community meeting participants, and advisory board members of the Pathways to Nature report. Each policymaker, organization, or interest group needs to analyze each recommendation carefully and decide for themselves if given their own constraints, research, and organizational goals if these recommendations are feasible or not. Each interested group may read this report and develop their own recommendations based upon the analysis and results presented in the subsequent sections.

Outdoor Programs

Outdoor programs provide both recreational services and access, and are vital to getting children outdoors. The first theme from the report is that outdoor programs can benefit from enhancing and adding to the programs that are offered. The second theme is that connecting with providers, including schools and early childhood programs, is important to bridging the gap that exists between these entities and nature providers. Below are several specific suggestions as to how outdoor program providers help alleviate some of the barriers and gaps found in this report.

- Offer more winter programs.
- Outdoor programs should help create awareness by advertising via websites or posting opportunities on a central website (discussed below).
- Offer more outdoor programs that allow parents with very young children to attend.
- Provide programs that target and appeal to teenagers, this will help reduce the age gap.
- Continue to reach out to the underserved, and incorporate appropriate marketing techniques to reach diverse audiences (including ethnicity, race, age, culture, etc.).
- Consider transportation funding for youth/family programs, different communities, and schools to improve accessibility to outdoor sites. One suggestion would be a shared bus that can pick up participants for several outdoor programs.

- A summit with early childhood programs should take place to determine what programs match the goals of youth/family providers. Offering consistent, safe, accessible programs on a consistent basis may appeal to both parties.

Improve Accessibility

Problems with accessibility was a common theme throughout this study. This was especially true for low income residents and minority residents. The findings were consistent in the community survey, focus groups, and community meetings. Below are suggestions for improving access to outdoor activities for Mesa County residents.

- Location or proximity was rated as the second most important barrier in the community survey. Clifton and Orchard Mesa need more parks and open spaces that are closer to low income residents. This can be accomplished by incorporating greenspace into existing properties or creating new parks. Another solutions is to evaluate and potentially create more sidewalks, pathways, safe road crossings, or public transportation routes to provide safer access for families to public areas.
- Focus park building on the underserved.
- Plan for integrating new communities with outdoor greenspace/walkways/parks.
- Utilize open space to create greenways for current communities.
- Create more parks in Clifton and Orchard Mesa, the two areas with the lowest scores for accessibility.
- Build more water parks near residential areas.
- Improve transportation options by providing busses and shuttles to outdoor recreation areas.
- Allow discounted entrance to recreation destinations for low income residents, or consider offering free first time entrance.

Improve Awareness

Despite the obvious beauty of the valley, many Mesa County residents report being unaware of opportunities to get outdoors, and desire more information about activities, safety, and facilities. The following are suggestions to help improve awareness for Mesa County residents.

- Create a webpage that provides all possible outdoor activities and their relevant amenities (bathrooms, child safe, etc.). A form of this exists on Health Mesa County's website, the surveys and focus groups indicate that there is a lack of awareness of the resource. The

website can be improved, revamped, better advertised, or relaunched to create needed awareness of the site. An example template is “GetOutdoorsColorado.org.”

- To help bridge the culture gap, this site should also have a Spanish translation. The website should have expected safe age range and facilities list for each activity to provide parents with information about the safety of each activity
- The webpage mentioned above should have links to all various agency websites. Webpage managers need to ensure that the site comes up when people search for outdoor activities in Mesa County. The website should be configured for multiple devices, as many people search on their phones or non-traditional personal computers.
- Outdoor sites that are difficult for young, old, or disabled should be labeled as such.
- Create more awareness for, or expand on programs such as the Outdoor Heritage Days in Fruita. This allows families to demo equipment, learn of outdoor hobbies, and investigate and network with outdoor enthusiasts for free. More of these demo type events should be offered in city parks or near public transportation routes so families constrained by the cost of transportation can participate.
- Focus groups suggested improving access for kids with disabilities. This can mean a couple of things: More trails or activities that allow parking very near to the access point, or better information about what activities are safe for certain disabilities. Additional meetings with this particular population are needed to better understand the challenges and potential solutions to these barriers to outdoor experiences.
- Incorporate technology into the outdoor experience. Since it is difficult to remove kids from technology, create an app that provides information or challenges on outdoor experiences. For example, Mesa County Library has an Outdoor Adventures e-resource (<http://guides.mesacountylibraries.org/outdoors>). This resource could be expanded and more visible and accessible by a larger portion of the Mesa County population.

Help Alleviate Cost

Cost is an important barrier for many Mesa County residents, and was a theme in the community survey, the focus groups, and the community meetings. Below are several suggestions to help alleviate cost:

- Expanded public bus routes to include recreation sites.
- Create an awareness of existing programs that reduce fees for low income residents (such as free days for State and National Parks, or library pass for Parks), or create more

programs that reduce fees for low income residents. Reduced fees in public lands for low income residents to visit.

- An equipment exchange that allows discounted or free equipment rentals for a short time period. This could be modeled on Colorado Mesa University's outdoor program.
- A further analysis should be conducted to determine the cost/benefits to expanding bus routes to go to public land areas, or highly desired recreation spots on the outskirts of the valley. This would help alleviate the transportation barrier for many residents.

School Programs

Schools play a vital role in both providing kids with outdoor opportunities and educating them about the importance of exercise, outdoor activity, and stewardship of the land. Teachers reported a specific set of problems that illustrated clear gaps to be addressed. Below are suggestions to improve outdoor access for kids that relate to schools.

- Create park and open space in or next to all schools in Mesa County.
- Investigate options for travel resources.
- Partner with outdoor programs to provide outdoor activity training for teachers. Examples of successful partnerships include Teaching Environmental Science Naturally, National Fishing in the Schools Program, and National Archery in the Schools Program.
- There is an age gap in terms of awareness of places to go outdoors, which indicates that there is room for improvement with outdoor education at the school level. Outdoor activities should be better incorporated into the school system, or at least better education of the benefits of outdoor activities. Since the school system is constrained by cost in offering outdoor activities, one way to improve children's (and their parents) interest in outdoor activity is to provide incentives. A business partner program that encourages kids to visit several important outdoor recreation sites with their families or friends, with the reward being the local business offers something to the student. For example, Pizza Hut "Book It" program offers free pizzas for kids who reach certain reading goals. A similar program could be implemented for outdoor activity in Mesa County. This would create incentives for kids, an opportunity to get local businesses involved in helping kids get outdoors, and not cost anything but administrative time for schools.
- Integrate outdoor learning into school curricula.
- Develop an outdoor activity kit and field equipment to use with specific activities and at different sites.

- Investigate, cooperate, and coordinate with the Colorado Environmental Education Plan passed by the Colorado legislature in 2012. The plan has the following goals:¹⁵
 - Restore and increase field experiences as part of the school curriculum.
 - Improve state-wide access to existing environmental education programs and materials.
 - Make connections with Colorado Academic Standards and 21st Century Skills to support classroom instruction.
 - Create opportunities for enhanced and ongoing professional development of educators.
- The Colorado Environmental Plan offers resources, training guides, and partnership opportunities for schools and outdoor programs.
- Better inform and coordinate with parents to promote outdoor activities for children.
- Convene a summit of school administrators, local school boards, and nature providers to discuss ways that they can cooperate to improve outdoor access to children. Suggested agenda items include:
 - Summer Calendar: How the change in the school calendar has shortened summer, reduced attendance at a broad range of outdoor activities such as swimming pools, parks, community movie nights, concerts, playgrounds, campgrounds, etc.
 - Seasonal Labor: Many of the employees for outdoor providers rely on seasonal labor (High School students) and cannot offer services after school starts because of a lack of labor supply (swimming pools are a good example).
 - Connecting Outdoor Programs to Teachers: Teachers expressed the desire to participate in organized outdoor programs that are already established. This would alleviate several barriers such as outdoor training for teachers and concern about safety. Outdoor providers have outdoor training and should be trained in safety protocol.
 - Facilitate Working Partnerships: Parties involved in the summit can work together to create programs, facilitate education, or provide training for health awareness, outdoor education and safety, tips and tricks for recreation activities.

¹⁵ For more information, visit www.cae.org/colorado-environmental-education-plan

Parks

Parks are where many children get outdoor access, learn to play, and learn to appreciate the value of outdoor activity. Parks play a major role in the lives of families, especially families with younger kids. The following are suggestions as to how to improve parks:

- Focus groups suggested implementing a longer camping season. A potential suggestion is to provide campgrounds at lower elevations during the fall season.
- Residents mentioned that playground equipment was often too hot. To solve this problem, a survey of park inventory can be conducted to evaluate which parks may benefit from strategic landscaping (trees) or shade structures for particular pieces of equipment.
- There seems to be a lack of parks in areas with a high density of children, specifically in the East side of the Grand Valley. Policymakers might consider adding parks in these areas. Building small parks would help to alleviate the safety concerns that parents with small children have about taking them into open outdoor spaces.
- An analysis of crime data near parks indicates that the perception of crime in parks may be correct. Note that only crime data for Grand Junction is available on GIS. A more comprehensive crime analysis of parks should be performed to determine if resident perceptions about crime in parks is correct for all areas of Mesa County. A more comprehensive analysis would allow policymakers to potentially provide more safety options or police coverage in certain parks in the Grand Valley.

APPENDIX

PATHWAYS TO NATURE

IN MESA COUNTY

CONNECTING CHILDREN WITH THE OUTDOORS IN MESA COUNTY, COLORADO



APPENDIX A: THE COMMUNITY SURVEY

Methodology

The community survey is a 70-item survey distributed to families in Mesa County. The survey focused on basic demographic information as well as detailed information regarding resident attitudes and opinions on issues relevant to outdoor activities. These questions included:

- Basic demographics (i.e., location, race/ethnicity, income, etc.)
- Opinions about spending time in nature
- Frequency of participation in outdoor activities (such as hiking, biking on trails, etc.)
- Importance of different types of settings for experiencing nature (mountains, school yards, etc.)
- Satisfaction with opportunities to experience these settings in Mesa County
- Residents' feelings about their connection to nature
- Potential barriers to spending time in nature

677 surveys were completed, 646 which were usable.¹⁶ The survey was posted online and advertised by the Mesa County Health Department. Of the 677 surveys, 431 surveys were completed online. The remaining 246 were hard copies that were distributed to various public facilities, including the government agencies such as the workforce center, schools, doctor offices, churches, clinics, and an assortment of other places.

After the online surveys were completed, it was determined that there were several groups that were not represented well, including Hispanics and lower incomes. The survey was translated into Spanish and lower income residents were targeted to have a sample that reflected the demographics of Mesa County. Thirty-eight native Spanish speakers returned surveys, which provided a much needed view of that particular population.

Demographic Breakdown

The demographic breakdown for race and ethnicity fit almost exactly the numbers of Mesa County as a whole. Table 13 illustrates the race and ethnicity breakdown compared to the demographics of the census report for Mesa County. Note that the survey demographics are almost identical to the demographics of Mesa County. Figure 18 illustrates the community survey composition by township.

¹⁶ Most of the un-usable surveys were from residents outside of Mesa County.

Table 13: Community Survey Demographics Compared to Census Demographics

	Total Surveys	Survey Respondents	Mesa County Census (2014)
White	480	82.76%	82%
Latino	81	13.97%	14.10%
Black or African American	3	0.52%	1%
American Indian or Alaska Native	7	1.21%	1.50%
Asian	4	0.69%	0.90%
Other	5	0.86%	N/A
Total	580	100%	100%

Figure 18: Community Survey Breakdown by Township

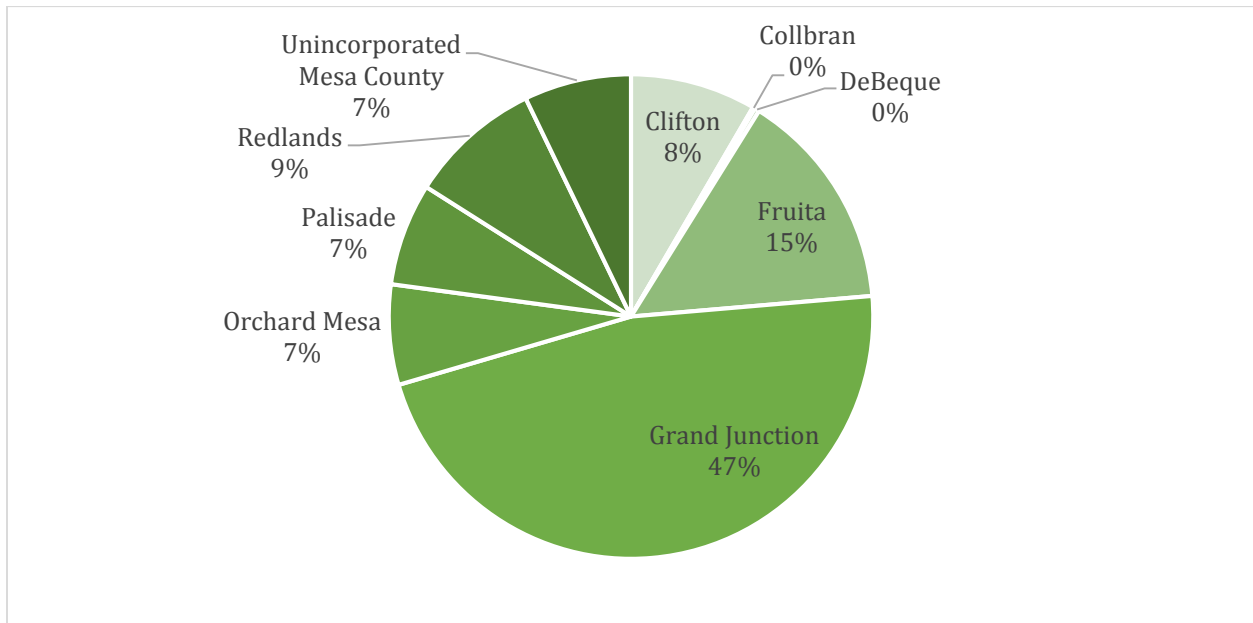


Figure 19 breaks down the demographics by age. Figure 20 breaks the data down by rural, urban, or suburban areas. Figure 21 illustrates the survey respondents’ educational level, and Figure 22 illustrates their income level.

