

CAR-LESS California

*California Alternative transportation for Recreation –
Leisure for Everyone that is Seamless and Sustainable*

Technical Memorandum #2



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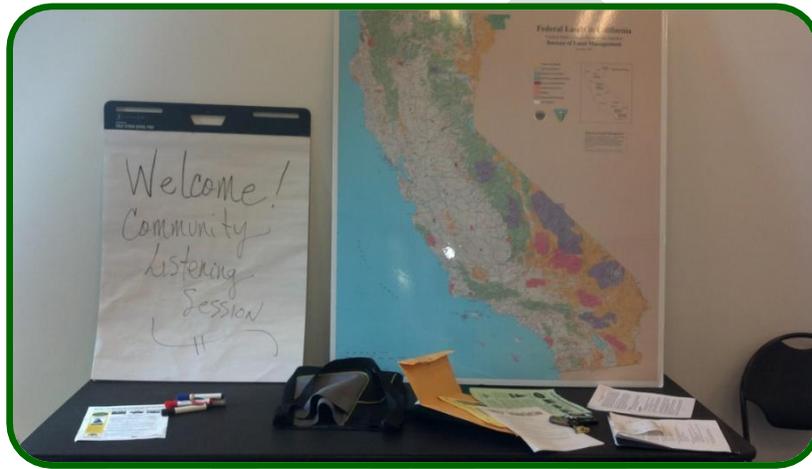
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The full review of literature was completed on a separate document and submitted as a supplement with this technical memorandum.



1.0 Introduction

Paul S. Sarbanes Transit in Parks Program

“The Pacific Southwest Region of the Forest Service received a small planning grant from the Federal Transit Administration under the Paul S. Sarbanes Transit in Parks (TRIP) Program to conduct initial transit planning in central California. The TRIP program was established in 2009 to address the challenge of increasing vehicular congestion in and around national parks and other federal lands. Participating federal agencies include the National Park Service, Forest Service, Fish and Wildlife Service, Bureau of Land Management and the Bureau of Reclamation. One of the five goals of the program is to: *Ensure access to all, including persons with disabilities*. This project has been initiated to make sure that our collective efforts in California not only move toward conserving our precious public-land resources, but also address the barriers that California’s underserved populations face in pursuing their outdoor-recreation preferences.”

Phase 1 focused on potential connections between underserved neighborhoods, federally managed lands, and alternative transit systems. Initial meetings developed the conceptual design, organizational structure and methodology for the central California project with the intention to replicate the approach statewide. An important element of the Phase 1 project was a series of community-based listening sessions to gain a contemporary, community perspective to continue informing the planning committee and the project design.

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1.1 Tech Memo #1 – Purpose: Development of Filters & Neighborhoods

The first Tech Memo for this *CAR-LESS* project was submitted in June 2012 and achieved the following purpose and goals:

- ✓ Provided an overview of discussions about filters including what should be used to define and target underserved neighborhoods.
- ✓ Explained how the planning team helped guide the development and prioritization of the filters used to identify target neighborhoods; preparation for discussions and decisions for targeting destinations and ATS corridors.
- ✓ Provided an overview of the methodology and results for developing a list of filters (e.g., how and why chosen) and why those were used to identify the origins and lead into the discussion and decisions regarding visitor destinations and corridors.

2.0 Purpose of Second Tech Memo: Explore outdoor recreation and relationship to transit preferences among communities of interest

This report is a continuation of Tier 1 within Phase 1 “to map existing conditions, identify potential regional transit networks and make recommendations for Tier 2: Transit Corridor Planning.”

- ✓ Complete a cursory review of the outdoor recreation literature including patterns and preferences with focus on transportation-related interests, abilities, constraints, behaviors.
- ✓ Pilot questionnaire to extended team regarding preferences of importance to explore during listening sessions for this current project phase.
- ✓ Conduct five listening sessions in Central CA as indicated and decided upon, and reflected in Tech Memo#1.
- ✓ Compare the literature with key findings from stakeholder community listening sessions.

3.0 Understanding and Arriving at Preferences - Process Overview

3.1 Preferences Explained

Recreation as social behavior has led to decades of research gathering information on visitor attitudes and preferences for facilities and services – Results have been desirable for guiding decisions about recreation programs/activities and land management efforts. Additionally, research in this area has been further stimulated by the notion attitudes and preferences of visitors may differ in substantive ways from how they are actually perceived by park managers. Keep in mind that people’s motivation for visiting, and outcomes experienced at a destination, are correlated with whether preferences were satisfied (simply stated: visitors typically sort themselves among areas and facilities according to their “preferences”).

3.1.2 “Preference” Defined

There are numerous ways to define the construct of **preferences**. The following key definitions provide the foundation for this segment of Phase I, Tier 1:

- a) “*Selection of somebody or something*”: The view that one person, object, or course of action is more desirable than another, or a choice based on such a view
- b) “*Right to express choice*”: The right or opportunity to choose a person, object, or course of action that is considered more desirable than another; and
- c) “*Somebody or something preferred*”: A person, object, or course of action that is more desirable than another, or the state of being that desirable choice. (Source: World English Dictionary [North American Edition], 2009)
- d) Recreational preference for something (e.g., environment, activity/program, facility, travel modes) is distinct from actual participation. It may therefore not be an indicator of either satisfaction or dissatisfaction but may be reasonably interpreted as an indicator of demand. Ultimately, preference information should be used to interpret and understand behavior. (Sources: Cordell, 2002; Dwyer, 1992; Phaneuf & Smith, 2004)

4.0 Methodology

Related Project Goals and Guiding Principles

- a) One key related goal for this particular segment is **Goal #4**:

Understand how to best promote the health benefits to target neighborhoods of new and expanded access to federal public lands via ATS.

- ✓ As part of Phase I / Tier 1 a subsequent objective is to identify “regional transit networks” to enable decisions to be made in preparation for Tier 2 (*Corridors*)

- b) The following four (4) guiding principles were of specific interest for this process:

- ✓ Advancing a seamless–service approach to outdoor recreation services
- ✓ Extending transit in parks opportunities to underserved communities
- ✓ Engaging strategic partners, stakeholders, technical support and expertise
- ✓ Nurturing the promise of the next generation of recreation professionals

4.1 Process for Selection of Target/Pilot Cities

On Wednesday, May 30, 2012, the extended *CAR-LESS* California team met in Sacramento with 14 people in attendance and two members participating by teleconference ($n=16$ total). The team used color GIS-based maps designed with areas highlighting the most need in Central California based on prior procedures and results (i.e., from "needs index" factors). Methodology for discussing and developing the selection criteria is explained in Technical Memo #1.

