

Finding Space to Play: Community Use of School Property



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Getting on the Same Page: What do we mean by “shared use”?

- **Terminology**
 - **Shared Use**
 - **Joint Use**
 - **Joint Use “Agreement”**
 - **Community Use**
 - **Recreational Use**

Why use the term “Shared Use?”



Who Cares About Shared Use?



Local Governments



Foundations



Professional Associations



State Governments



Federal Government



Health/Physical Activity Advocates



Researchers

Important Issues



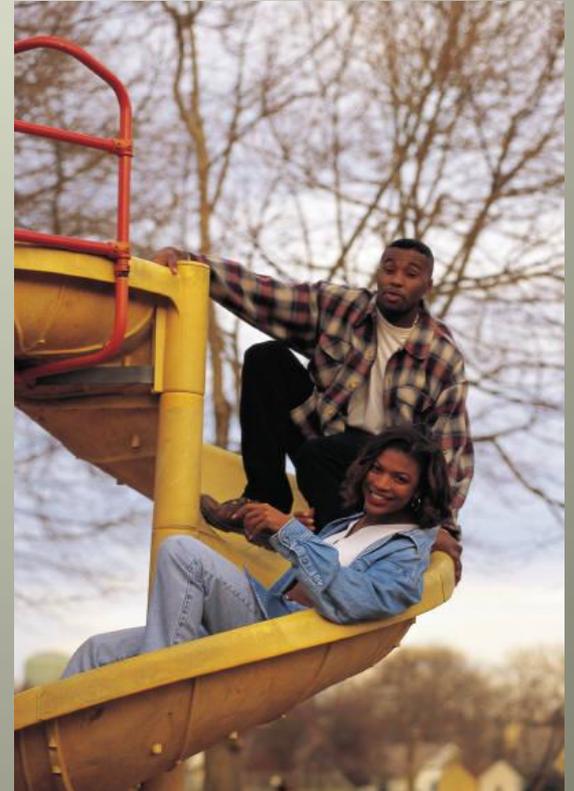
Does “Shared Use” Work?

- There is evidence to suggest that children who have access to existing and renovated school recreational facilities outside of regular school hours are more likely to be active (Farley et al, 2007; Maddock et al, 2008; Brink et al, 2010).



What Motivates Local Decision-Makers

- *Findings from national surveys of school and park administrators:*
 - They care about the health of their communities:
 - Providing a clean, safe place for members of the community *to be active*
 - They understand the importance of collaboration:
 - *Building partnerships* with community groups
 - They care about people:
 - *Supporting families within their communities*
- Economic considerations



What Concerns Local Decision-Makers?

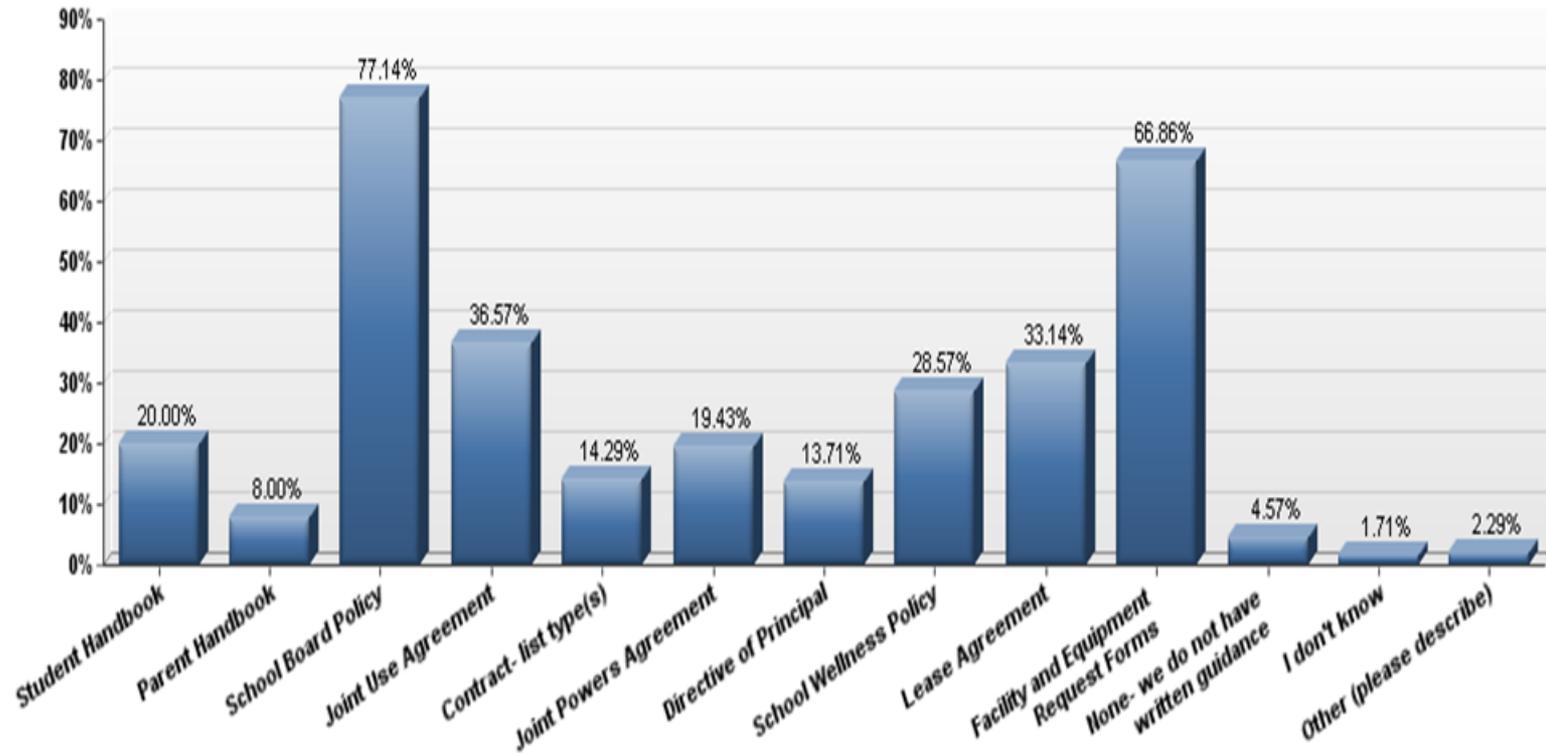
- *Studies find:*
 - For Schools: *Liability*, insurance, safety, staffing, maintenance, vandalism and costs associated with running programs and activities are key barriers (Evenson et al 2010; Spengler et al 2011, 2012; Cox et al 2011).
 - For Parks: *Priority of use* (scheduling issues), limited space and facilities, limited hours of availability, maintenance cost, and concern over misuse and damage to park facilities are key barriers.