Figure 19: Community Survey Age Breakdown

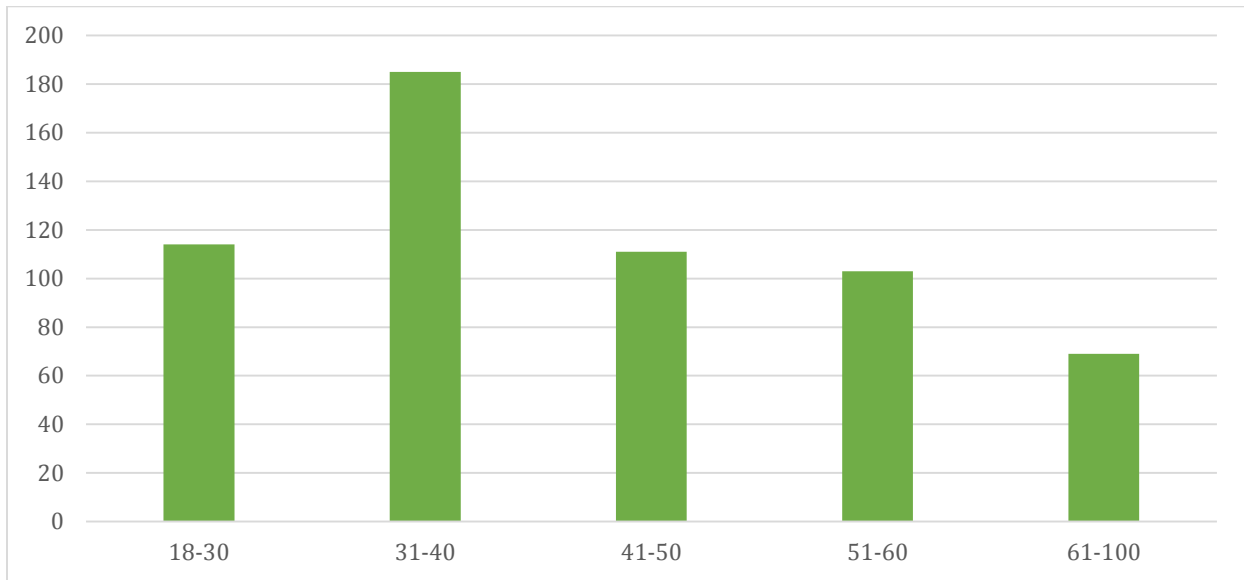


Figure 20: Community Survey Rural, Urban, and Suburban Breakdown

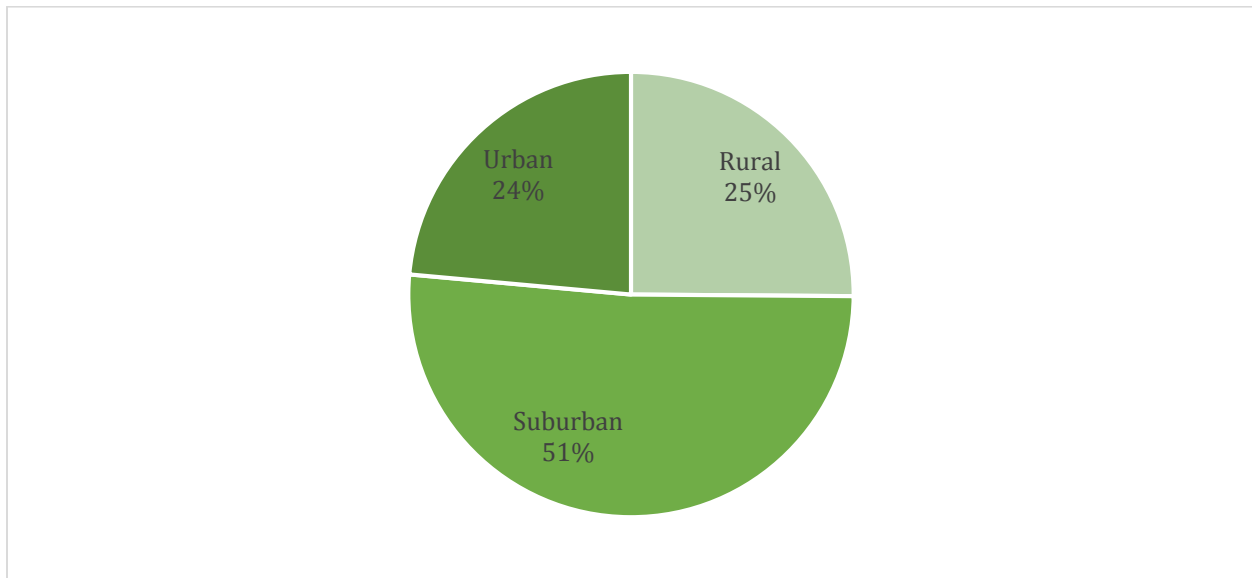


Figure 21: Community Survey Education Breakdown

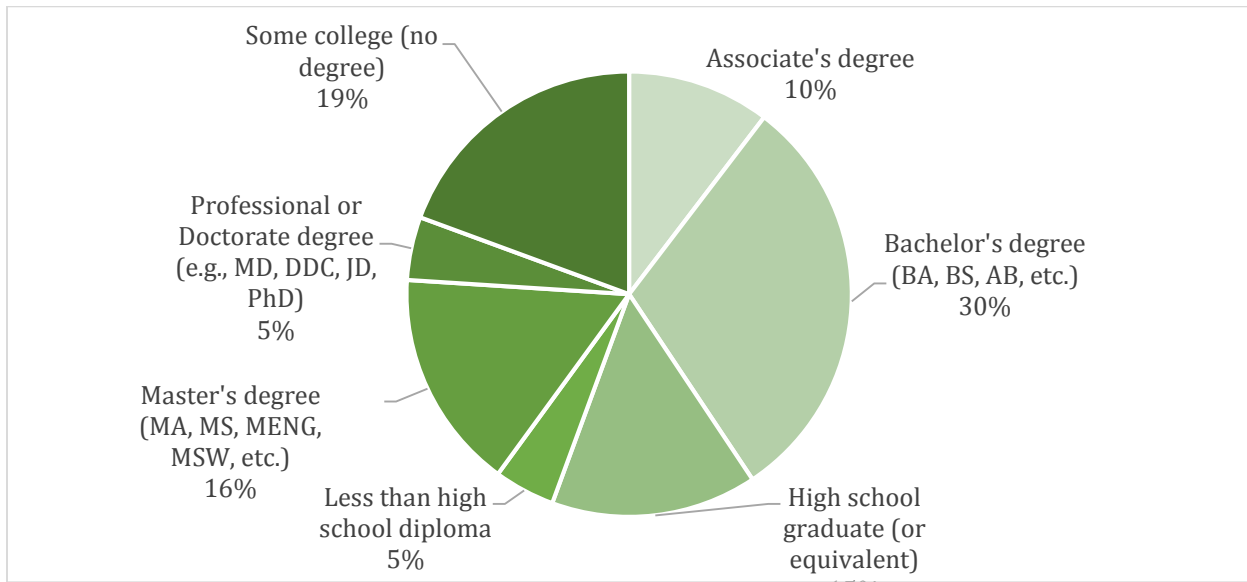
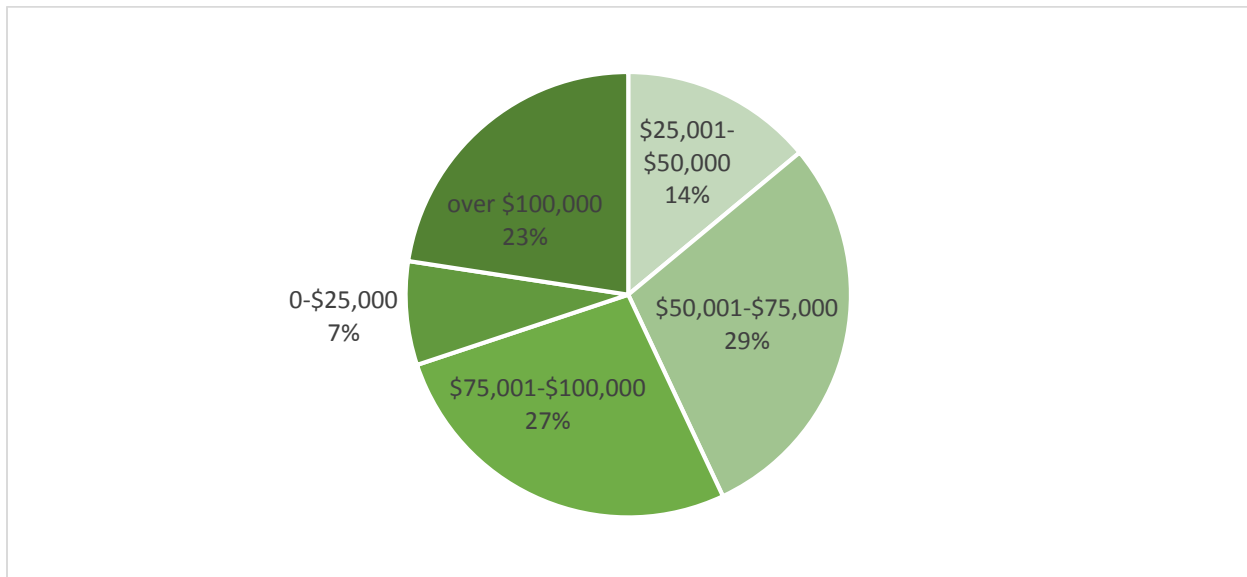


Figure 22: Community Survey Income Breakdown



Questions on Mesa County Residents Perception of themselves in relation to the outdoors

The following tables and figures represent information collected from the community survey that was used in writing the report but for space and readability purposes was not inserted into the body of the report.

Table 14: How often Mesa County residents participate in various outdoor activities

	No one has participated in the past year	Within the past 12 months	Within the past 6 months	Within the past 3 months	Within the past 30 days
Fishing	39.02%	21.64%	12.80%	9.00%	17.54%
Hunting	68.05%	10.70%	10.38%	6.87%	3.99%
Mountain biking	62.90%	9.08%	8.12%	6.85%	13.06%
Biking on paved trails	34.55%	13.63%	13.95%	11.41%	26.47%
Horseback riding	77.32%	7.67%	5.75%	3.51%	5.75%
Walking/Hiking on trails	11.41%	7.97%	8.91%	15.94%	55.78%
Camping	30.09%	19.75%	20.53%	11.13%	18.50%
Wildlife viewing	22.61%	8.63%	10.05%	11.93%	46.78%
Bird watching	47.05%	6.22%	3.99%	7.66%	35.09%
Rafting/Boating	57.30%	17.46%	13.33%	3.17%	8.73%
Agriculture/Farm activities	57.23%	7.47%	5.25%	6.04%	24.01%
Gardening	15.54%	12.72%	16.17%	10.52%	45.05%
Visited a playground	23.98%	5.33%	7.21%	10.97%	52.51%
Volunteered for an outdoor project	55.61%	11.38%	8.49%	8.17%	16.35%
Attended an organized outdoor program for kids only	55.54%	8.07%	8.39%	7.28%	20.73%
Attended an outdoor program for families	50.56%	11.80%	9.89%	9.41%	18.34%
Had a picnic	19.41%	13.46%	19.25%	12.83%	35.05%
Visited public lands	9.98%	6.71%	7.33%	14.82%	61.15%

Table 15: How would you rate the opportunities for your family to experience this type of setting in Mesa County? (By location)

	Clifton	Fruita	Grand Junction	Redlands	Orchard Mesa	Palisade
Personal yard	4.65	4.45	4.68	4.65	4.64	4.66
Neighborhood natural area	4.33	4.23	4.21	4.23	4.10	4.55
School yard	4.44	3.86	4.03	3.90	3.74	3.91
Local park	4.73	4.46	4.49	4.33	4.38	4.66
Open space (undeveloped or natural lands)	4.52	4.25	4.21	4.33	4.38	4.55
Regional, state and national parks	4.77	4.49	4.56	4.58	4.64	4.82
Sports/athletic field	4.42	4.10	3.96	3.87	3.79	3.98
Farm, ranch or garden	4.46	4.05	4.04	3.94	4.26	4.45
Trails	4.56	4.44	4.49	4.56	4.36	4.77
Lake, pond or reservoir	4.65	4.43	4.38	4.58	4.54	4.64
River or stream	4.67	4.39	4.44	4.58	4.51	4.80
Mountains	4.67	4.58	4.65	4.71	4.67	4.80
<u>Averages</u>	<u>4.57</u>	<u>4.31</u>	<u>4.34</u>	<u>4.35</u>	<u>4.34</u>	<u>4.55</u>