Target cities (with goal of determining "neighborhoods") were nominated and the team engaged in a discussion and exercise to determine how visitor "preferences" would be explored. A brief overview of steps and results is as follows:

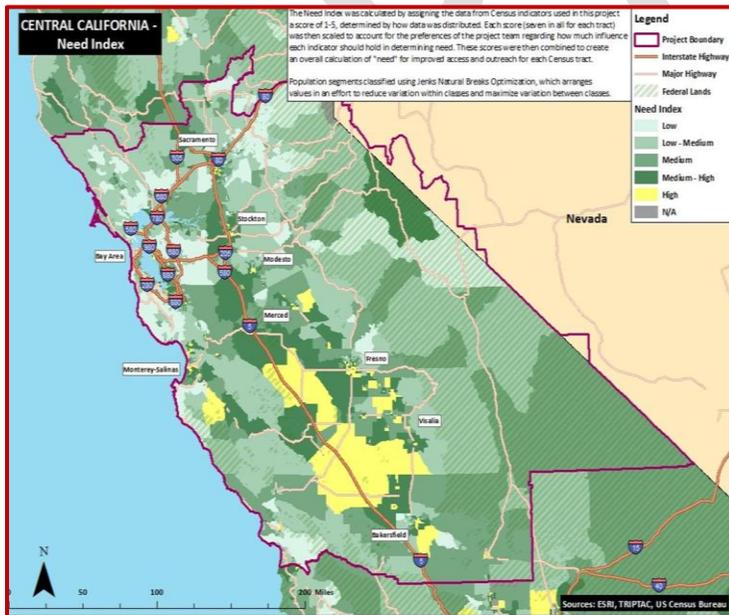
The maps of nine Central California areas were posted on the walls with each high need neighborhood identified with unique number (i.e., Bakersfield, Bay Area North & South, Fresno, Merced, Monterey Bay, Sacramento, Stockton, & Visalia).

- ✓ Each person chose 5 clusters (based on personal parameters) to add to master list of clusters to consider. A master list was created from the results and “soft parameters” were also agreed upon (see next page).
- ✓ Everyone was then allotted 10 votes for clusters on that master list (one vote per cluster). The list was revisited and refined spatially to combine or redefine areas as appropriate.
- ✓ Seventeen (17) clusters emerged out of the 9 needs index maps with 90 total clusters for determining target high need neighborhoods.
- ✓ Of these remaining clusters, twelve (12) key clusters were initially used for discussion (i.e., those that ranked 6 and higher). Based on the Central CA Need Index as described in Tech Memo #1, the nine (9) maps created by the Volpe Center, and the number of clusters in each map are shown in Table 4-0 below:



Table 4-0. Nine Maps & Clusters Created from Process

Clusters	Neighborhoods
20	Bay Area North
13	Bay Area South
11	Sacramento
10	Fresno
10	Visalia
9	Monterey Bay
7	Bakersfield
7	Merced/Modesto
4	Stockton
90	(Total Clusters)



Soft Parameters: A series of “soft parameters” were also developed/agreed by the full team based on goals and guiding principles of the project (Table 4-1). These five parameters were eventually included with a purpose of helping influence how the clusters were chosen, and ultimately which

neighborhoods would be targeted for the summer 2012 listening sessions. These parameters helped narrow the team down to selection of five (5) clusters eventually providing the locations for piloting informal interviews.

Table 4-1. Soft Parameters for Consideration of Cluster/City Selection

Soft Parameters
1. Even spread of urban / rural / gateway
2. Even spread by county
3. Geographic spread
4. Availability of environmental education programs in the area
5. Proximity to public lands

Upon completion of the process, at the close of the 5/30/12 meeting, the following five cities were identified and organized during an 8-week period for conducting the listening sessions:

1. San Francisco, Bayview/Hunters Point – July 17 (postponed from 7/10)
2. East Oakland – July 23
3. Visalia – August 7
4. Stockton – August 9
5. South Sacramento – August 10 (postponed from 8/2)

4.2 Developing Questions for Consideration and Listening Session Use

Dr. Nina Roberts, SF State University, engaged the Core Team in a brief exercise using a draft questionnaire she developed in preparation for community listening sessions (summer 2012). A first draft was developed based on key content from the outdoor recreation and parks visitation literature. Dr. Emilyn Sheffield, Dr. Don Rodriguez, and Anita Bueno provided comments and requests for additions and changes. Tamara Wilton then gave the tool a test-run and filled it out prior to the 5/30/12 extended team meeting.

4.2.1 Piloting Questionnaire with Extended Team

- a) The tool was revised with goal of getting input from extended team at the May 30th meeting.
- b) An introduction and instructions were provided directly on the document plus team members and guests in attendance at the meeting were verbally given background details.
- c) The pilot instrument occurred in two parts: (1) “Check yes or no regarding whether you believe the topic listed is important to the project. Try to pick one yet if really uncertain, check *unsure*” and, (2) “Rank the questions provided in order of importance regarding what you would want to know the most about from individuals who might partake in group listening sessions.” *Note: Overview and results/summary of this exercise available upon request.*
- d) A final battery of questions was then developed for use during the summer 2012 listening sessions (see Appendix A).



4.2.2 Final Development of Listening Session Questions

Table 4-2 displays a list of 15 essential topics that were developed following the May 30th meeting and results of the exercise. These were organized into two tiers, absolutes and supplemental. This set the framework for the informal group interviews in the five communities selected for the summer 2012 listening sessions.

Table 4-2. Question Topics (Domains) Used for Listening Sessions

Listening Session Topics
Recreation/activity preferences
Preferred transit mode (to parks)
• Greyhound option
• Small shuttle bus option
Ranger (or other staff) on board vehicle
Travel distance preferences
• One-day
• Multi-day/overnight
Willingness to pay
• Transit specific
• Entrance fee (if applicable)
Proximity of destination to 'tourist attraction'
Recreation equipment/gear
Transit interests/needs upon arrival
Facility preferences
Park development (ROS)
• Preferred amenities
• Preferred type of restroom
• Access to technology
• Water-based preferences
Ranger-led program preferences
Solitude versus socialization
ADA/People with Disabilities
Dogs / Pets
Factors considered for returning

Last, as discussed and agreed upon with the Core Team, with the exception of icebreakers, all questions were asked in a different order for each listening session. The transcripts, however, were re-organized into the specific order that the questions were originally drafted for ease and efficiency of analysis.

5.0 Listening Sessions - Planning Process and Entering the Field

5.1 Overview:

Five listening sessions were scheduled during the summer of 2012 in five different cities across Central CA strategically determined by the Project Team: San Francisco (Bayview Hunters Point), East Oakland, Visalia, Stockton and South Sacramento. The purpose was to seek input from a diverse set of community members regarding outdoor recreation patterns and preferences with focus on transportation-related interests, abilities, constraints, behaviors, etc. regarding visiting parks, forests, and other public lands. Cities/neighborhood areas were purposefully selected in low income areas and with low car ownership, ethnic minorities and, to a lesser extent, youth, student, and elderly populations. A snowball technique was used in attempts to recruit 12-15 participants in each target city. The composition of listening sessions varied across each group yet all consisted of diverse residents, broadly, and included 57 people total across all sessions. Informal discussions occurred where people identified their transportation preferences, needs, and challenges associated with visiting public lands. Each session lasted approximately 90-minutes. These sessions addressed the *CAR-LESS* project focus to “improve access to under-served visitors who may be unable to enjoy their parks and public lands for a variety of reasons.”

The community organizations that hosted the listening session received a modest \$125 stipend for the use of community meeting space and outreach assistance to local residents. Participants received a small "sling pak" filled with sample brochures and miscellaneous literature about recreational opportunities on California's federally managed lands. No individual participant received payment to participate, and all funds were documented using procedures established by the CSU, Chico Research Foundation. A *thank you* letter was sent by the facilitator, on behalf of the project team, to the primary contact at the host organizations immediately following each listening session (see Appendix E for sample).

5.2 Planning and Organization

Arranging and planning these sessions took between 4-8 hours each week for 8 weeks and consisted of 347 emails and 38 phone calls between June and August. The contact information list, including professionals and community leaders who assisted or were contacted about this project as a possible host, is available upon request.