Is State Policy Effective?

- *Preliminary Findings from a RWJF funded study in Minnesota :*
 - Fewer than 40% of Minnesota Superintendents knew about Minnesota shared use legislation a year after its passage.
 - Implications for training.
 - Almost all were concerned about liability
 - Most felt that insurance provided the best liability protection, followed by contracts and legislation
 - Written guidance for shared use varied greatly

Types of Written Guidance



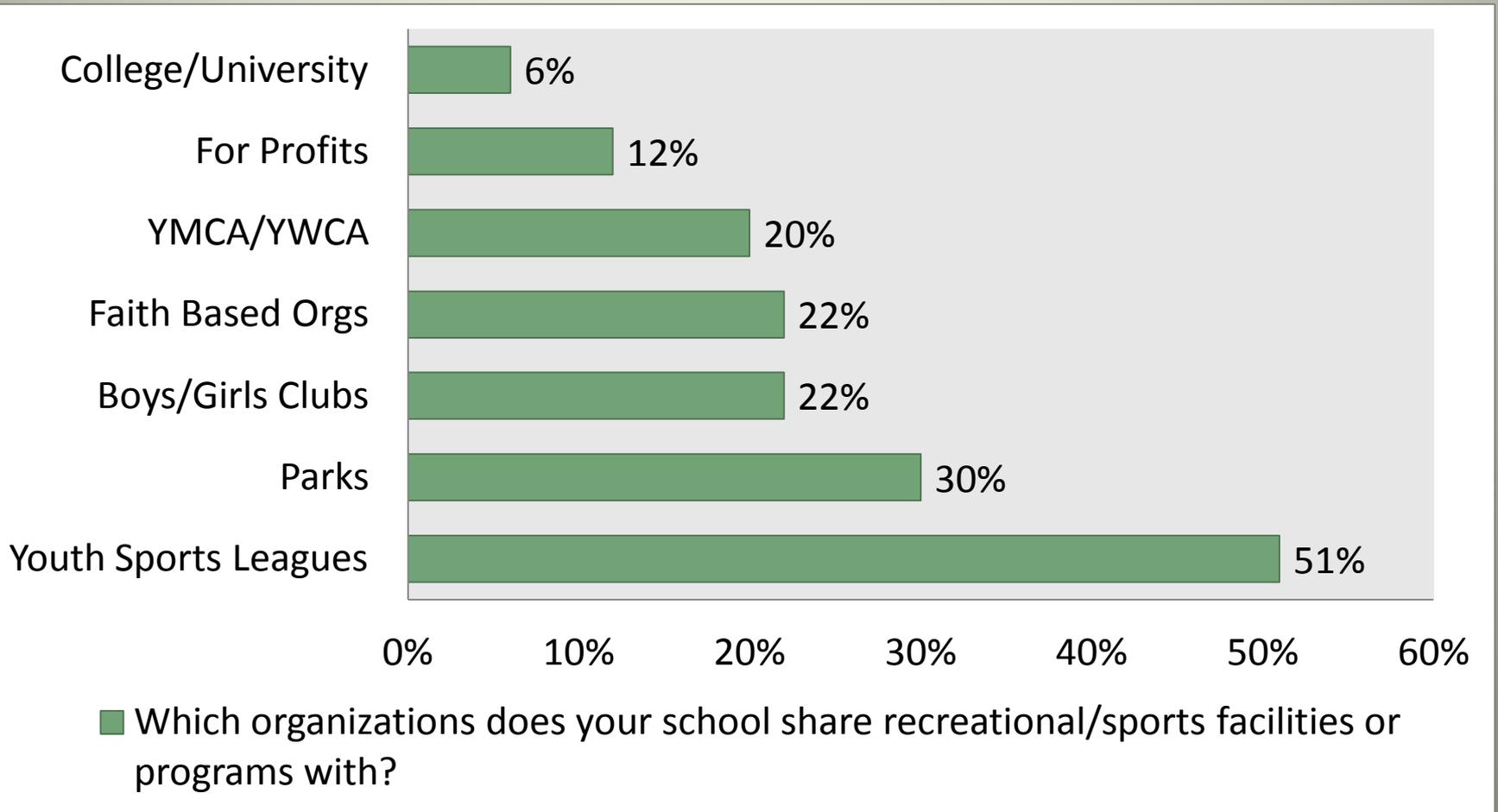
What do communities have, what do they lack, and what do they need?