Table 16: How would you rate the opportunities for your family to experience this type of setting in Mesa County (By race and income)

	White/non-Hispanic	Non-White/Hispanic	0-\$25	\$25-\$50	\$50-\$75	\$75-\$100	over \$100
Personal yard	4.36	4.26	5.00	4.00	4.26	4.24	4.71
Neighborhood natural area	3.75	3.83	4.57	3.62	3.52	3.48	3.52
School yard	3.86	3.93	4.71	4.15	3.56	3.92	4.10
Local park	4.16	4.11	4.71	4.15	4.22	4.25	4.52
Open space (undeveloped or natural lands)	4.04	3.96	4.43	3.92	4.15	3.96	4.24
Regional, state or national parks	4.46	4.17	4.71	4.38	4.56	4.60	4.86
Sports/athletic fields	4.02	4.06	4.71	4.15	3.96	4.32	4.05
Farm, ranch or garden	3.97	3.97	4.00	3.92	3.69	3.76	4.05
Trails	4.37	4.06	4.57	4.54	4.30	4.68	4.71
Lake, pond or reservoir	4.11	4.06	4.71	4.15	4.19	3.84	4.19
River or stream	4.31	4.22	5.00	4.31	4.33	4.56	4.14
Mountains	4.54	4.18	5.00	4.23	4.59	4.68	4.33

Table 17: Please indicate how much each of the following would influence your family's decision to spend time in nature/outdoors based on how you feel today

	Time	Cost	Transportation	Location
Average	3.64	3.19	2.76	3.32
White	3.66	3.14	2.70	3.29
Latino/Hispanic	3.48	3.35	2.87	3.32
Non-White/Non-Hispanic	3.86	3.93	3.29	3.93
Non-White	3.56	3.41	2.98	3.46
Spanish Speaker	3.49	3.14	3.03	3.20
Clifton	3.68	3.21	2.98	3.28
Fruita	3.60	3.43	2.91	3.69
Grand Junction	3.59	3.18	2.68	3.24
Orchard Mesa	3.50	3.19	2.53	2.81
Palisade	3.91	3.28	3.14	3.74
Redlands	3.88	2.94	2.58	3.26
Unincorporated	3.56	2.98	2.65	3.23
\$0-\$25,000	4.14	4.14	3.57	4.00
\$25,000-\$50,000	3.77	3.23	2.85	3.31
\$50,000-\$75,000	3.41	3.07	2.37	3.00
\$75,000-\$100,000	3.44	2.88	2.20	2.88
over \$100,000	3.81	2.71	2.14	2.90
Rural	3.67	3.23	2.90	3.42
Suburban	3.66	3.19	2.73	3.33
Urban	3.56	3.17	2.67	3.20
13-20	3.85	2.90	2.95	3.30
21-30	3.52	3.36	2.85	3.40
31-40	3.57	3.17	2.63	3.21
41-50	3.86	3.26	2.91	3.48
51-60	3.73	3.24	2.73	3.33
61 and above	3.42	2.88	2.64	3.19

Table 18: Please rate the extent to which you agree with the following statements based on how you feel today

	I am familiar with the places we can go to spend time in nature/outdoors in Mesa County	I am aware of the programs we can attend in Mesa County to experience nature/outdoors	I am uncomfortable with my family being in nature/outdoors because we don't see other people who share our culture	We would not attend a program if it was offered in a language different from the language we speak at home
Average	4.12	3.31	1.60	3.04
White	4.15	3.33	1.45	3.10
Latino/Hispanic	3.86	3.10	2.41	2.72
Non-White/Non-Hispanic	4.42	3.53	2.00	3.00
Non-White	3.97	3.18	2.33	2.78
Spanish Speaker	3.80	3.38	2.86	2.74
Clifton	4.21	3.42	1.92	3.06
Fruita	4.07	3.12	1.66	2.94
Grand Junction	4.07	3.29	1.59	2.99
Orchard Mesa	4.06	3.22	1.42	3.28
Palisade	4.19	3.47	1.58	2.95
Redlands	4.10	3.29	1.44	2.86
Unincorporated	4.42	3.56	1.53	3.51
\$0-\$25,000	4.14	3.71	1.14	3.17
\$25,000-\$50,000	3.77	2.92	1.46	3.17
\$50,000-\$75,000	3.96	2.96	1.48	3.11
\$75,000-\$100,000	3.88	2.92	1.32	2.76
over \$100,000	4.05	3.10	1.48	3.10
Rural	4.11	3.32	1.64	3.14
Suburban	4.14	3.28	1.56	3.07
Urban	4.08	3.37	1.65	2.85
13-20	3.90	2.65	2.10	3.05

21-30	3.87	2.99	1.68	3.06
31-40	4.00	3.15	1.62	2.97
41-50	4.19	3.42	1.60	2.97
51-60	4.34	3.53	1.54	3.02
61 and above	4.49	3.86	1.29	3.29

Community Survey Questions**Pathways to Nature
Finding Connections to the Outdoors for Youth and Families in Mesa County**

Thank you for your willingness to give 5-10 minutes of your time to answer this survey about your thoughts and experiences with nature and the outdoors. This survey is part of the Pathways to Nature effort by Great Outdoors Colorado, Mesa County and numerous partners in Western Colorado to help us identify how we can create better opportunities to experience nature.

We want the opinions of people from a variety of backgrounds, experiences and perspectives. Whether you spend a lot of time in the outdoors or no time at all, that's okay! Your input is important to us! If you have any questions about this survey, please contact Fran Parker, Health Promotions Specialist at Mesa County Health Department, Fran.Parker@mesacounty.us.

1. How many children do you have under the age of 18 and who live in your home at least 50% of the time?

_____ children

2. Please indicate where you live:

- | | | |
|--------------------------------------|------------------------------------|--|
| <input type="radio"/> Fruita | <input type="radio"/> Collbran | <input type="radio"/> Unincorporated Mesa County |
| <input type="radio"/> Grand Junction | <input type="radio"/> DeBeque | <input type="radio"/> I do not live in Mesa County |
| <input type="radio"/> Palisade | <input type="radio"/> Clifton | |
| <input type="radio"/> Redlands | <input type="radio"/> Orchard Mesa | |

3. In what ZIP code is your home located?

- | | | |
|-----------------------------|-----------------------------|--|
| <input type="radio"/> 81501 | <input type="radio"/> 81505 | <input type="radio"/> 81521 |
| <input type="radio"/> 81502 | <input type="radio"/> 81506 | <input type="radio"/> 81526 |
| <input type="radio"/> 81503 | <input type="radio"/> 81507 | <input type="radio"/> Other (please specify) _____ |
| <input type="radio"/> 81504 | <input type="radio"/> 81520 | |

4. Which of the following best describes the area in which you live?

- Urban
- Suburban
- Rural

5. Please indicate the last time that you or someone in your household participated in the following:

	Within the past 30 days	Within the past 3 months	Within the past 6 months	Within the past 12 months	No one has participated in the past year
Fishing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hunting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mountain biking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biking on paved trails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Horseback riding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking/Hiking on trails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Camping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wildlife viewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bird watching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rafting/Boating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Please indicate the last time that you or someone in your household participated in the following:

	Within the past 30 days	Within the past 3 months	Within the past 6 months	Within the past 12 months	No one has participated in the past year
Agriculture/Farm activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited a playground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteered for an outdoor project	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attended an organized outdoor program for kids only	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended an outdoor program for families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had a picnic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visited public lands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In this section, we want to know how important various outdoor settings are to your family, and your assessment about whether there are sufficient opportunities for your family to experience those types of places.

7. How important is this type of setting as a place for your family to be in nature/outdoors?

	How important is this type of setting as a place for your family to be in nature/outdoors?				
	Not at all important	Somewhat unimportant	Neutral	Somewhat important	Very important
Personal yard	1	2	3	4	5
Neighborhood natural area	1	2	3	4	5
School yard	1	2	3	4	5
Local park	1	2	3	4	5
Open space (undeveloped or natural lands)	1	2	3	4	5
Regional, state or national parks	1	2	3	4	5
Sports/athletic fields	1	2	3	4	5

Farm, ranch or garden	1	2	3	4	5
Trails	1	2	3	4	5
Lake, pond or reservoir	1	2	3	4	5
River or stream	1	2	3	4	5
Mountains	1	2	3	4	5

8. How would you rate the opportunities for your family to experience this type of setting in Mesa County?

	How would you rate the opportunities for your family to experience this type of setting in Mesa County??				
	Not acceptable	Poor	Fair	Good	Very Good
Personal yard	1	2	3	4	5
Neighborhood natural area	1	2	3	4	5
School yard	1	2	3	4	5
Local park	1	2	3	4	5
Open space (undeveloped or natural lands)	1	2	3	4	5
Regional, state or national parks	1	2	3	4	5
Sports/athletic fields	1	2	3	4	5
Farm, ranch or garden	1	2	3	4	5
Trails	1	2	3	4	5

Lake, pond or reservoir	1	2	3	4	5
River or stream	1	2	3	4	5
Mountains	1	2	3	4	5

9. Please rate the extent to which you agree with the following statements based on how you feel today.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel at ease when I spend time in nature.	1	2	3	4	5
I feel distant from nature.	1	2	3	4	5
I care about nature.	1	2	3	4	5
I feel a bond with nature.	1	2	3	4	5
Being in nature makes me feel nervous.	1	2	3	4	5

10. Please rate the extent to which you agree with the following statements based on how you feel today.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Spending time in nature/outdoors provides worthwhile benefits for children.	1	2	3	4	5
The risks to a child while in nature exceed the benefits.	1	2	3	4	5
The effort to have children in nature/outdoors is not worth the benefit.	1	2	3	4	5
I would like my children to spend more time in nature/outdoors than they currently do.	1	2	3	4	5
My child would rather play with technology (i.e., computers, video games) than spend time in nature/outdoors.	1	2	3	4	5

11. Please indicate how much each of the following would influence your family's decision to spend time in nature/outdoors based on how you feel today.

	No influence	Minor influence	Some influence	A lot of influence	Very strong influence
Time	1	2	3	4	5
Cost	1	2	3	4	5
Transportation	1	2	3	4	5
Location	1	2	3	4	5

12. Please rate the extent to which you agree with the following statements based on how you feel today.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I am familiar with the places we can go to spend time in nature/outdoors in Mesa County.	1	2	3	4	5
I am aware of the programs we can attend in Mesa County.	1	2	3	4	5
I am uncomfortable with my family being in nature/outdoors because we don't see other people who share our culture.	1	2	3	4	5
We would not attend a program if it was offered in a language different from the language we speak at home.	1	2	3	4	5

13. What is your race?

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

14. What is your highest level of education completed?

- Less than high school diploma
- High school graduate (or equivalent)
- Master's degree (MA, MS, MENG, MSW, etc.)

- Some college (no degree)
- Associate's degree
- Bachelor's degree (BA, BS, AB, etc.)
- Professional or Doctorate degree (e.g., MD, DDC, JD, PhD)

15. What is your gender (circle one): Male Female

16. What is your age? _____

17. What is your approximate total yearly family income?

- 0-\$25,000
- \$25,001-\$50,000
- \$50,001-\$75,000
- \$75,001-\$100,000
- Over \$100,000

APPENDIX B: COMMUNITY MEETINGS

Appendix B contains information from the community meetings and materials used to conduct the community meetings. Figure 23 and Table 19 illustrate demographic information regarding affiliation and age, followed by the questions used at the community meetings.

Figure 23: What is your Affiliation?

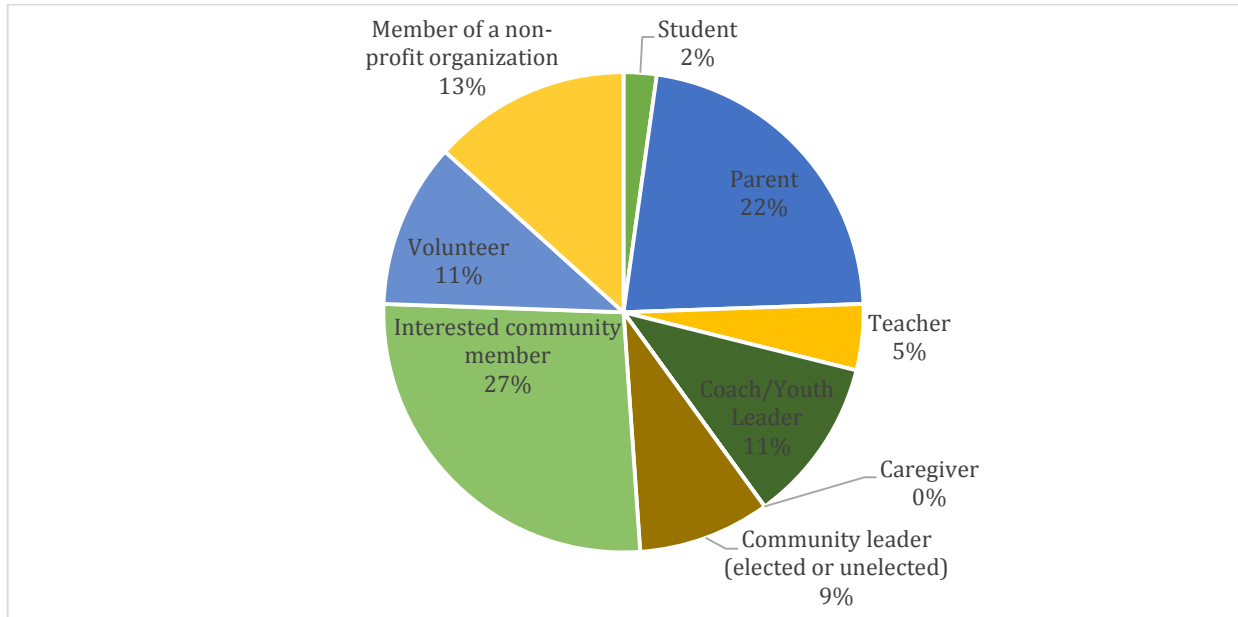


Table 19: Average Age and Average Income

Average Age:	48.59
Average Income:	75735.29

Questions used at the Community Meetings:**Pathways to Nature – Mesa County****Public Meeting ___ – November 2015****Handout # _____**

Q1: What is your zip code? _____

Q2: What is your affiliation to youth outdoors in Mesa County? Circle all that apply:

- a. Student,
- b. parent,
- c. teacher,
- d. coach/youth leader,
- e. caregiver,
- f. community leader (elected or unelected),
- g. interested community member,
- h. volunteer,
- i. member of a non-profit organization,
- j. Other: _____

Q3: What is your age? _____

Q4: What is your annual household income? Circle one

- a. 0- \$25, 000
- b. \$25,000-50,000
- c. \$50,000 – 100,000
- d. Over \$100,000

Q5 and Q6 – open discussion – recorded by facilitator

Q7 – 15 (all done at the same time). Each question will correspond to a particular dot color. Wander around the room placing the appropriate color dots on the map at the places they want to identify in response to the questions. Be sure to put your handout number on each of their dots.