5.2.1 Initial Recruiting Process for Host Site

- ✓ Personal and professional contacts near, and within, target cities were identified.
- ✓ Contact people were emailed and/or telephoned to explain and introduce the project.
- ✓ Descriptive email template created and personalized; sent to each contact along with a 1-page overview of the project (created by USFS staff).
- ✓ Ongoing communication with key contacts regarding logistical procedures.

5.2.2 Preparation with Potential Contact People

Ultimately, correspondence led to 54 community professionals identified as “trusted local leaders”. The discussion consisted of their ability to either host a listening session or recommend someone from a target city and yielded one of the following three options:

- a) Key contact was interested and could host listening session. This would involve either having a meeting space or having access to a meeting space that was easily accessible for community members to attend.
- b) Contact referred us to other local leaders and the snow-ball effect proceeded. The recruiting process repeated until interest was confirmed and a date was set and considered firm.
- c) Contact was interested in hosting a session, but communication became sporadic and difficult and the process took quite a while to solidify or was aborted.

5.3 Final Arrangements and Session Logistics

- ✓ Created fliers in English; distributed among local community (Appendix B).
- ✓ Discussed and arranged for Spanish language interpreter & flier where requested.
- ✓ Host organizations offered to sign up participants in advance and bought snacks/beverages.
- ✓ Sessions were held in local community centers and the host organizations were provided \$125 for meeting space and assisting with outreach.
- ✓ Dr. Nina Roberts, San Francisco State University, established the interview protocol and facilitated the sessions. She welcomed participants and opened the meetings. She reviewed the objectives, 'ground rules', and role of the facilitator, followed by participants introducing themselves.
- ✓ Facilitator and note-taker arrived thirty-minutes before each session to set up and meet the onsite liaison. Clean-up and take-down took about 15-20 min.
- ✓ Sessions lasted approximately 90-minutes each and no more than two-hours.
- ✓ Two of the four sessions had last minute date changes and this effected the other scheduling.
- ✓ Target goal: Involve 60-75 people for participation in the listening sessions.
- ✓ Final attendance: 57 people (see Table 5-0 for breakdown).
- ✓ SF/Bayview Hunters Point (n=10); East Oakland (n= 14); Visalia (n= 17); Stockton (n=2), South Sacramento (n=14).
- ✓ Attendees were given a sling pack with PARKS MAKE LIFE BETTER™ logo imprinted as a small *thank you* for participation (as noted, brochures and other materials were inside).



“...As you probably know, most folks here have no car and almost no money, so visiting any park other than Candlestick or a city park close by is a dream....But, I love your optimism and dot-connecting prowess. I hope we can work together in some way. Maybe a write-up we could publish about the listening session and next steps. Without a staff, we have to rely on folks to write their own stories -- and they do, so many I can't keep up!”
~ Editor, SF Bay View News (National Black Newspaper, Founded in 1976)

The listening sessions were not digitally recorded for later transcription but responses were captured by a note-taker. Participants were invited to monitor the project’s progress via the CAR-LESS website: <http://www.fs.usda.gov/goto/R5/CAR-LESS>. The facilitator also offered to provide interested participants with summaries of the key points from their listening session as well as copy of the overall session report summarizing highlights from all the sessions and the literature review upon request.

Table 5-0 provides a few basic demographics as requested by the organizations/host leaders; hence it was decided to invite the same content for each session. Appendix C also includes a variety of city-wide demographic statistics where these sessions occurred; this is added value to understanding the communities we talked with and provides the CAR-LESS planning team with a few broader details.



Table 5-0 Listening Session Participants

Age Range		# of people	Gender		Number	Occupation		# of Responses
15-17		4	Female		34	Unemployed		12
18-25		6	Male		23	Program Coord/Manager		10
26- 30		4	<i>Total:</i>		57	Retired		7
31-40		9	Employment Status		Number	Government/City Services		4
41-50		6	Professional/agency		37	Education/Teachers		4
51-60		10	Self-employed		2	Student		3
61& up		11	Student		3	Self Employed		2
<i>no answer</i>		7	Unemployed		10	Rec Specialist/Supervisor		2
<i>Total:</i>		57	Retired		5	Analyst		1
			<i>Total:</i>		57	Care Provider		1
Children at Home		Number	Race/Ethnicity		Number	Community Development		1
YES		41	White		19	Environment Education		1
NO		14	Black/African American		16	Independent Contactor		1
<i>no answer</i>		2	Asian/Asian American		5	Office Management		1
<i>Total:</i>		57	Mixed Race		4	Parks		1
			Middle Eastern		1	<i>no response</i>		n=6
(If yes to above)			Hispanic/Latino		9	<i>Total:</i>		n=57
Kids at Home Under Age 18		Number	<i>no answer</i>		3			
0		40	<i>Total:</i>		57			
1		5	Racial-Ethnic Minority:		35			
2		5	White/Non-minority:		19			
4		1	<i>no answer</i>		3			
indicated "yes"		2	<i>Total:</i>		57			
<i>no answer</i>		4						
<i>Total:</i>		57	How Many Vehicles at Home		Number			
			1		19			
Household Vehicle Ownership		Number	2		21			
YES		42	3		1			
NO		13	4		1			
<i>no answer</i>		2	<i>Total:</i>		42			
<i>Total:</i>		57						

5.4 Key Findings and Highlights of Session Results

Table 5.4 Session Findings

Domain	Similarities	Differences
Recreation & activity preferences	Recreation/General: <ul style="list-style-type: none"> ● Reading ● Yoga ● Shopping ● Photography Outdoor Recreation: <ul style="list-style-type: none"> ● Walking ● Biking ● Boating & kayaking ● Camping ● Fishing ● BBQ's & potlucks with friends ● Hiking & backpacking ● Rock climbing ● Cross country skiing 	Recreation/General: <ul style="list-style-type: none"> ● Museums ● Tailgating ● Ice skating ● Independent events Outdoor Recreation: <ul style="list-style-type: none"> ● Sporting events ● Environmental education with kids ● Bird watching ● Watching the airplanes land ● Obstacle course ● Roller skating ● Napping in parks ● Outdoor performance and movies ● Gardening
Preferred transit mode to parks	<ul style="list-style-type: none"> ● Drive personal vehicle ● Amtrak ● Charter bus for big groups 	<ul style="list-style-type: none"> ● Would like car share ● Would like Zip Car service available as alternative for infrequent shuttle times
Greyhound option	<ul style="list-style-type: none"> ● Yes, but depends how far ● Depends on if traveling alone or with a group ● Depends how much tickets are relative to gas prices 	<ul style="list-style-type: none"> ● Some places inaccessible by bus, (e.g., Humboldt County) ● Preference of train
Small shuttle option (15-20)	<ul style="list-style-type: none"> ● Express shuttle, yes. ● Limited number of stops ● More personal experience 	<ul style="list-style-type: none"> ● If wheel chair accessible ● If dogs allowed

Domain	Similarities	Differences
Ranger on board	<ul style="list-style-type: none"> • Half participants said yes, having ranger would be great for how-to's, information and safety • Half participants did not want a ranger on shuttles. • Depends on purpose of their trip and who they are with • Yes, especially if kids were on trip 	<ul style="list-style-type: none"> • Only have brochures and other information accessible on bus rather than ranger • Another way to get backcountry permits to streamline process • One person did not want ranger influencing their adventure, that was the point of taking the trip • "If I've been before, I don't need a ranger." • Bilingual rangers would be best • It would be better if there was a headset option offered in different languages
Facility preferences	<ul style="list-style-type: none"> • All want clean, stocked restrooms • Interpretive signs • Rental equipment for visitors • Place to buy food such as deli, small store, restaurant, vending machine, etc. • Needs to be visitor center or museum, somewhere to get information 	<ul style="list-style-type: none"> • Lockers for storing gear while on day hikes. • Gas station available in park or near entrance • Cell phone service and Internet access • Information available about local community surrounding the park
Distance willing to travel: 1 day	<ul style="list-style-type: none"> • Most in agreement on 2 to 3 hours travel time for one way. • Travel time should be less than time spent at destination or else not worth it for one day 	<ul style="list-style-type: none"> • One person said a 4-hour trip would okay • Prefers train for 3 or more hour-long trips, more to do and ability to walk around.
Distance willing to travel: overnight	<ul style="list-style-type: none"> • 3-4 hours one-way • Depends if restrooms available on bus and how often bus would make stops. • Most willing to spend more time getting to destination if they were spending the night. 	<ul style="list-style-type: none"> • One participant willing to travel 8 hours one-way for multi-day or overnight trip

Domain	Similarities	Differences
<p>Willingness to pay for transit and/or entry fee</p>	<ul style="list-style-type: none"> • Most willing to pay between \$10-\$20 for entrance fee if multi-day pass • Pay per car not per person, not reasonable for a family to pay by person • \$5-\$7 more reasonable for day fee • If visited often would prefer annual pass • Offer a student/senior discount • Offer free days once or twice a month 	<ul style="list-style-type: none"> • One person said he would pay based on amenities offered, the more offered the more he would pay
<p>Park location proximity to “tourist attraction”</p>	<ul style="list-style-type: none"> • Some would avoid detours if the park is primary goal • Additional attractions help, but not the total reason for visiting 	<ul style="list-style-type: none"> • Not important to some, the park was only reason for visiting • Not different attractions, but different facets of the attraction would help • Does not have to be a big attraction, but have something nearby for kids, a more tactile experience. • Yes, if public transportation would support it
<p>Desire to bring personal recreation equipment along</p>	<ul style="list-style-type: none"> • Depends on activity or reason for visiting • Depends on rentals available to visitors and for how much • ADA accessible • Space for a carry-on for an overnight trip 	<ul style="list-style-type: none"> • Room for a bike • Space for a stroller • One participant needed space for rolling ice chest • Fishing poles and other fishing gear • If camping, bus needs to have space for fold up chairs, tents, sleeping bags or skis depending on season

Domain	Similarities	Differences
Level of park development (ROS)	<ul style="list-style-type: none"> • Most people needed a few things available, restroom facilities, place to obtain information and buy food • Depends on group traveling with; families need more facilities, while solo trips are geared toward solitude and fewer people 	<ul style="list-style-type: none"> • One person wanted multi-age activities such as ranger talks specifically geared towards adults and others specifically geared towards youth.
Preferred amenities	<ul style="list-style-type: none"> • Water • Healthy food 	<ul style="list-style-type: none"> • Local concessionaires
Preferred type of restroom	<ul style="list-style-type: none"> • Common sentiment between all the participants, does not matter as long as it is clean and stocked 	<ul style="list-style-type: none"> • Sustainable, green toilet technology
Access to technology	<ul style="list-style-type: none"> • “Conflicted!!” • Some yes, some no • For emergencies only • Have access to Wi-Fi at visitor centers and lodges • For GPS purposes, yes • Do not want to hear other people’s conversations while in parks • Do not want to hear the sounds of texting while in parks 	<ul style="list-style-type: none"> • Stress free environment away from technology • Stressful environment without technology • Allow for cell phones to call 9-1-1 only • For kid related activities, scan QR Codes with cell phone to learn more about different cultural or natural resources • Provide Wi-Fi on bus or shuttle to the park
Preference of ranger-led programs	<ul style="list-style-type: none"> • Yes, because of their kids & kids groups • Different types of walks/programs for different audiences 	<ul style="list-style-type: none"> • Partner with other organizations to lead walks (e.g., Audubon Society)
To return or not to return? (what would it take)	<ul style="list-style-type: none"> • Experience, friendliness of rangers and other staff • Memories • Cleanliness • Convenience to home • The place itself, scenery 	<ul style="list-style-type: none"> • Provide seasonal rotations of interpretive exhibits
Preference for solitude or socialization	<ul style="list-style-type: none"> • Solo is efficient • Smaller groups are best 	<ul style="list-style-type: none"> • Depends on the day
Dogs/pets	<ul style="list-style-type: none"> • Yes • Only service dogs 	<ul style="list-style-type: none"> • Concern for chaos • Concern for allergies

Domain	Similarities	Differences
Water-based preferences	<ul style="list-style-type: none"> • Depends on activity, beach, lake, waterfall, etc. 	<ul style="list-style-type: none"> • Depends on why they went there
Disability access and ADA challenges	<ul style="list-style-type: none"> • Provide ramp for wheelchairs • Have access to bus specifically for people with disabilities “hopper”, not always room for wheelchairs, walkers or scooters on board 	<ul style="list-style-type: none"> • Provide closed-captions on videos • Provide a low floor vehicle for elders
Transit desires upon arrival	<ul style="list-style-type: none"> • If arrive by shuttle, prefer shuttle, depends on connecting times • Some walk, depending on distance 	<ul style="list-style-type: none"> • One participant preferred to use a golf-cart sized vehicle for onsite mobility

See Appendix D for Sample Listening Session Quotes by Theme

“I wouldn’t mind paying \$20-25 or \$30 for a week but not for a day. \$7 to 10-dollars for a day is more reasonable. I want to know, what is the money going to? It’s our social responsibility to bring money to the parks but we also want to see where our money is going.”



“Include a self-guided gizmo on the bus about the destination. Let people learn on their own but provide some options for how people can get info during the ride.”

“I want at least 4 hours at the destination. The travel time should not be longer than the time I will be there. I don’t want to travel longer than the time I’m going to be there.”



The Eco-Center at Heron’s Head Park
Where Learning Comes to Life

Funding Support for Eco-Center at Heron’s Head Park in part provided by the Following Agencies:

5.5 Lessons Learned and Recommendations for Future Sessions

- **Timeframe:** The goal of having five listening sessions by mid-August 2012 was attained yet challenging. Regardless of the timeframe, it is essential to have more time (at least 4 weeks more) to coordinate and manage the process. This could have enhanced promotion for each session and ultimately increased attendance.
- **Note-takers:** Have note-taker(s) lined up in advance. This could be same person and would enable greater consistency if this individual is the same person.
- **Season:** Summer is not ideal for holding listening sessions because people take leave for vacation and organizations are extremely busy with summer programs. Many scheduling conflicts occurred with attempts to set up every session.
- **Schools:** The school calendar could be taken into consideration. If occurred during the school year, for example, outreach to local schools for hosting sessions could occur. Interviews, for example, could be held when people come to pick up or drop off their children.
- **Connections:** Being well connected to local, state, and federal outdoor recreation professionals, and academics in Central California who are committed to serving the populations this project is trying to reach, was extremely helpful. This was instrumental in communicating with agencies, organizations, and individuals that ultimately hosted the listening sessions.
 - ✓ In future, the individual facilitating any given listening session should have, or develop, 2-4 personal or professional connections in each target city.
- **Communication:** Generally, the communication process was smooth and there was a great deal of cooperation in the field. Setting up the listening session in Visalia, however, was more complicated. The contacts at Sequoia National Park connected us with a local liaison who originally agreed to assist. Communication then became very sparse and at times unreliable despite the occasional “Yes, I will help out” responses to emails and phone calls. This individual was apologetic and the listening session was ultimately well organized and well attended.
- **Language:** In the CA Central Valley, broadly, Spanish is the second most common language spoken, after English, and Hmong is the third. The Bay Area, in particular, is one of the most linguistically diverse regions in the nation with a reported 112 languages spoken at home making the SF metro area the fifth most linguistically varied area in the nation; frequently used languages beyond English include Spanish, Chinese, Tagalog and Vietnamese (Source: U.S. English Foundation).
 - ✓ For future, all communication must be available in English and Spanish. Professional Spanish language translators should be hired in advance to: Prepare pre-session promotional materials, be scheduled to translate during onsite listening sessions, and be retained for a brief period of time immediately after the listening sessions for follow-up communication.
 - ✓ For a typical 90-minute to 2-hour community session, including translation of promotional materials, on-site translation, and post-meeting translation, the budget for

professional translation services could range between \$50 and \$70. per hour depending on service needed.

- ✓ As an alternative to translator services for all listening sessions, Spanish-only interviews (or any language that is prevalent in the area) could be scheduled and promoted, and/or budget could include Spanish language facilitators with the appropriate content expertise. Tasking bi-lingual colleagues to serve as translators is not recommended.

6.0 Brief Comparison: Results of Listening Sessions with Literature Review

Completion of this second technical memorandum includes a review of the literature regarding outdoor recreation preferences with a focus on transportation-related interests, abilities, constraints, and behaviors. This review was also completed in fall 2012 and, considering it is 14 pages (including references); a separate document was submitted as a “Supplement” with this Technical Memorandum and is available upon request.

The comparison below was prepared as a series of highlights providing key points resulting from the listening sessions that also appear as dominant findings in the literature. Additionally, a few key points from listening sessions, not addressed in the literature review, follow on the next page.

Key points from listening sessions common in the literature

Personal vehicles

- A majority of people prefer to use their own vehicle to get to parks and other public lands
- If public transportation to parks exists from their local community, some people indicate being unaware of routes and logistics for access.
- If the whole family is going to visit and participate, it is more economical to use a personal vehicle.

Short wait times preferred

- A main concern with taking public transportation to parks relates to the connection times between routes.
- If visitors have to wait longer than it would take to walk to the next destination (transfer to next bus stop), this is frustrating and not preferred.
- Concerns about the wait between different types of public transportation (e.g., train and county/city bus lines).

Travel times en route

- Majority of people are willing to travel 2-3 hours one-way for a day trip.
- Willing to travel 3-4 hours one-way for weekends or longer multi-day trips.

Willingness to pay

- Visitors to parks are willing to pay an entrance fee if they know/are informed about where their money is going; how fees are being used is key to educating the public.

- Evidence of well-kept facilities such as stocked and clean bathrooms, clean and maintained landscapes and recreational use areas (e.g., picnic areas, campgrounds).

Recreation and transit preferences

- Transportation needs are dependent upon the recreation activities the visitors intend to do in the park.
- Concerns about limited space in passenger vans and shuttles for equipment and gear.
- Concerns about crowding for those who seek solitude in the parks.
- Interpretation and ranger talks on shuttle/bus; audio or video option w/ closed captioning.
- Willingness to use public transportation to parks, but would like to see camping and equipment rentals available onsite to the public at a nominal price.

Accessibility

- Make sure a ramp or lift on bus for wheelchairs is provided/available.

Key points from listening sessions *not addressed in the literature review*

Amenities

- Once at the park visitors would like to see a restaurant, deli or small store for buying food
- A visitor center or museum for information about the park is valued; getting there is key.
- Rentals for recreation equipment and/or camping gear available on site.
- Lockers available at park to store possessions typically stored in personal vehicle.

Technology

- Access to Wi-Fi when on a shuttle or bus for longer durations during the ride.
- Split results: Wi-Fi access preference available throughout the park on one hand, limited access to Wi-Fi around the park with exception of lodges and visitor centers.
- Cell phone service was preference for use a safety concern. Hearing phones ringing or phone conversations, while in the parks, is not popular.

Key points in the literature review *not discussed in listening sessions*

Parking

- None of the participants in the listening sessions brought up the subject of parking in any aspect. Parking in general, closer to the site, congestion, etc.
- The literature review discusses the problem when too many cars are in one area of the park and parking becomes a problem which can lead to illegal parking.

7.0 Project Recommendations and Future Considerations

Based on the qualitative input by users and non-users of public transit to parks, forests and other natural areas, coupled with a cursory review of literature, recommendations for CAR-LESS California are as follows:

1. Limit travel times

- Limit travel times to parks at 3 hours one-way for day trips and 4 hours for multi-day trips.
- Provide Wi-Fi on bus or shuttle to the park entrance and warn guests the Wi-Fi will be out of service while in the park boundaries.
- Inform guests about what to do in an emergency without cell phone reception.
- Provide significant space of all for riders to bring equipment for camping, such as lager backpacks, coolers/ice chests, tent bags, chairs, strollers, wheelchairs and walkers, etc. Or have limited space but provide an advanced reservation for luggage/equipment space.
- Make several scheduled stops for bathroom breaks if necessary.

2. Partner with existing transit for connecting routes

- Work with local community transit at start and at destination to decrease layover times in cities and stops.
- If train and bus stations are several blocks apart make sure one bus route offered will frequent these stops.
- Especially accommodate for late night arrivals and early departures at both train and bus stations.
- Provide information to guests about other transportation options and times to help with their planning.

3. Provide rentals for visitors at the park

- Partner or organize with the park, concessionaires or other equipment rental/gear provider to have rentals be readily available all through the busy season for visitors.
- Rentals should vary from bikes, fishing gear, skis, snowshoes, to backpacks, camp stove for both campgrounds and lightweight for backpacking, tents, sleeping pads and bags.
- Rentals can be available by reservation, but also have a set number of each item available for a walk up/no reservations (similar to the Bay Area Wilderness Training program but for everyone and at a nominal fee).
- This is an alternative to providing space on shuttle.

4. Partner with community organizations

- Partner with community organizations such as church groups, community centers, youth groups and day camps to use the transit through the summer given their typical challenges/inability to afford transportation options.
- Offer a discounted price and ranger-led activities for a day trip. By doing this, allows for lower income or people without a personal vehicle to experience the park. Especially true if they did not know the service existed.
- Shows participants how accessible the park really is and can tell their friends about the experience.

5. Ranger-led rides and programs.

- Arrange with park, a certain number of daily buses/shuttles to include a ranger for “orientation” type talk for those who have never been or prefer ranger talks. This allows for guests to be educated about the cultural and natural resources, history, safety and answer questions the riders may have.
- Providing one or two shuttles with the ranger on board allows for other visitors to choose the service or not.