Q7: (1)- Place a YELLOW colored dot on the place where you live.Q8: (2)- Place a PEACH colored dot on your favorite place in Mesa County to go outdoors with young people.Q9: (3)- Place a LIGHT PINK colored dot on the place in Mesa County you go most often with young people outdoors.

Q10: (4)- Place a DARK PINK colored dot on the area in Mesa County that you think is most accessible to getting young people outside.

Q11: (5)- Place a LAVENDER colored dot on the area in Mesa County that you think is least accessible to getting young people outside.

Q12: (6)- Place a BLUE colored dot on the area in Mesa County that you want to get more information about regarding going there with young people.

Q13: (7)- Place a BLUE-GREEN colored dot on the area in Mesa County that you think provides the greatest outdoor educational opportunity for young people.

Q14: (8)- Place a DARK LIME GREEN colored dot on the place in Mesa County that you think is most in need of recreational development for young people (parks, playgrounds, etc.)

Q15: (9) Place a LIGHT LIME GREEN colored dot on the box with your favorite activity to do outside with young people in Mesa County (a set of boxes will be filled with activities and recorded on a flipchart page hanging on the wall next to the maps)

Q16: Below is a list of activities with kids available in Mesa County. Next to each activity is a scale 1-5. Please circle your level of awareness of that activity. With 1 being not at all aware, and 5 being fully aware and actively participating in that activity with young people.

Not at all aware	Somewhat aware, but have little information about	Aware of activity, but not participating at all in activity	Aware, but not participating in activity frequently in Mesa County	Fully aware and often participating in activity	Activity
1	2	3	4	5	Fishing
1	2	3	4	5	Hunting
1	2	3	4	5	Mountain Biking
1	2	3	4	5	Biking on paved trails
1	2	3	4	5	Horseback riding
1	2	3	4	5	Walking/Hiking on trails
1	2	3	4	5	Camping
1	2	3	4	5	Wildlife viewing
1	2	3	4	5	Bird Watching
1	2	3	4	5	OHV or 4x4 driving
1	2	3	4	5	Rafting/Boating
1	2	3	4	5	Climbing
1	2	3	4	5	Learning about nature (plants, animals, other features)
1	2	3	4	5	Learning about dinosaurs
1	2	3	4	5	Learning/Experiencing Archeologic sites and historic sites

Q17: Circle your biggest concern below when going outside with young people in Mesa County.

- a. Safety,
- b. Time,
- c. Money,
- d. Access,
- e. Education,
- f. the unexpected
- g. other: _____

Thank you for your participation in this study. As a way of saying thank you, please stick around for our drawing for many wonderful door prizes.

APPENDIX C: FOCUS GROUPS

The following information summarizes the focus groups and provides other relevant information. A summary of each focus group was provided to give additional information about the discussions in each individual focus group, followed by the focus group scripted questions.

Table 20: Summary of Focus Groups

	Focus Group	Date	Number of Participants	Location
1	Clifton Residents	9/24/15	4	Clifton Elementary
2	Orchard Mesa Residents	9/28/15	7	Orchard Mesa Middle School
3	Single Parents	10/1/15	5	Columbine Park
4	Colorado Mesa University Students	10/5/15	15	Colorado Mesa University
5	Parents of Children With Disabilities	10/12/15	4	Center of Independence
6	Teachers District #51	10/22/15	5	Basil T. Knight Center

Six focus groups were conducted in September and October of 2015. Forty people participated in 6 separate focus groups. The six focus groups were directed at getting feedback from specific geographic locations, as well as underrepresented groups.

Clifton Residents

Participants of this focus group saw spending time outdoors as a way to bond with their families. The biggest obstacle to spending time outdoors was safety issues. Participants communicated that local parks and schools are primarily used as their outlet for outdoor activity, and in their neighborhoods there are generally illegal activities taking place when their children are trying to play. Participants asked for increased police presence at these locations so they could bring their kids to the playground more.

Orchard Mesa residents

Orchard Mesa residents expressed their desire to get children into nature more because it teaches valuable life lessons such as a sense of responsibility and appreciation for nature. The biggest barrier for this group was time, cost, and distance of outdoor activities. The participants of this focus group indicated that having lower cost options, discounts, or a free trial before purchasing would help them alleviate the barrier of cost.

Single Parents

The single parent's focus group confirmed the importance of getting children into nature, specifically that outdoor activities improve a child's social, physical, and emotional well-being. The primary barriers to outdoor activities is time, cost, and information. This group had several interesting suggestions, including expanding the public transit system to outside of town to outdoor activity locations. This would allow parents who cannot afford transportation to visit outdoor recreation sites away from the city. They also suggested an information app for phones that provides information in regards to local events, activities, camps, directions for how to access these activities, times, dates, etc. There was also a discussion of the need to have access to equipment for youth sports. Many sports are beyond their economic means for equipment. Opportunities for lower cost outdoor sports such as cross country running (Girls on the Run as an example), soccer, etc., would help parents tremendously.

Colorado Mesa University students

University students had a distinctly different view of what constituted a good day outdoors, indicating that who you experience the outdoors with and the exploration of something new were very important. The largest barriers to this group were cost of gear, time, transportation, and lack of experience with new activities. They indicated that having classes that introduced people to new outdoor activities, as well as public transportation to recreation sites would improve their ability to enjoy time outdoors. College students held up the Colorado Mesa University Outdoor Programs (OP) office as a model of low cost access to shared equipment for outdoor recreation and exploration, as well as the guided trips around the landscape and around the world. Most of the participants were repeat participants in the outdoor program trips. Several students also mentioned efforts to educate the public about the many values of the outdoors and nature such as the CMU Sustainability Council (a student organization), and the OP Wednesday Night Wandering Programs.

Parents of children with disabilities

Participants of this focus group expressed the difficulty in taking part in outdoor activities due to accessibility. Having the proper equipment and transportation makes outdoor recreation difficult. This group had a particular issue with winter activities, as well as activities in the summer heat. They requested a clearing house of equipment for outdoor activities (a place to borrow/rent equipment), suggested longer camping seasons at national and state forests, and more dog friendly trails. They also requested the development of trail areas with safety/parking/security in mind.

Teachers from District 51

The theme from the teacher focus group is the difficulty in school and government rules that allow them to take kids outdoors. The following are some of the direct comments from the focus group:

- District mandates CPR & First Aid certification by all personnel on field trip.
- District requires all adults with CPR & First Aid certification on field trips to be District 51 personnel.
- District does not make available or pay personnel for CPR & First Aid training required for all field trips.
- Requirement that all drivers for field trips need to be bus certified.

In addition to this, teachers cite as barriers the affordability of field trips outdoors, and list government partnership, as well as a designated field trip bus as way to overcome these barriers.

Focus Group Questions**Focus Group Questions****Pathways to Nature Project – Mesa County****Tim Casey – Colorado Mesa University****Fall 2015****Questions will be asked in the sequence below:**

1. Describe for me a great day with your kids (students) outdoors. What are the characteristics that are most important to making that a great day in nature?
2. Where have you experienced some or all of these characteristics with your kids (students) in Mesa County?

3. Is it more the activities you do or the places you go that most contribute to that great day? Do those two interact? How?
4. How does the time of year affect your opportunities for great times with your kids (students) in nature?
5. If you could add one thing to Mesa County to improve your time/opportunities outdoors in nature with your kids (students), what would it be?
6. What are the biggest obstacles/barriers you face trying to have those great moments outside in nature with your kids (students)?
7. Are those times outdoors important to your kid's education, development or well-being? Why?
8. What role do you think there is for each of the following groups to contribute to those great days outside in nature with your kids?
 - a. Parents (other parents)
 - b. Teachers (other teachers)
 - c. City employees (parks and rec, etc)
 - d. Mesa County
 - e. Non-profit groups
 - f. Local businesses
 - g. Outfitters and guides
 - h. Public land managers
 - i. State of Colorado employees (i.e. CPW, CDOT, etc.)
 - j. Nature program providers

APPENDIX D: OUTDOOR/NATURE PROVIDER SURVEY & PROGRAM INVENTORY

Outdoor/Nature Program Inventory Methodology and Results

Outdoor/Nature program providers were identified as agencies, organizations, or companies that have as part of their mission the goal of getting youth and families into nature. The project advisory board members were asked to help identify outdoor/nature providers and requests were made to participate. The survey was emailed out using Survey Monkey. Some respondents requested a hard copy to fill out, and the results were imputed manually. The survey has 23 questions with 122 items. 42 surveys were sent out, and 28 responded. The respondents are listed in table 21. The rest of the tables in appendix D illustrate further the questions from the outdoor/nature provider survey.

Table 21: Respondents to Outdoor/Nature Provider Survey

- Bureau of Land Management - Grand Junction Field Office
- Western Colorado Congress
- Grand Valley Trails Alliance
- John McConnell Math & Science Center of Western Colorado
- Conservation Colorado
- COPMOBA
- Cabela's
- Desert Ecosystem Analysis and Restoration
- Rocky Mountain Elk Foundation
- U.S. Forest Service- Grand Mesa, Uncompahgre and Gunnison National Forests
- Colorado Parks and Wildlife
- STRiVE
- Hilltop Trail Crew
- Colorado Riverfront Commission
- Audubon
- Colorado National Monument
- John McConnell Math and Science Center
- Colorado State University Extension - Mesa County 4-H
- Mesa County
- Mesa Land Trust

- Western Colorado Botanical Gardens
- Girl Scouts of Colorado
- Museum of Western Colorado
- Grand Junction chapter -- Great Old Broads for Wilderness
- Children's Nature Center
- BLM
- Tamarisk Coalition
- Western Colorado Conservation Corps

Table 22: What Geographic Area Does Your Audience Come From?

What geographic area does your audience come from?	Count
Western Colorado	11
All Mesa County	5
Colorado Statewide	2
Colorado and beyond	6
Grand Junction	3

Figure 24: Program offerings (by time of year)

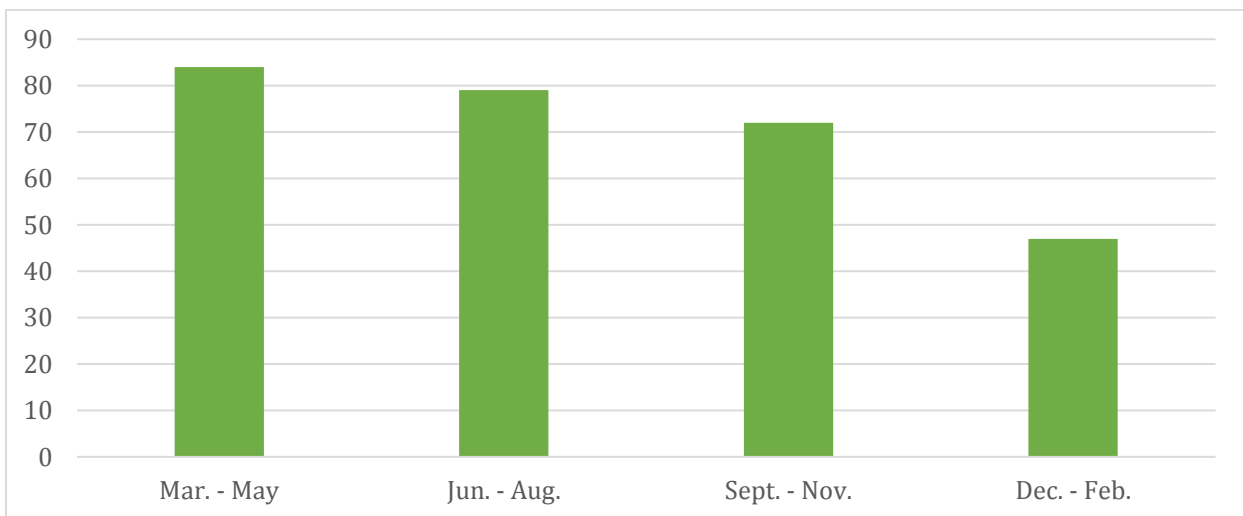


Table 23: Open answers to the question “Please describe which underserved populations, how you recruit/connect with them, and for what types of programming?”