8.0 Concluding Remarks

The following notes are meant as broad comments in reflection. This project includes engaging with many partners on the planning team as well as inherently involving community residents to seek their input about personal transportation patterns and preferences regarding visiting parks and public lands. In general, when doing this work, one of the challenges we have during efforts of community engagement is how to deal with issues of reciprocity and transparent follow through and purpose with respect to community members. That is, researchers request information from communities all the time, yet rarely do locals know clearly what the purpose of the information is and how will it benefit their community. Since this was not an expectation for this project, there were many people who gave their time and energy without seeking anything in return. They still articulated the desire, however, for improved transit yet realize multi-layered efforts are involved. Researchers and organizational partners must realize that providing a token of thanks is one thing, more importantly, being intentional about engaging communities who don't typically have the chance to visit public lands, is another.

Transportation has been a known constraint to visiting parks, forests, and other public lands since the early 1960s; participants in our 2012 listening sessions openly expressed their attitudes, shared their experiences, and offered many great ideas. They generously gave their time, experiences, needs, and suggestions. A project like “CAR-LESS California” has the potential to help break down some of the barriers voiced by the communities we spoke with while moving into new directions for public transit. Patience and persistence are required for change. Patience is essential to uphold the potential for long-term effects that are as powerful as the hoped for immediate changes communities often seek. Persistence is needed to ensure that the efforts to obtain information from a community are part of a well thought out and relevant investment ultimately supporting our constituents; change is not possible any other way.



Acknowledgements: This project has been a collaborative effort reflecting the energy of many people. Lots of individuals deserve "thanks" and recognition for the incredible amount of assistance provided. Thanks to Allison Nygaard for her assistance with organizing listening sessions. Gratitude extended to Marisol Vela, Rebecca Griswold, and Jess Walter for note-taking support at these community interviews. Thank you to Jim Oftedahl, USFS/Central CA Consortium for logistical assistance with Spanish-language translation needs. In addition to the project planning team, specific appreciation is also extended to Dr.'s Emilyn Sheffield and Donald Rodriguez for review and feedback on various segments of this technical report.

Community Leaders/Host Organizations: 1) SF/Bayview, Raynelle Rino, Literacy for Environmental Justice; 2) East Oakland, Harith Aleem, Oakland Parks & Recreation; 3) Visalia, Leslie Caviglia and Nancy Loliva, City of Visalia/Chamber of Commerce; 4) Stockton, Sherry Riley, Community Services Department; and 5) So. Sacramento, Stephanie Francis and Laura Rios, Camellia Elementary School.

Photo credits: Nina Roberts

Appendix A: Final Questions Used in Listening Sessions

Icebreaker Q's

1. What do you like to do for recreation during your leisure time? When not at work, school, family obligations, or dealing with other obligated time –
2. Outdoor recreation activities of interest?

Tier 1 – key questions

TRAVEL/MODE:

3. When visiting parks, forests, other natural areas, what is your preferred mode of transportation to get there?
4. (a) Would you take a greyhound-type bus to visit a park? (b) Or ride a shuttle bus (e.g., 15-20 passengers)
5. If you took a shuttle or other type of bus from your neighborhood to the park would you prefer to have a ranger (or other staff) ride along for information, Q&A?
6. Do you have specific facilities that you desire or prefer for outdoor recreation (place designed for specific use – restrooms, visitor center, campground, etc?)
7. How far/long are you willing to travel/distance to visit a park/outdoor area for (a) just one day? (b) multiple days or one overnight?
8. Will you go to parks with entry fees? (bus, gas, tolls, food, entry fees, etc.)- How much are you willing to pay for transportation and/or entry fees at the gate if this is required?
9. How important is the location of any given park being near (proximate) to a major tourist attraction in your decision to travel to outdoor/natural areas?

ON SITE:

10. Do you seek solitude or socialization? What size group is common when you visit parks?
11. Think of specific parks/outdoor areas where you've been, what kind of activities do you like to do there?
12. What kind of equipment do those activities need (coolers, bikes, shade umbrellas)?
13. When taking public or private/commercial transportation to a park, how important is the ability to bring/transport recreational equipment with you?
14. When you visit parks, how much development do you like? Do you prefer highly developed areas or more remote outdoor/natural spaces?
15. When visiting parks/forests, what amenities/facilities (feature contributes to comfort or value - concessions, shops, exhibits, water hook-up at campground)
16. When visiting a park do you prefer flush toilets, solar/pit toilets, or other type of developed restroom facility?
17. Are ranger-led programs/activities important for you during your visit?
18. How important is access to technology to your outdoor recreation experiences? Please give examples and describe purpose/use.

Tier 2 – Supplemental (if time)

19. What is most important in a park/outdoor area to make you want to come back? (scenery, activities, convenience, cost, etc.)
20. Do you like to bring pets? Your dogs if you own any?

21. Is access to a lake, river, stream, pond, etc. important to your experience while at your park or other outdoor destination?
22. If you, or someone you travel with, has a disability what is your preferred mode of transportation? What challenges have you faced at parks or other outdoor areas?
23. If you arrive by public transportation, do you like to walk/hike once inside the park or do you expect shuttle service or want to take a shuttle around?

Other / additional comments from the group welcome

DRAFT

Appendix B: Sample Recruiting Flier



Transportation in Parks – Community Listening Sessions!



Food
provided by
Old Skool
Cafe!

**The first 15 people
will receive a small
gift for your time
& input!**



**"Parks Make
Life Better!"**

Getting there:
**Please be aware of some
construction in the parking
lot and follow signs for the
foot path*

Bus: Route Options:
Take the 19 or 44 and
get off at 'Evans' at
Jennings & walk down
Jennings to Heron's
Head Park

Car: From 3rd St heading
North- make a right onto
Cargo Way - Off street
parking available at
Jennings St & Cargo
Way
www.tinvurl.com/hhoman



Seeking Residents from Bayview Hunters Point!

San Francisco State University (SFSU) is working closely with Federal and State Land Managers and other CSU campuses on a very important transportation-related project across California. As part of the community engagement initiatives we are seeking residents of the Bayview Hunter's Point community to take part in a listening session relating to:

- 1) Your experiences with outdoor recreation and visiting forest, parks, and other public lands; and
- 2) Transportation preferences, needs, and challenges

Would you like to participate? We are looking for 12-15 people (18 and older). You need not have visited specific public lands – we're seeking input on what experiences you have had and how alternative transportation systems can best meet community needs.

You're invited to attend a 90-minute listening session / group interview to discuss your experiences with outdoor recreation and transportation-related preferences.

Listening Session will be held on Tues. July 17 from 5:30-7pm
EcoCenter at Heron's Head Park
<http://www.lejyouth.org/ecocenter/eco.html>
SF Bayview Neighborhood @ Corner of Jennings and Cargo

Interested, or have questions, please contact:
Dr. Nina Roberts, San Francisco State University
nroberts@sfsu.edu; 415-515-2738



The California State University
WORKING FOR CALIFORNIA



Appendix C City Demographics in Five Pilot Areas

SAN FRANCISCO
Population: 812,826
Median Income: \$69,894
Unemployment rate: 7.4%
Free and Reduced lunch: San Francisco Unified 59.76% of students (ages 5-17) eligible/qualified for FRMP
Sample Demographics
White: 408,583 (50.3 %)
Black or African American: 48,564 (6.0 %)
American Indian: 2,791 (0.3 %)
Hispanic or Latino: 125,249 (15.4 %)
Native Hawaiian and PI: 7,727 (1.0 %)
Other race: 50,638 (6.2 %)
Source: U.S. Census Bureau, 2011 American Community Survey; California office of Education, Free/Reduced Meals Program & Cal WORKS Data Files 2006-2011*

OAKLAND
Population: 395,811
Median Income: \$50,500
Unemployment rate: 12.3%
Free and Reduced lunch: Oakland Unified 65.1% of students (ages 5-17) eligible/qualified for FRMP
Sample Demographics
White: 161,558 (40.8 %)
Black or African American: 110,837 (28.0 %)
American Indian: 2,827 (0.7 %)
Asian: 70,886 (17.9 %)
Hispanic or Latino: 96,731 (24.4 %)
Native Hawaiian and PI: 1,832 (0.5 %)
Other race: 25,071 (6.3 %)
Source: U.S. Census Bureau, 2011 American Community Survey; California office of Education, Free/Reduced Meals Program & Cal WORKS Data Files 2006-2011*

VISALIA
Population: 126,421
Median Income: \$52,194
Unemployment rate: 12.7%
Free and Reduced lunch: Visalia Unified 59.31% of students (ages 5-17) eligible/qualified for FRMP
Sample Demographics
White: 104,880 (83.0 %)
Black or African American: 3,651 (2.9 %)
American Indian: 1,657 (1.3 %)
Asian: 6,792 (5.4 %)
Hispanic or Latino: 56,624 (44.8 %)
Native Hawaiian and PI: -0-
Other race: 7,976 (6.3%)
Source: U.S. Census Bureau, 2011 American Community Survey; California office of Education, Free/Reduced Meals Program & Cal WORKS Data Files 2006-2011*

STOCKTON
Population: 296,367
Median Income: \$44,310
Unemployment rate: 19.3%
Free and Reduced lunch: Stockton Unified 83.9% of students (ages 5-17) eligible/qualified for FRMP
Sample Demographics
White: 139,399 (47.0 %)
Black or African American: 35,629 (12.0 %)
American Indian: 3,044 (1.0 %)
Asian: 62,491 (21.1 %)
Hispanic or Latino: 127,590 (27.0 %)
Native Hawaiian and PI: 128,066 (43.2 %)
Other race: 34,610 (11.7 %)
Source: U.S. Census Bureau, 2011 American Community Survey; California office of Education, Free/Reduced Meals Program & Cal WORKS Data Files 2006-2011*

SACRAMENTO
Population: 472,169
Median Income: \$47,908
Unemployment rate: 15.6%
Free and Reduced lunch: Sacramento Unified 69.44% of students (ages 5-17) eligible/qualified for FRMP
Sample Demographics
White: 228,198 (48.3 %)
Black or African American: 63,119 (13.4 %)
American Indian: 6,491 (1.4 %)
Asian: 99,538 (21.1 %)
Hispanic or Latino: 127,590 (27 %)
Native Hawaiian and PI: 5,806 (1.2 %)
Other race: 34,551 (7.3 %)
Source: U.S. Census Bureau, 2011 American Community Survey; California office of Education, Free/Reduced Meals Program & Cal WORKS Data Files 2006-2011*

***Eligibility Requirements for Free and Reduced Lunch**

Participants from households with annual incomes at or below the level determined by the state of California, may be eligible for free or reduced-price meals or free milk. Household is synonymous with family and means a group of related or unrelated individuals who are not residents of an institution or boarding house, but who are living as one economic unit sharing housing and all significant income and expenses. This scale does not apply to households that receive CalFresh (formerly Food Stamps), Kinship Guardianship Assistance Payment (Kin-Gap), Food Distribution Program on Indian Reservations (FDPIR) benefits, or children who are recipients of California Work Opportunity and Responsibility to Kids Program (Cal Works). Those children are automatically eligible for free meal benefits. Example: Annual income for household size of 1 must not exceed \$14,521. Annual Income of a household size of 4 must not exceed \$29,965. (Source: California Department of Education, www.cde.ca.gov)

Appendix D

Sample Listening Session Quotes by Theme

Preferred Transit Mode to Parks

“I’m not aware of viable public transportation so I prefer my car because I don’t have no other choice.” (South Sacramento, 8/10/2012)

Transportation Alternatives

“We need to get light rails to connect parks. We need to think about efficiency! If we can talk to the powers that be and the conversation can be different from 5-years ago because the technologies are different. It’s a conscious effort because if we are thinking about our social responsibility, they will give us better options.” (East Oakland, 7/23/2012)

“We are thinking about trying to get out of the city. Think about a light rail for the people near the parks trying to get into the city – it could benefit both. Would bring more business, and tourism would go up for the state.” (East Oakland, 7/23/2012)

“If it were possible to have something like a zip car – some form of transportation that is there accessible when you get there – that would be great. Because the shuttle only comes a couple of times a day.” (East Oakland, 7/23/2012)

“Each city could have a little chat line or chat board – something like, “I have a car and could offer a ride to this park or that forest... if anybody wants to go with me.” People could share the cost to get there because gas is expensive. The benefit to that is it’s always a different group of people. If there is a way to organize groups of people by specific interest or neighborhoods that might work. You get to meet new people and learn about community interests...” (East Oakland, 7/23/2012)

“My new favorite way to travel is the ferry!! I just took the ferry from Vallejo to SF.” (South Sacramento, 8/10/2012)

Attractions

“I also like not just the park or place but places or parks that are involved in the community – a partnership. It could be federal or state. The park should provide some info about the area – for example, what type of agriculture is in the area or that occurs there? How are the local people making a living? The park should present this info to visitors.” (Stockton, 8/9/2012)

“It doesn’t necessarily need to be a big attraction, but near certain parks it would be nice so kids can do more hands-on learning. They are tactile learners, like in the parks visitor centers or museums they (kids) can try something new.” (Visalia, 8/7/2012)

“Not so much in terms of attractions, but different facets of attractions. We use the park as a family destination but we usually have 3- 4 cars coming from a different part of the state. If we could get to one place together and not depend on cars, it would be nice using public transit instead.” (Visalia, 8/7/2012)

“Yes, it’s good to have a “two for one” with a park and a nearby attraction and it would be great if the public transportation would facilitate this.” (South Sacramento, 8/10/2012)

Ranger Onboard

“I remember that Amtrak used to do this. I have mixed feelings on having a ranger talk on van. Could be informative – but do I want to listen to this person talk? People would more likely to want ranger info if it was a place that they’ve never been to before.” (Stockton, 8/9/2012)

“Maybe parks could think about offering 'adult only' ranger programs? I know adults who like to go on a hike with the ranger, but not have kids running all around.” (Visalia, 8/7/2012)

“Because I have kids and I worry that they are too talkative during the ranger programs it might not work. But then again, the ranger can point out things of interest to the kids to keep them involved.” (Visalia, 8/7/2012)

“It’s better if the park holds ranger-led programs during the day-time for schools and other groups to enjoy. Programs can be led on certain days or certain times, doesn’t have to be all the time.”