- Ethnic Minorities recruited through WCCC for internship positions.
- Our organizing is expanding into economic justice issues, which will help us connect with low-income and immigrant populations.
- Community members (from youth to retired adults) living in Gateway via our development of the loose community group known as Friends of Northern Dolores (FOND). We have collaborated with the Gateway School and the BLM to host outdoor learning experiences on public lands which met science and social studies curriculum. As well, we have connected with long time community members in the Gateway area around our shared interest in preserving the region's robust human history and long time stewardship of the landscape. After making initial connections with a number of community members, and leadership with the Gateway Community Center, we were able to recruit support from the BLM, the Museum of Western Colorado and Gateway Canyons Resort, for a collaborative event known as the 'Calamity Camp Trail Day & Historic Mining Celebration' during which we worked with community members to improve the parking facilities at the historic Calamity Camp so that the elderly and the young alike could easily enjoy visits to this unique resource. After the trail work, we hosted an oral history event with community members of various ages who had lived and worked at the camp. We have also helped with turnout to the annual Dynamite Shoot, contributions to the associated silent auction at the Community Center and have hosted astronomy outings with local students. A shared love for the landscape and the regional heritage has been central to the success of these efforts.
- The students at Gate Way school. Presented 2 hours program on animals in desert along with a desert game.
- Outdoor Wilderness Lab is targeted toward Bookcliff MS with 80% free or reduced lunch.
- We send out emails and flyers
- Our Trailbuilding crew is embedded in a CO Dept. of Human Services/Division of Youth Corrections contract program. We give vocational experience to the youth in our program.

- The riverfront trail offers access to the Colorado River for anyone, from any economic or cultural situation. Our public outreach stresses awareness of the trail and its benefits for anyone that uses it. We do print media, social media, electronic media as well as meeting with service organizations.
- From the little records we have it appears the primary audience is the children attending Title I schools. We offer free or provide grants for bus transportation.
- We do a lot of our programming in communities where underserved populations live. We provide almost all of our programming in Spanish as well as use the internet and media to recruit.
- Latino population located in the Monument Road area, DIA and Riverside Educational Center program students and teachers
- We have free nights at the Museum.
- We work in partnership with CCA to do education programs with Dual Immersion Academy. We are able to reach out to both children and families of the english as a second language population
- The Western Colorado Conservation Corps is a program of Mesa County Partners. We strive to recruit underserved youth and young adults in western Colorado.

Table 24: List of Partner Agencies for Outdoor/Nature Providers

- Bureau of Land Management
- Rocky Mountain Elk Foundation Ducks Unlimited Mule Deer Foundation National Rifle Association US Sportsman's Alliance US Forrest Service Colorado National Monument Colorado Parks and Wildlife
- Delta County Schools, Western Slope Conservation Center, Paonia/Delta/Hotchkiss Public Library, Colorado Parks and Wildlife, GM Nordic Council, Math and Science Center
- Colorado Parks and Wildlife CMU Rocky Mountain Bird Observatory
- City of Grand Junction
- Schools Colorado Mesa University Ute Water Festival Mesa County Safety Fair Colorado Department of Parks & Wildlife Association of Zoos & Aquariums National Science Foundation
- Museum of the West Colorado Parks and Wildlife CSU Cooperative Extension

- Grand Valley Audubon Society, Desert Ecosystems Analysis & Restoration, Museum of the West, Interpretive Association of Western Colorado, Ft. Lewis College, Colorado Mesa University, Colorado Parks & Wildlife,
- All NGOs, local radio and TV, outdoor retailers, schools, Scouts
- several in the community
- BLM Forest Service
- Mesa County City of Grand Junction Town of Palisade City of Fruita Colorado Parks & Wildlife
- Division of Wildlife, Mesa County School District
- BLM, COPMOBA, Great Old Broads for the Wilderness, CMU, hiking groups
- Colorado Canyons Association
- Public land managing agencies, The Tamarisk Coalition, The Nature Conservancy, etc.

Pathways to Nature: Survey of Nature Program Providers

***1. Organization name:**

***2. Organization address:**

3. Mission statement:

***4. What geographic area does your audience come from?**

- Collbran
- DeBeque
- Fruita
- Grand Junction
- Palisade
- All Mesa County
- Western Colorado
- Colorado Statewide
- Colorado and beyond

Other (please specify)

Pathways to Nature: Survey of Nature Program Providers

***5. For each of the following types of outdoor/nature programming, please provide the average number of programs you conduct and participants you serve per year. Please use 0 for programs you do not conduct.**

Curriculum-based (school) learning activities - Programs:

learning activities -

Programs:

Curriculum-based (school) learning activities - Participants:

learning activities -

Participants:

Informal (general public) learning activities - Programs:

learning activities -

Programs:

Informal (general public) learning activities - Participants:

learning activities -

Participants:

Interpretive or guided hikes - Programs:

Programs:

Interpretive or guided hikes - Participants:

Participants:

Events or festival booths/activities - Programs:

booths/activities - Programs:

Events or festival booths/activities - Participants:

Events or festival

Participants:

Service projects - Programs:

Service projects -

Participants:

Day camps - Programs:

Day camps - Participants:

Residential camps - Programs:

Programs:

Residential camps - Participants:

Participants:

Indoor programs to encourage outdoor activity - Programs:

encourage outdoor activity -

Programs:

Indoor programs to encourage outdoor activity - Participants:

encourage outdoor activity -

Participants:

Workshops for educators - Programs:

Programs:

Workshops for educators - Participants:

Participants:

Pathways to Nature: Survey of Nature Program Providers

6. During what time of year do you offer each of the following types of programs? Select all that apply.

	Dec. - Feb.	Mar. - May	Jun. - Aug.	Sept. - Nov.
Curriculum-based (school) learning activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal (general public) learning activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpretive or guided hikes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Events or festival booths/activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service projects:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Day camps:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential camps:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indoor programs to encourage outdoor activity:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops for educators:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. To what age groups do you offer each of the following types of programs? Select all that apply.

	Birth - 5 Years	Elementary School	Middle School	High School	Adults	Senior	Families
Curriculum-based (school) learning activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal (general public) learning activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpretive or guided hikes:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Events or festival booths/activities:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service projects:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Day camps:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential camps:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indoor programs to encourage outdoor activity:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workshops for educators:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Do you charge a fee for any of your programs?

- Yes
- No

Pathways to Nature: Survey of Nature Program Providers

9. Which types of programs do you charge for? Select all that apply.

- Curriculum-based (school) learning activities
- Informal (general public) learning activities
- Interpretive or guided hikes
- Events or festival booths/activities
- Service projects
- Day camps
- Residential camps
- Indoor programs to encourage outdoor activity
- Workshops for educators

10. Do you take specific measures to recruit or connect with underserved populations in Mesa County?

- Yes
- No

11. Please describe which underserved populations, how you recruit/connect with them, and for what types of programming?

12. Do you partner with other nature-related recreation or education organizations to deliver programs? If so, please list the organizations with whom you partner.

- Yes
- No

Partner organizations

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13. Give an estimate of the number of program per year that you conduct on the each of the following topics.

Wildlife	<input type="text"/>
Ecosystems	<input type="text"/>
Aquatic ecosystems	<input type="text"/>
Water management	<input type="text"/>
Plants	<input type="text"/>
Geology	<input type="text"/>
Seasons	<input type="text"/>
Nocturnal wildlife/plants	<input type="text"/>
Human interactions with nature	<input type="text"/>
Environmental stewardship	<input type="text"/>
Astronomy	<input type="text"/>
History/archaeology	<input type="text"/>
Nature observation	<input type="text"/>
How to fish	<input type="text"/>
Orienteering	<input type="text"/>
Geocaching	<input type="text"/>
Other topics (please specify the topic and number of programs per year)	<input type="text"/>

14. How do you advertise your programs? Select all that apply.

- Word of mouth
- Newspaper
- Email lists
- Websites
- Social media
- Another organization's publication
- Contracts/arrangements with another organization
- Radio/TV
- Posters and/or flyers
- Mailings
- Publications your organization makes available to the public

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15. What kinds of habitat/features exist on the land you use for nature/outdoor programming? Select all that apply.

- Mountain
- Prairie/Shrubland/Plains
- Agricultural/ranchlands
- Wetlands
- River/creeks
- Lake/pond
- Foothills
- Forest/woodlands
- Desert
- Canyonlands
- Developed city park
- Developed gardens
- Other (please specify)

16. What type of land/facilities do you use for your programs/activities? Select all that apply.

- Local trails (natural surface or paved)
- Community gardens
- School or daycare grounds
- Agricultural lands
- City or County natural areas/open spaces
- Colorado State Parks or Wildlife Areas
- Developed/landscaped areas at neighborhood or city parks
- Natural areas in neighborhood or city parks
- Federal lands (National Forest/National Park, BLM)
- Informal natural areas (e.g., stream/ditch banks, retention ponds, etc.)
- Private camps and facilities

Pathways to Nature: Survey of Nature Program Providers

17. Where exactly do you go to conduct programs/activities? Specify names of places if possible.

18. Do you own or manage the land and/or facilities that you use to conduct programs and activities?

- Yes
 No

19. Please list any programs, groups, or organizations that use your land and/or facilities.

20. Do you charge a fee to other groups to use your land and/or facilities?

- Yes
 No

21. Are there restrictions on the land/facilities you use for programs and activities that prevent you from doing what you'd like? Select all that apply.

- No access to water
 No contact allowed with water
 No use of areas at night
 No off-trail use
 No disturbing of features (e.g., rocks, branches, etc.)
 No picking of vegetation
 Other (please specify)

Pathways to Nature: Survey of Nature Program Providers

22. Are you aware of any specific gaps or overlaps in existing nature/outdoor programming in Mesa County? These may relate to program location, type, audience, or something else.

- Yes
 No

If you answered "Yes," please describe the gaps and/or overlaps in existing programming.

23. What would be the most effective way to help your organization increase the number and/or reach of its programs? Select your top three choices.

	1st priority	2nd priority	3rd priority
More staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer educator programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More close-in natural areas available for use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional facilities (e.g., restrooms, shelter, trails, etc.) at existing natural areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff training on how to provide effective outdoor experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding to allow groups to travel to our programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding for scholarships to help people attend our programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding to hire staff to develop ongoing relationships with youth and family groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More effective ways of advertising our programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

APPENDIX E: YOUTH AND FAMILY PROGRAM PROVIDERS SURVEY (TEACHERS, NON-TEACHERS)

In addition to outdoor/nature providers, a separate survey was conducted for youth and family program providers. Youth and family program providers are classified as agencies that regularly teach youth and families, but for whom actively connecting their participants with nature is not part of their goals as an organization. This includes early childhood providers (such as preschools), youth and family service providers (such as local libraries), as well as school teachers and administrators. School teachers and administrators were given a separate survey that had slightly different questions. The results of each survey will be discussed separately. There were 31 respondents to the non-teacher survey, and 71 responses to the teacher survey.¹⁷

The following summarizes the data used to reach conclusions in the body of the report.

Table 25: Youth and Family Survey Participants

Organization	Type of program
Colorado Discover Ability	Adaptive outdoor rec. for disabled
Center for Independence cfigj.org	Advocacy, daily living skills for disabled
Riverside Educational Center	After school tutoring
Rainbow Children's Center	Child care center
Harvard Academy	Child care center
Wishes and Dreams Child Care	Child care center
Little Learners Children's Center	Child care center
RMSER Migrant Head Start GJ Center	Child care center
Little Lambs Learning Center	Child care center
Discovery Kids Learning Center, Inc	Child care center
Grand Valley Childcare	Child care center
We Kare-A-Lot, Inc.	Child care center
Kidz Plex Inc.	Child care center
Kids of the Kingdom Christian Day School	Child care center
Little Scholars	Child care center

¹⁷ Note that table 25 illustrates all of the organizations that the survey was mailed to, and 31 responded. The survey was anonymous so it is not known which organizations responded.

Heaven's Little Steps Child Care	Child care center
Small Wonders Early Learning Center	Child care center
Little Mavericks Learning Center	Child care center
Christian Community School	Child care center
Smiley Face Children's Center	Child care center
GJ Leadership Academy	Child care center
Stepping Stones Children's Center	Child care center
Time For Tots, LLC. (Family First)	Child care center
Victory Garden	Child care center
Kinder Haus Learning Center	Childcare/preschool
Strive	Development disabilities
Hilltop Family First	Family center
The House	Homeless youth
Mesa County Partners	Mentoring
Child and Migrant Services	Migrant Services
City of GJ Parks Recreation Program	Muni Rec
Palisade Rec. Center	Muni Rec
Fruita Rec. Center	Muni Rec
Town of Collbran	Muni Rec
Town of DeBeque	Muni Rec
Noah's Ark Christian Preschool	Preschool Program
Monument Preschool	Preschool Program
District 51 Preschools	Preschool Program
River Canyon School	School - Waldorf
District 51 Extended Hours Program	School Age Program
Girl Scouts	
Grand Mesa District, Western CO Boy	
Hilltop - Get Real	School Age Program For At-Risk Youth
Hilltop - Residential Youth Services/HELP	Residential Program For Youth W/ Mental Health Needs
Girls on the Run	Leadership Development/Recreation

Neural Activity	Drug Prevention/Leadership Development For Youth
Grand Mesa Nordic Council	Outdoor Recreation

Table 26: Youth and Family Program Provider Demographics

For Profit Child Care	3.33%	1
Non-Profit Child Care	10.00%	3
Preschool	36.67%	11
School	10.00%	3
Recreation Program	23.33%	7
Family Center	0.00%	0
Youth/Family Program Provider	16.67%	5
Parent/Teacher Education Program	0.00%	0
Support, Advise, Or Provide Networking Functions To Any Of The Above	0.00%	0
Total	100.00%	30

Table 27: Does your organization's mission or goals include health, wellness, nutrition, activity, obesity prevention, or promoting nature experiences?

Yes	27
No	3

Table 28: Which of the following best describes the primary focus of your organization?

Non-profit child care	3
Youth/Family program provider	5
Recreation program	7
School	3

Preschool	11
For profit child care	1

Table 29: On average, how often do your program activities/services take place?

Once per week	2
Several times per week	12
Five or more days per week	13
Several times per month	1
Several times per year	2

Table 30: Which of the following activities are offered or addressed in your programs and services? Check all that apply

Healthy food choices	Low cost menus	Food preparation	Large motor development or activities	Participation in organized sports	Outdoor activity	Gardening/ growing healthy food	None of the above
20	2	10	24	8	23	7	4

Table 31: How often does your program provide the following outdoor activities?

- We have considerable activities in our backyard
- RYS employs Recreation Coordinators that schedule a variety of active and passive recreation activities which occur several times a week.
- Our program is nature based so children spend at least 1 hr outside everyday rain or shine/snow
- Cross country skiing
- Skiing on cross country trails
- Field application of classroom content
- Rafting, Skiing (both water and snow) Day camps, and overnight camps

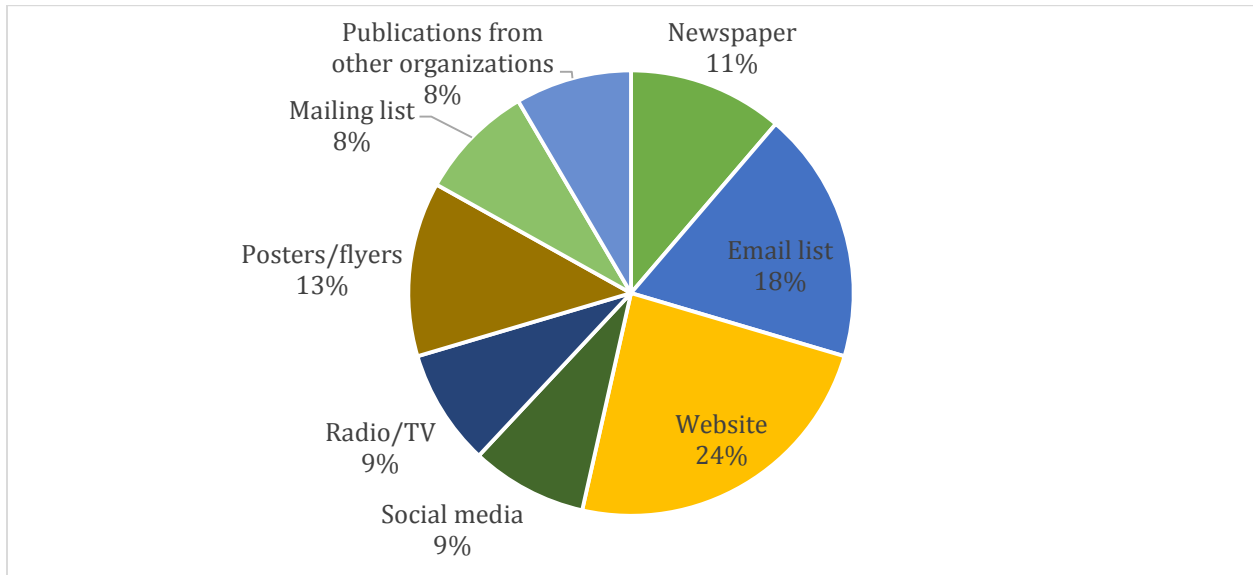
Table 32: Where exactly do you go to take participants outdoors? Give specific names if possible. List your own site if you conduct outdoor activities there

- Colorado Riverfront Trail, local parks in Mesa County
- The Monument, The Mesa, Sherwood Park, Canyon View Park, The House Garden, The House backyard
- Grand Mesa, 18 Road, Lunch Loop, mountains above Glade Park (Fruita #3 Reservoir), Canyon View, Connected Lakes bike trails, Fruita Rec Center, etc.
- Grand Mesa, Skyway, Country line, Ward
- Little Salt Wash Park, Reed Park, Heritage Park, Fruita Community Center back yard
- Grand Mesa GMNC ski trails, Top of the Pines cross country trails in Ridgeway
- Escalante Canyon, Ridgeway State Park, Crawford State Park, Grand Mesa, Black Canyon, Paonia River Park,
- Connected Lakes Colorado National Monument Mcinis Canyon Systems James M Robb State Parks Upper Colorado River near Kremmling to Dotsero Variety of Local Colorado River Town Floats Overnights on Ruby / Horsethief, Westwater, Cataract Canyon, Desolation Canyon, Gates of Lodore, Upper C, San Juan River Various sections of the river parkway for access to cycling A private lake near Connected Lakes Camp Cedaredge Powderhorn Sunlight Copper Mtn Ski Cooper
- Grand Valley BLM Trails, Colorado Canyons trails, Grand Mesa, Black Canyon of the Gunnison, Colorado Riverfront Trail, Colorado National Monument, Umcomphgre National Forest, other state specialty areas such as Hanging Lake.
- Schools, Parks, Lincoln Park Pool, Riverfront Trail, Colorado National Monument, Museum of the West
- Loma Elementary
- Colorado National Monument, School playgrounds, riverfront trail, City Parks, state parks
- Park River front trail Pumpkin patch
- Highland Lake, CO National Monument, Canyon View Park
- Clifton Preschool
- Connected Lakes Highline Lake Colorado National Monument River Trail Have camped in a variety of campgrounds (Moab, Blue Mesa, Ridgeway, Highline)

- Taylor Elementary Playground, River Front Trail in Palisade, Moon Farm in Fruita and the Botanical Gardens in Grand Junction
- All City and County parks, Colorado National Monument, Riverfront Trail System, etc.
- We have family activities planned at farm and parks a couple times a year
- At my child care facility, Small Wonders ELC
- Lincoln Park, Audobon Trail, Pumpkin Patch
- Koinonia church grounds
- Pear Park Elementary, city park, pumpkin patch
- Butterfly Pavilion Pumpkin patch City Parks
- Our centers playground. Our older kids are able to walk to nearby Sherwood Park in the summer.
- Kids of the Kingdom

Note that Figure 25 is just the results of the youth and family provider survey, whereas in the main text of the report Table 11 combines the above results with the results from the same question in the youth and family teacher’s survey (listed in the next appendix).

Figure 25: Where would you look to find information about guided nature activities for your participants? Select all that apply



Pathways to Nature: Youth/Family Provider Survey

Thank you for your willingness to give 15 minutes of your time to answer this survey about how outdoor activities and nature experiences are incorporated into your programming for children, youth, or families. This survey is part of an effort by Great Outdoors Colorado, the Mesa County Health Department and numerous partners on the Western Slope to help us identify how we can create better opportunities for young people to experience nature.

We would like information from a variety of different organizations, regardless of whether you have outdoor programming! If you don't currently provide outdoor/nature experiences for your participants, please help us by identifying barriers to providing this kind of programming and what kinds of support would be necessary for you to do more.

If you have any questions about this survey, please contact Fran Parker, Health Promotions Specialist at the Mesa County Health Department: fran.parker@mesacounty.us

1. Does your organization's mission or goals include health, wellness, nutrition, activity, obesity prevention, or promoting nature experiences?

- Yes
- No

2. Which of the following best describes the primary focus of your organization?

- For profit child care
- Non-profit child care
- Preschool
- School
- Recreation program
- Family center
- Youth/Family program provider
- Parent/teacher education program
- Support, advise, or provide networking functions to any of the above

Pathways to Nature: Youth/Family Provider Survey

3. What ages do you serve? If you support or advise other program providers, what ages are directly or indirectly impacted? Select all that apply.

- Birth-5 years
- Elementary school
- Middle School
- High School
- Adults
- Seniors
- Families
- All of the above
- Other (please specify)

4. On average, how often do your program activities/services take place?

- Five or more days per week
- Several times per week
- Once per week
- Several times per month
- Once per month
- Every other month
- Several times per year

5. What geographic area do your clients come from? Check all that apply.

- Collbran
- DeBeque
- Fruita
- Grand Junction
- Palisade
- Other Mesa County
- Other (please specify)

Pathways to Nature: Youth/Family Provider Survey**6. How are your programs and/or services funded? Check all that apply.**

- Government grants
- Foundation support
- Donations
- Fees for service
- Other (please specify)

7. What is eligibility for your program based on? Check all that apply.

- None (no eligibility requirements)
- Age
- Income
- Geography
- Ethnicity
- Gender
- Other (please specify)

8. How many people typically participate in your programs each year?**9. Which of the following activities are offered or addressed in your programs and services? Check all that apply.**

- Healthy food choices
- Low cost menus
- Food preparation
- Large motor development or activities
- Participation in organized sports
- Outdoor activity
- Gardening/growing healthy food
- None of the above

Pathways to Nature: Youth/Family Provider Survey

10. How often does your program provide the following outdoor activities?

	Daily	Weekly	Monthly	Several times a year	Annually	Never
Free play on a traditional playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use walking or biking trails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gardening (in season)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free play in a developed park	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities in a developed park	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free play in a natural area*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities in a natural area*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized recreation (e.g. fishing, camping, rock climbing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* A natural area is any physical area that contains native species or ecological communities in a relatively natural state, largely unaltered by modern human activity.

11. What type of land and/or facilities do you use when you take participants outdoors?

Check all that apply.

- Agricultural lands
- School or daycare grounds
- Natural areas*
- Developed/landscaped areas at neighborhood or city parks
- City or county open spaces
- Local trails (natural or paved)
- Federal lands (National Forest, National Park, BLM)
- Private camps and facilities
- Community gardens
- Other (please specify)

Pathways to Nature: Youth/Family Provider Survey

* A natural area is any physical area that contains native species or ecological communities in a relatively natural state, largely unaltered by modern human activity.

12. Where exactly do you go to take participants outdoors? Give specific names if possible. List your own site if you conduct outdoor activities there.

Pathways to Nature: Youth/Family Provider Survey

13. Does your program get participants outdoors as often you'd like?

Yes

No

Pathways to Nature: Youth/Family Provider Survey

14. To what extent are each of the following possible barriers to getting participants outdoors important for your program(s)?

	Not at all a barrier	Not a significant barrier	Neutral	Somewhat significant barrier	Very significant barrier
No natural area* on site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No natural area* or park close enough for regular access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't have time for participants to spend outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits of being outdoors/in nature are not worth the effort required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns about participants' safety in natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing time in nature does not fit closely enough with our mission or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not have enough staff to supervise participants in natural areas* or parks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not have staff who know how to teach about nature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not have enough money to take participants to natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough organized nature programs available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regulations on natural areas* or parks prevent us from doing what we'd like to do there	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns about liability for getting to or being in natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural areas* do not have the facilities we need (e.g. restrooms, shelter, seating area, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

Pathways to Nature: Youth/Family Provider Survey

* A natural area is any physical area that contains native species or ecological communities in a relatively natural state, largely unaltered by modern human activity.

15. What kind of help could you use to increase the time in nature that your program provides? Select your 3 highest priorities.

	1st priority	2nd priority	3rd priority
Staff training on why and how to take participants outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written information about the benefits of taking participants outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding and/or expertise to develop an on-site natural area*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature programs provided on-site by organizational staff/volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature programs provided at established natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More natural areas* within walking distance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guided nature hikes originating at our site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources in order to travel by vehicle to natural areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff training on managing groups of children outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional staff or volunteers to accompany us to natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More facilities at natural areas* (please list what kind of facilities and at what site in the "Other" box below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on how to implement our curriculum or meet program goals outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* A natural area is any physical area that contains native species or ecological communities in a relatively natural state, largely unaltered by modern human activity.

Pathways to Nature: Youth/Family Provider Survey

16. Where would you look to find information about guided nature activities for your participants? Select all that apply.

- Newspaper
- Email list
- Website
- Social media
- Radio/TV
- Posters/flyers
- Mailing list
- Publications from other organizations
- Other (please specify)

17. If we have questions or would like to follow up with you, may we contact you?

- Yes
- No

If so, please provide a phone number and/or email address by which we may contact you.