(Stockton, 8/9/2012)

Access to Information

“Include self-guided gizmo on the bus about the destination. Let people learn on their own but provide some options for how people can get info during the ride.” (East Oakland, 7/23/2012)

“It would be great to have a headset with information about the park where you can select your own language that you want to use or listen to while you’re on the shuttle. Audio tapes in different languages with headsets would be great.” (South Sacramento, 8/10/2012)

Travel Time

“I want at least 4 hours at the destination. The travel time should not be longer than the time I will be there. I don’t want to travel longer than the time I’m going to be there.” (East Oakland, 7/23/2012)

“I wanted to go to Sequoia for the night. The shuttle only offers times up there in the morning and then back in the evening, but not up at night and back in the morning. It wasn’t an option for me and I wish it was.” (Visalia, 8/7/2012)

Willing to Pay

“\$20 might be ok if I’m going to be there for a week or if I might be able to come back later that week. But I won’t pay that for 1-day.” (East Oakland, 7/23/2012)

“I wouldn’t mind paying \$20-25 or \$30 for a week but not for a day. \$7 to 10-dollars for a day is more reasonable. I want to know what is the money going to? It’s our social responsibility to bring money to the parks but we also want to see where our money is going.” (East Oakland, 7/23/2012)

“No problem paying for an annual pass or the \$15 for shuttle. For those who can’t afford it maybe there can be times of the year when it’s free.” (Visalia, 8/7/2012)

“I get upset when I have to pay a fee for my park when we pay taxes for them and then we have to pay a fee for use, too? Why?” (Visalia, 8/7/2012)

“Yes, I’m willing to pay fee – It depends on if it’s a car-load or not. So do you have to pay per head or per carload? I would want to pay per carload because paying per person gets too expensive when traveling with the whole family.” (South Sacramento, 8/10/2012)

“Pricing with school busses was much cheaper. “Where do we want the money to go to and get the best deal? It really doesn’t matter what kind of bus it is, as long as it gets there.” Price matters and where the money is going matters. Use school buses for public transportation to the parks and whatever fee people pay should go to that school district. For example, with that Train to Merced stop example, that guy mentioned why not even have a school bus pick people up at the train station and bring them to Yosemite rather than having to figure out how to get to the bus station ½ mile away and having to wait for the bus or risk missing the next one out of town to the park.” (East Oakland, 7/23/2012)

“Change the prices during certain times – like parks should have ‘matinee’ prices. Make gate fees cheaper during the weekdays or even early in the morning could be different rate. But I know the flexible prices can get complicated. So I would be willing to pay a reasonable flat rate – A big factor for me is what type of park am I going to? If it’s a National Park to see wildlife I would pay more. I’m willing to pay more for the attraction.” (Stockton, 8/9/2012)

Partner with Local Transit

"Let's look at Candlestick Park. Why can't you all work with MTA as opposed to creating a new system – or a shuttle within the current transportation system? You know, bolstering systems that are already working. How is the state park system identifying low use parks? What about transportation to China Camp? What about Muir Woods transportation other than just that bus that picks people up somewhere on the other side of the bridge I heard about?" (San Francisco, 7/17/2012)

Kids Exploration of Nature

"Challenges that I have seen exposing kids to nature is really about just not knowing, the fear of nature, of being outdoors, raccoons, sleeping in the tent, stuff like that, the basic unknown. That’s why I love Crissy Field, because it provides possibilities for our kids to explore in their own city, in their own parks, and it makes them want to explore more! We need to break that stigma that it doesn’t belong to us. If we don’t have to worry about transportation, we’ll go – people can be “re-introduced” to nature."
(San Francisco, 7/17/2012)

“How to get more young people to these places is important. Partnering with schools to get more young people to these great places is key.” (South Sacramento, 8/10/2012)

Rental Equipment

“Parks to have equipment for visitors to rent at nominal fee: “Have them accessible for people to rent. If I knew I was going to a place that had backpacking backpacks and rented them for \$10... I would borrow it because it might be more convenient for me to borrow their pack that is packed and ready to go with all that I need. I just put my stuff in it and go.” (East Oakland, 7/23/2012)

Amenities

“For people like me who work with the developmentally disabled, buses and hoppers and shuttles are a challenge because of the limit of number of wheelchairs you can fit on the bus. You are limited on how many chairs can fit on the bus so you end up waiting if there’s no room. Local transit hoppers are now open to everyone so this limits the number of wheelchairs that can get on the bus.” (Stockton, 8/9/2012)

“For ADA it’s important for me to have my wheelchair. But you usually have to make some appointment to get the bus that can accommodate wheelchairs.” (Visalia, 8/7/2012)

“In our family, everyone likes something different. I want remote, my wife wants hot showers, and the kids like KOA type, but that’s not what I want the parks to have.” (Visalia, 8/7/2012)

“I feel like parks have really unhealthy food options, tho’, so parks should be the ambassadors of healthy food options. In the national forest there is nothing.” (Visalia, 8/7/2012)

“I don’t want to see concessionaire that is in three other parks – I want to see a local concessionaire.” (Stockton, 8/9/2012)

Personal Equipment

“Strollers. I like to bring the big ones with umbrellas that I can go hiking with or even having little ones is fine.” (Visalia, 8/7/2012)

“I always have to have a rolling ice chest – I even take it on the plane!” (South Sacramento 8/10/2012)

Development

“I would want more development if I was going with a group. If I’m going to a more remote place I usually want the solitude with less people and less development.” (South Sacramento, 8/10/2012)

Technology in the Park

“ If they [*parks*] do allow cell phones, it should be to only allow for emergency calls, make it so the cell phones can only dial “9-1-1” (Visalia, 8/7/2012)

Visitor Experience

“I recently used the large buses in Yosemite and felt like you were herded into the buses, we were just a passenger, you become anonymous. I prefer a smaller shuttle. People like to travel with groups, with different departments.” (Visalia, 8/7/2012)

“Young travelers alone on trips usually hook up with others and develop friendship and camaraderie.” (Visalia, 8/7/2012)

Transportation at Destination

"Depends on the time factor for the next bus... if the time you wait outweighs the time it would take to walk someplace, then shuttle is good." (San Francisco, 7/17/2012)

DRAFT

Appendix E

Sample Thank You Letter for Host Organizations

From: Nina Roberts

Sent: Sunday, July 29, 2012 8:12 PM

To: 'Harith Aleem' (HAleem@oaklandnet.com)

Cc: Watson, Donte L (DWatson@oaklandnet.com); Audree Jones Taylor; Boyd, Diane (DBoyd@oaklandnet.com)

Subject: Community Listening Session at the Sports Complex - Follow up

To Harith and the staff from E. Oakland Sports Complex:

On behalf of the entire “Car-Less” planning team, I’m writing is to say thank you so much for all your time, attention, diligence (and then some!) in assisting me with setting up the community listening session for East Oakland – I realize there is a lot going on for you this summer, thanks for your persistence in helping pull this together.

In general, scheduling, communicating with your staff and potential participants, assisting with promo and outreach, setting up the room, buying the food, and then some, was all terrific. I’m very appreciative of you and your staff also participating in the listening session with us – Your input is appreciated and greatly valued as a key part of what we’re trying to achieve. Considering we were hoping to have “12-15 people”, having 14 folks there was great!

Harith, your leadership and guidance in ensuring this listening session was a success is commendable. Considering your enormous responsibilities, it meant a lot to me that you were so engaged in helping take this on.

Last, as mentioned, let’s keep in touch (and Audree) regarding potential SFSU interns with Oakland Parks & Recreation for next spring 2013. Plus, if you have any opportunities this fall, our students need hours in the field as experience prior to their spring internship. For information: <http://recdept.sfsu.edu/internship.aspx> -

Til next time, take good care and enjoy the rest of the summer –

Nina

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July is Recreation & Parks Month!



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