APPENDIX E PART 2: YOUTH AND FAMILY SURVEY (TEACHERS)

Figure 26: Which of the following activities are offered or addressed in your outdoor programs/field trips? Check all that apply

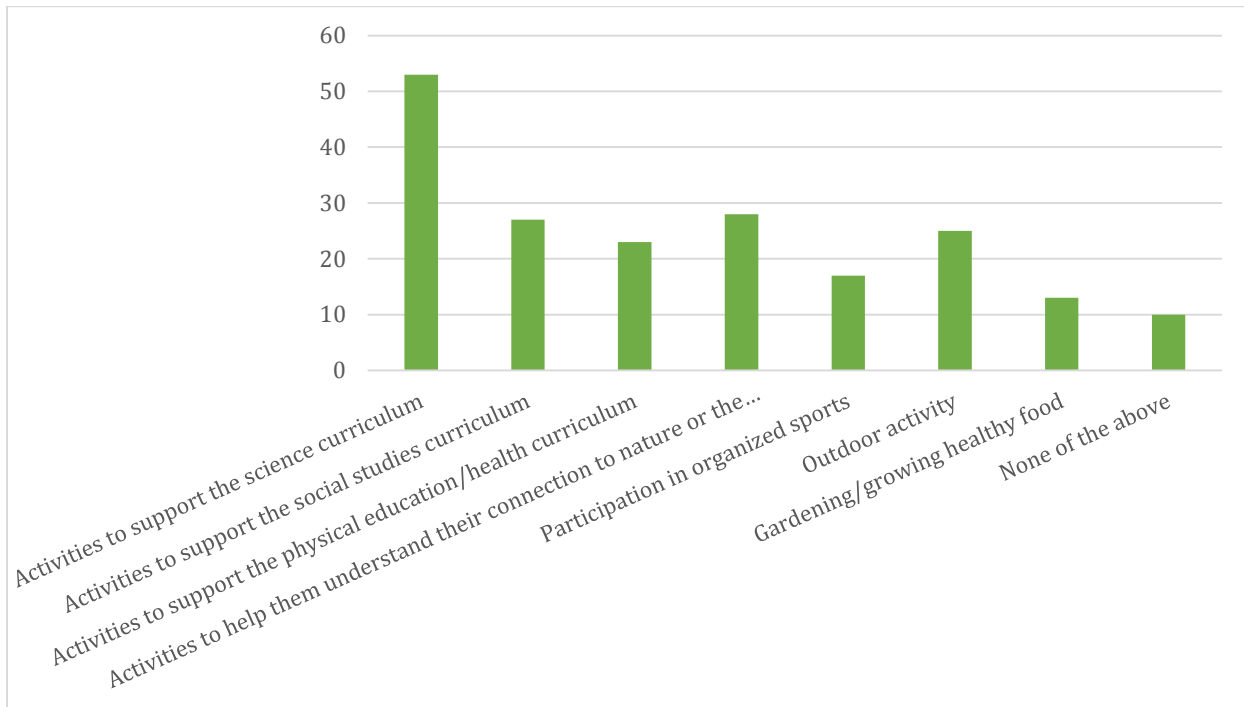


Table 33: How often do your outdoor programs/field trips provide the following outdoor activities?

	Free play on a traditional playground	Use walking or biking trails	Gardening (in season)	Free play in a developed park	Learning activities in a developed park	Free play in a natural area*	Learning activity in a natural area*	Organized recreation (e.g. fishing, camping, rock climbing, etc.)
Daily	35	1	1	1	0	5	4	0
Weekly	1	2	8	0	1	0	0	0
Monthly	0	2	0	0	1	2	2	0
Several times a year	4	14	4	10	9	6	9	10
Annually	4	19	6	13	11	5	21	14

Never	22	25	41	39	39	42	23	36
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Table 34: How often do your outdoor programs/field trips provide the following outdoor activities (Other answers)

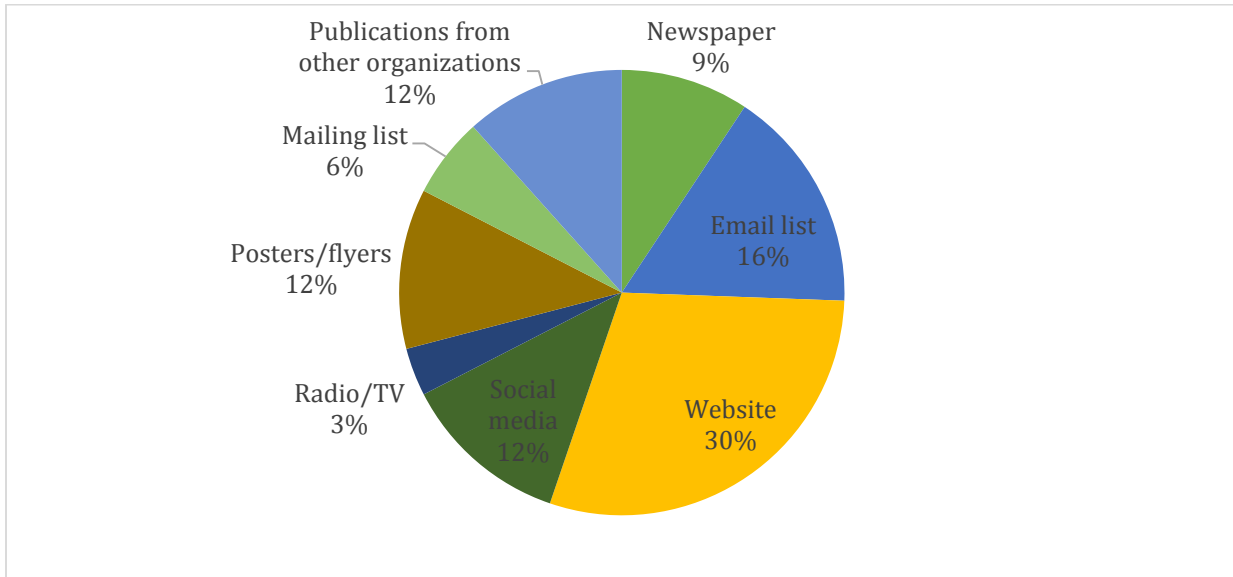
- Hiking
- I teach a Landscaping class for MCVSD #51. We "work" at the WCBG weekly and have projects in the local parks. I also teach a small animal care class which utilizes connected lakes and the CPW for annual projects. We don't "free play" in natural areas, we are learning through projects.
- our only field trip is to Moon Farm--if grants are available, we go to the Butterfly Pavilion
- We do community service work for the Colorado State Parks.
- We need more outdoor activities for all grade levels

Table 35: Does your school get students outdoors as often as you'd like?

No	54
Yes	15

Note that Figure 27 is just the results of the youth and family teacher survey, whereas in the main text of the report Table 11 combines the below results with the results from the same question in the youth and family provider survey survey (listed in the previous section).

Figure 27: Where would you look to find information about guided nature activities for your students? Select all that apply



Pathways to Nature: Teacher Survey

Thank you for your willingness to give 15 minutes of your time to answer this survey about how outdoor activities and nature experiences are incorporated into your school programming.. This survey is part of an effort by Great Outdoors Colorado, the Mesa County Health Department and numerous partners on the Western Slope to help us identify how we can create better opportunities for young people to experience nature.

We would like information from a variety of different teachers, regardless of whether you have outdoor programming! If you don't currently provide outdoor/nature experiences for your students, please help us by identifying barriers to providing this kind of programming and what kinds of support would be necessary for you to do more.

If you have any questions about this survey, please contact Fran Parker, Health Promotions Specialist at the Mesa County Health Department: fran.parker@mesacounty.us

1. What grade level do you teach? Check all that apply

- Kindergarten
- 1st grade
- 2nd grade
- 3rd grade
- 4th grade
- 5th grade
- 6th grade
- 7th grade
- 8th grade
- 9th grade
- 10th grade
- 11th grade
- 12th grade

2. Which of the following type of school do you teach at?

- Public
- Private
- Charter

3. On average, how often do your outdoor programs/field trips take place?

- Five or more days per week
- Several times per week
- Once per week
- Several times per month
- Once per month
- Every other month
- Several times per year

4. What geographic area do your students come from? Check all that apply.

- Collbran
- DeBeque
- Fruita
- Grand Junction
- Palisade
- Other Mesa County
- Other (please specify)

5. Which of the following activities are offered or addressed in your outdoor programs/field trips? Check all that apply.

- Activities to support the science curriculum
- Activities to support the social studies curriculum
- Activities to support the physical education/health curriculum
- Activities to help them understand their connection to nature or the landscape
- Participation in organized sports
- Outdoor activity
- Gardening/growing healthy food
- None of the above

6. How often do your outdoor programs/field trips provide the following outdoor activities?

	Daily	Weekly	Monthly	Several times a year	Annually	Never
Free play on a traditional playground	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use walking or biking trails	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gardening (in season)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free play in a developed park	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities in a developed park	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Free play in a natural area*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities in a natural area*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized recreation (e.g. fishing, camping, rock climbing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* A natural area is any physical area that contains native species or ecological communities in a relatively natural state, largely unaltered by modern human activity.

7. What type of land and/or facilities do you use when you take students outdoors? Check all that apply.

- Agricultural lands
- School grounds
- Natural areas*
- Developed/landscaped areas at neighborhood or city parks
- City or county open spaces
- Local trails (natural or paved)
- Federal lands (National Forest, National Park, BLM)
- Private camps and facilities
- Community gardens
- Other (please specify)

* A natural area is any physical area that contains native species or ecological communities in a relatively natural state, largely unaltered by modern human activity.

8. Where exactly do you go to take students outdoors? Give specific names if possible. List your own site if you conduct outdoor activities there.

Pathways to Nature: Teacher Survey

9. Does your school get students outdoors as often you'd like?

- Yes
- No

Pathways to Nature: Teacher Survey

10. To what extent are each of the following possible barriers to getting students outdoors important for

your program(s)?

	Not at all a barrier	Not a significant barrier	Neutral	Somewhat significant barrier	Very significant barrier
No natural area* on site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No natural area* or park close enough for regular access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Don't have time for students to spend outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits of being outdoors/in nature are not worth the effort required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns about students' safety in natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing time in nature does not fit closely enough with our mission or curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of parental support for outdoor activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of administrative support for outdoor programs/field trips	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not have enough staff to supervise students in natural areas* or parks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do not have enough money to take students to natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not enough organized nature programs available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regulations on natural areas* or parks prevent us from doing what we'd like to do there	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns about liability for getting to or being in natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Not at all a barrier	Not a significant barrier	Neutral	Somewhat significant barrier	Very significant barrier
Natural areas* do not have the facilities we need (e.g. restrooms, shelter, seating area, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* A natural area is any physical area that contains native species or ecological communities in a relatively natural state, largely unaltered by modern human activity.

11. What kind of help could you use to increase the time in nature that your outdoor programs/field trips provides? Select your 3 highest priorities.

	1st priority	2nd priority	3rd priority
Staff training on why and how to take students outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written information about the benefits of taking students outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding and/or expertise to develop an on-site natural area*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature programs provided on-site by organizational staff/volunteers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nature programs provided at established natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More natural areas* within walking distance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guided nature hikes originating at our site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources in order to travel by vehicle to natural areas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff training on managing groups of children outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1st priority	2nd priority	3rd priority
Additional staff or volunteers to accompany us to natural areas*	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
More facilities at natural areas* (please list what kind of facilities and at what site in the "Other" box below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training on how to implement our curriculum or meet program goals outdoors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

* A natural area is any physical area that contains native species or ecological communities in a relatively natural state, largely unaltered by modern human activity.

Pathways to Nature: Teacher Survey

12. Where would you look to find information about guided nature activities for your students? Select all that apply.

- Newspaper
- Email list
- Website
- Social media
- Radio/TV
- Posters/flyers
- Mailing list
- Publications from other organizations
- Other (please specify)

13. Would you be willing to participate in a focus group of teachers discussing the challenges and opportunities of getting children outdoors in Mesa County? If so, please us give us your name and contact information.

APPENDIX F: FACILITIES INVENTORY

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Federal												
<i>US Forest Service</i>												
Grand Mesa National Forest		Y	Y	Y	Y	Y	Y	Y	Y	Y	Scenery, wildlife, camping, hiking, hunting, snow sports, lakes, fishing, Visitor Center	Y, Trail
<i>National Park Service</i>												
Colorado National Monument		Y	Y	Y	Y	Y	Y	Y	Y	Y	Geologic and historical features, scenery/topography, hiking, ecosystem, cycling, rock climbing, ranger programs, Visitor Center	Y, Trail
<i>Bureau of Land Management</i>												
Bookcliffs		Y	Y	Y	Y	N	Y	N	N	N	Horseback riding, hiking, wildlife (wild horses), scenery/topography, Mt. Garfield	Y, trail
North Desert		Y	Y	N	Y	N	N	N	N	N	OHV trails, shooting range	Y
North Fruita Desert		Y	Y	Y	Y	N	Y	Y	Y	Y	Hiking, mountain biking (18 Rd trail system), horseback riding, OHV use, camping	Y, Trail

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
McInnis Canyons NCA		Y	Y	Y	Y	N	Y	Y	Y	Y	Geologic and historical features (arches, fossils, petroglyphs), mountain biking (Kokopelli trail system), river sports, hunting, OHV, hiking	Y, trail
Grand Mesa Slopes		Y	Y	Y	Y	N	N	N	N	N	Hiking, mountain biking, horseback riding, shooting range	Y, Trail
Glade Park		Y	Y	Y	N	N	Y	N	Y	Y	Hiking, camping, OHV, fishing, mountain biking	Y, Trail, Seasonal
Bangs Canyon		Y	Y	Y	Y	N	N	Y	N	Y	Hiking, mountain biking (Lunch Loops), OHV, horseback riding, scenery/topography, hunting	Y, Trail
Gateway		Y	Y	Y	Y	N	Y	Y	N	Y	Hiking, mountain biking, rock climbing, horseback riding, OHV, fishing, scenery/topography	Y, Trail
Dominguez-Escalante NCA		Y	Y	Y	Y	N	Y	Y	Y	Y	Geologic and historical features, hiking, wildlife, river sports, camping, picnicking	Y, Trail
State												
<i>Colorado State Parks</i>												
Vega Lake	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Fishing, boating, camping, cross-country skiing, hiking, OHV, picnic areas, cabin rentals, Visitor Center, bird watching, biking, education programs, hunting, horseback riding, ice skating, jet skiing, sledding/tubing, playground, horse corrals	Y

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Highline Lake	Y	Y	Y	Y	Y	N	Y	N	Y	Y	Biking, bird watching, boating, camping, education programs, picnic shelters, hunting, fishing, ice skating, jet skiing, sailboarding, swimming, volleyball, wildlife, showers and laundry facilities, playground, hiking	Y
James M. Robb - Colorado River	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	5 sections spanning Grand Valley (Island Acres, Corn Lake, Colorado River Wildlife Area, Connected Lakes, Fruita), boat ramps, swimming, river sports, camping, hiking, showers (Fruita and Island Acres), biking, bird watching, camping, hunting, education programs, hiking, OHV, picnic shelters, Colorado River, Riverfront Trail access	Y
County												
<i>Mesa County Parks, Landscapes, and Open Spaces</i>												
Arboretum	Y	Y	Y	N	N	N	N	N	N	N	Demonstration and research garden, small amphitheater, environmental and educational programs	Y
Coronado Park	Y	N	Y	N	N	N	N	N	N	N	Playground, open space, basketball court	Y
Exposition Park	Y	N	Y	N	Y	N	Y	N	N	Y	Open space, walking paths, large gazebo, rentals/parties	Y
Kimwood Park	Y	N	Y	N	Y	N	Y	N	N	N	Open space, playground, basketball court, loop trail, BMX pump track, picnic areas	Y
Orchard Mesa Lion's Club Park	Y	N	Y	N	N	N	Y	N	N	Y	Playground, open space, picnic shelters, World's Greatest Yard Sale	Y

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Long Family Memorial Park	Y	N	Y	N	Y	N	Y	N	N	Y	Playgrounds, multipurpose fields, looped trail system, skate park, softball field, picnic shelters (2 w/ restrooms), basketball courts, hockey rink, plaza/amphitheater, sand volleyball courts, horseshoe courts	Y
Lynwood Park	Y	N	Y	N	N	N	Y	N	N	N	Playground, open space, picnic table	Y
Rocky Mountain Elementary Park	Y	N	Y	N	Y	N	Y	N	N	N	Playground, open space, picnic shelters, basketball court, loop trail	Y
Teardrop Park	Y	N	Y	N	N	N	N	N	N	N	Open space	Y
Veteran's Intermountain Memorial Park	Y	N	Y	N	N	N	Y	N	N	N	Picnic shelters, open space	Y
Village Nine Park	Y	N	Y	N	N	N	Y	N	N	N	Playground, open space, picnic tables	Y
Municipal												
<i>Grand Junction Parks and Recreation</i>												
Canyon View Park and Sports Complex	Y	N	Y	N	Y	N	Y	N	N	Y	Organized sports (baseball, softball, soccer, lacrosse, football), baseball/softball complex, multi-use fields, walking paths, basketball courts, dog park, handball court, horseshoe court, tennis courts, sand volleyball, picnic shelters, ponds, open space, skate rink, accessible playgrounds	Y
Columbine Park and Sports Complex	Y	N	Y	N	Y	N	Y	N	N	Y	Picnic shelters, open space, basketball court, playground, lighted softball fields, sand volleyball courts	Y

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Cottonwood Meadows	Y	N	Y	N	N	N	Y	N	N	N	Basketball court, picnic tables, playground	Y
Darla Jean	Y	N	Y	N	N	N	Y	N	N	N	Basketball court, picnic tables, playground	Y
Dixon	Y	N	Y	N	N	N	N	N	N	Y	Open space	Y
Desert Vista	Y	N	N	N	N	N	N	N	N	N	Open space	Y
Duck Pond (Orchard Mesa)	Y	N	Y	N	Y	N	Y	N	N	Y	Open space, duck pond, picnic shelter and tables, playground	Y
Eagle Rim	Y	Y	Y	N	Y	N	Y	N	N	Y	Trail system w/ connection to Riverfront Trail, skate park, picnic shelters, horseshoe court, open space, playground	Y
Emerson	Y	N	Y	N	N	N	Y	N	N	Y	Open space, picnic areas, playground	Y
Hawthorne	Y	N	Y	N	Y	N	Y	N	N	Y	Open space, playground, picnic shelters	Y
Hillcrest	Y	N	Y	N	N	N	N	N	N	N	Open space	Y
Honeycomb	Y	N	N	N	Y	N	N	N	N	N	Open space, walking path	Y
Lilac	Y	N	N	N	N	N	Y	N	N	N	Open space, picnic tables	Y
Lincoln Park Complex	Y	N	Y	N	Y	N	Y	Y	N	Y	Tennis courts, outdoor swimming pool (seasonal), picnic shelters, 9 hole golf course and driving range, playground, horseshoe court, arboretum (including audio tours), walking paths, open space	Y

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Lincoln Park Sports Complex	Y	N	Y	N	N	Y	N	N	N	Y	Suplizio Baseball Field, Stocker Stadium (football field), Hospitality Suite (meeting space), quarter mile track, CMU and local high school sports, July 4th Fireworks Celebration, National Junior College World Series	Y
Paradise Hills	Y	N	Y	N	Y	N	Y	N	N	N	Playground, picnic shelters, basketball court, walking path, open space	Y
Pomona Park and Sports Complex	Y	N	Y	N	Y	N	Y	N	N	Y	Open space, picnic areas, playground, softball fields	Y
Autumn Ridge	Y	Y	Y	N	N	N	Y	N	N	N	Open space, picnic areas	Y
Duck Pond (Ridges)	Y	Y	Y	N	N	N	Y	N	N	Y	Open space, playground, picnic areas	Y
Hidden Valley	Y	Y	Y	N	N	N	Y	N	N	N	Open space, picnic areas, playground	Y
Pineridge	Y	N	Y	N	N	N	N	N	N	Y	Basketball court, horseshoe court, tennis courts, volleyball	Y
Ridges Tot Lot	Y	Y	Y	N	N	N	N	N	N	N	Open space, playground	Y
Shadow Lake	Y	Y	Y	N	N	N	Y	N	N	N	Open space, picnic table	Y
Riverside	Y	N	Y	N	Y	N	Y	N	N	Y	Open space, Riverfront Trail access, picnic shelter, playground, basketball court	Y, Trail
Rocket	Y	N	Y	N	Y	N	Y	N	N	Y	Open space, picnic shelters, accessible playground	Y
Sherwood	Y	N	Y	N	Y	N	Y	N	N	Y	Open space, picnic shelters, playground, walking path	Y
Spring Valley I	Y	N	Y	N	N	N	N	N	N	N	Open space	Y

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Spring Valley II	Y	N	Y	N	N	N	Y	N	N	N	Open space, playground, backstop, basketball court	Y
Washington	Y	N	Y	N	Y	N	Y	N	N	N	Basketball courts, backstop, playground, open space	Y
West Middle School	Y	N	Y	N	N	N	N	N	N	N	Basketball courts, sand volleyball	Y
Whitman	Y	N	Y	N	N	N	Y	N	N	Y	Open space, picnic areas	Y
Westlake	Y	N	Y	N	Y	N	Y	N	N	Y	9-hole disc golf course, open space, picnic shelters, playground, walking path, skate park	Y
Williams	Y	N	Y	N	N	N	Y	N	N	N	Open space, picnic areas, basketball court, playground	Y
Wingate	Y	N	Y	N	N	N	Y	N	N	N	Open space, picnic shelter, playground	Y
Burkey	Y	N	N	N	N	N	N	N	N	N	Undeveloped open space, walking	Y
Burkey (Orchard Mesa)	Y	Y	N	N	N	N	N	N	N	N	Undeveloped open space	Y
Horizon	Y	Y	N	N	N	N	N	N	N	N	Undeveloped open space	Y
Las Colonias	Y	Y	N	N	N	N	N	N	N	N	Undeveloped open space, Colorado River, Riverfront Trail access	Y, Trail
Matchett	Y	Y	Y	N	Y	N	N	N	N	N	Undeveloped open space, 18-hole disc golf course	Y
SacommanN	Y	Y	N	N	N	N	N	N	N	N	Undeveloped open space	Y

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Lincoln Park-Moyer Pool	Y	N	Y	N	N	N	Y	N	N	Y	Outdoor public swimming pool, waterslide, Splashpad water playground, diving boards, shallow water instructional tank, concession area, shade shelters, instructional classes, private parties/rentals	Y, Seasonal
Orchard Mesa Community Center Pool	Y	N	Y	N	N	Y	N	N	N	Y	Indoor public swimming pool, shallow wading area, diving boards, hot tub, indoor waterslide, inside/outside patio, instructional and exercise classes, competitive swim meets, private parties/rentals	Y
<i>Fruita Parks and Recreation</i>												
Little Salt Wash	Y	N	Y	Y	Y	N	Y	N	N	Y	Multi-purpose sports park (baseball/softball fields, soccer fields), picnic shelters, disc golf course, open space	Y, Trail
Reed	Y	N	Y	N	N	N	Y	N	N	Y	Playground, horseshoe court, 1/2 basketball court, open space, picnic areas	Y
Heritage	Y	N	Y	N	N	N	Y	N	N	Y	Picnic shelters, open space, 1/2 basketball court	Y
Civic Center Park Pavilion	Y	N	Y	N	N	N	Y	N	N	N	Open space, picnic areas	Restricted (for special events, by reservation only)
Prospector	Y	N	Y	N	N	N	Y	N	N	N	Open space, playground, picnic shelter	Y
Olga Anson	Y	N	Y	N	N	N	Y	N	N	N	Playground, open space, picnic shelter	Y
Rotary Triangle	Y	N	Y	N	N	N	Y	N	N	N	Open space, picnic areas	Y

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Dan Williams Memorial	Y	N	N	N	N	N	N	N	N	N	Open space, horseshoe court	Y
Snooks Bottom	Y	Y	Y	Y	Y	N	N	N	N	Y	Open space, trails, Colorado River, pond	Y
Fruita Riverfront	Y	Y	Y	Y	Y	N	N	N	N	Y	Connected to SNoks Bottom (shared restrooms and parking), Colorado River, disc golf course	Y
Fruita Bike Park	Y	N	Y	N	Y	N	N	N	N	Y	Mountain biking, BMX	Y
Orr/Raptor Skate Park	Y	N	Y	N	N	N	N	N	N	N	Open space, walking path	Y
Fruita Community Center	Y	N	Y	N	N	Y	Y	N	N	Y	Indoor pool, library, instructional and exercise classes, elevated walking/running track, state-of-the-art exercise equipment and workout facility, whirlpool, lazy river, climbing wall, hot tub, hydrowall, floating alligator, diving board, outdoor swimming pool, meeting/event space, dedicated child-care area, senior room w/ kitchen, tot play area, pool table, basketball/volleyball gym	Y
Circle Park	Y	N	N	N	N	N	Y	N	N	N	Open space, picnic shelter	Y
<i>Palisade Parks and Recreation</i>												
Palisade Community Center	Y	N	Y	N	N	Y	Y	N	N	Y	Picnic shelters, open space, meeting space	Y
Peach Bowl Park	Y	N	Y	N	N	N	Y	N	N	N	Playground, tennis courts, open space, picnic areas	Y

	GIS Map	Natural Areas	Parking	Trailhead	Trail System	Indoor Meeting	Outdoor Meeting	Interpretive Signs	Campground	Restrooms	Main Attractions/Characteristics/Uses	Public Access (1. Y, 2. N, 3. Trail, 4. Seasonal, 5. Restricted, 6. Unknown)
Palisade Swimming Pool	Y	N	Y	N	N	N	N	N	N	Y	Outdoor public swimming pool	Y, Seasonal
Veterans' Memorial Park	Y	N	Y	N	N	N	Y	N	N	Y	Skate park, open space, picnic shelters	Y
Independent Park	Y	N	Y	N	N	N	Y	N	N	N	Picnic area, open space	Y
Civic Center Gymnasium	Y	N	Y	N	N	N	N	N	N	Y		Y
Riverbend Park	Y	Y	Y	Y	Y	N	Y	N	N	Y	Open space, picnic shelters, playground, trails, Colorado River, fishing, Palisade Peach Fest, Colorado Wine Fest, Palisade Bluegrass Festival, disc golf course, dog park, biking, boat launch/river sports	Y, Trail
Palisade Community Garden	Y	N	N	N	N	N	N	N	N	N	Community garden	Y, Seasonal
Other												
Riverfront Trail System	Y	Y	Y	Y	Y	N	Y	Y	N	Y	23 mi trail running from Palisade to Fruita w/ miNr interruptions, many access points w/ parking, restrooms, park/open space facilities, and picnic areas, walking/running, biking, boat launches, provides access to local and State parks	Y, Trail

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