The evidence suggests:

- **Many communities, especially those with populations at high risk for obesity, lack recreational facilities.**
- **National studies suggest that schools and parks share primarily with one another and with community sports leagues.**

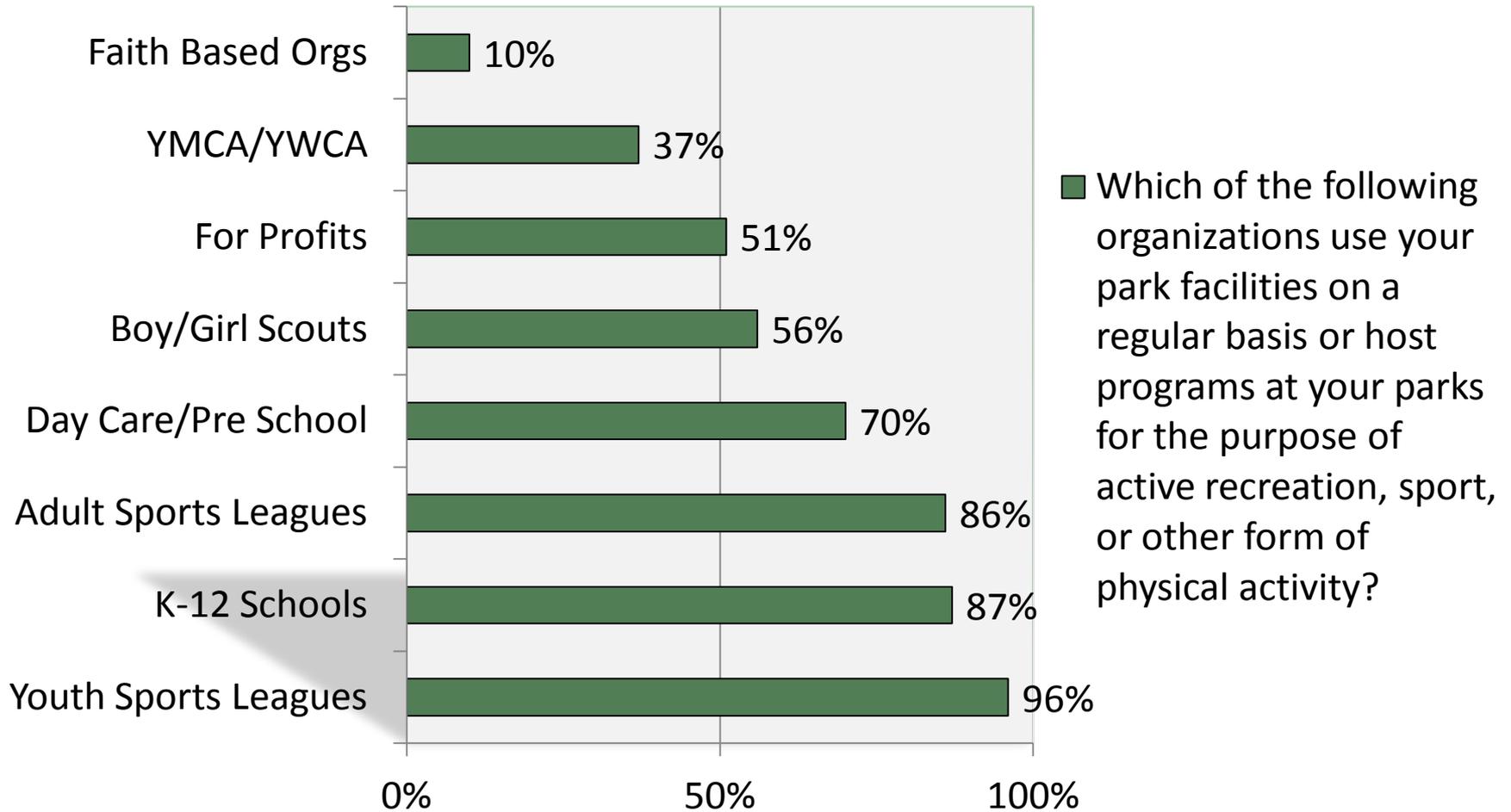


Community Groups Using School Facilities



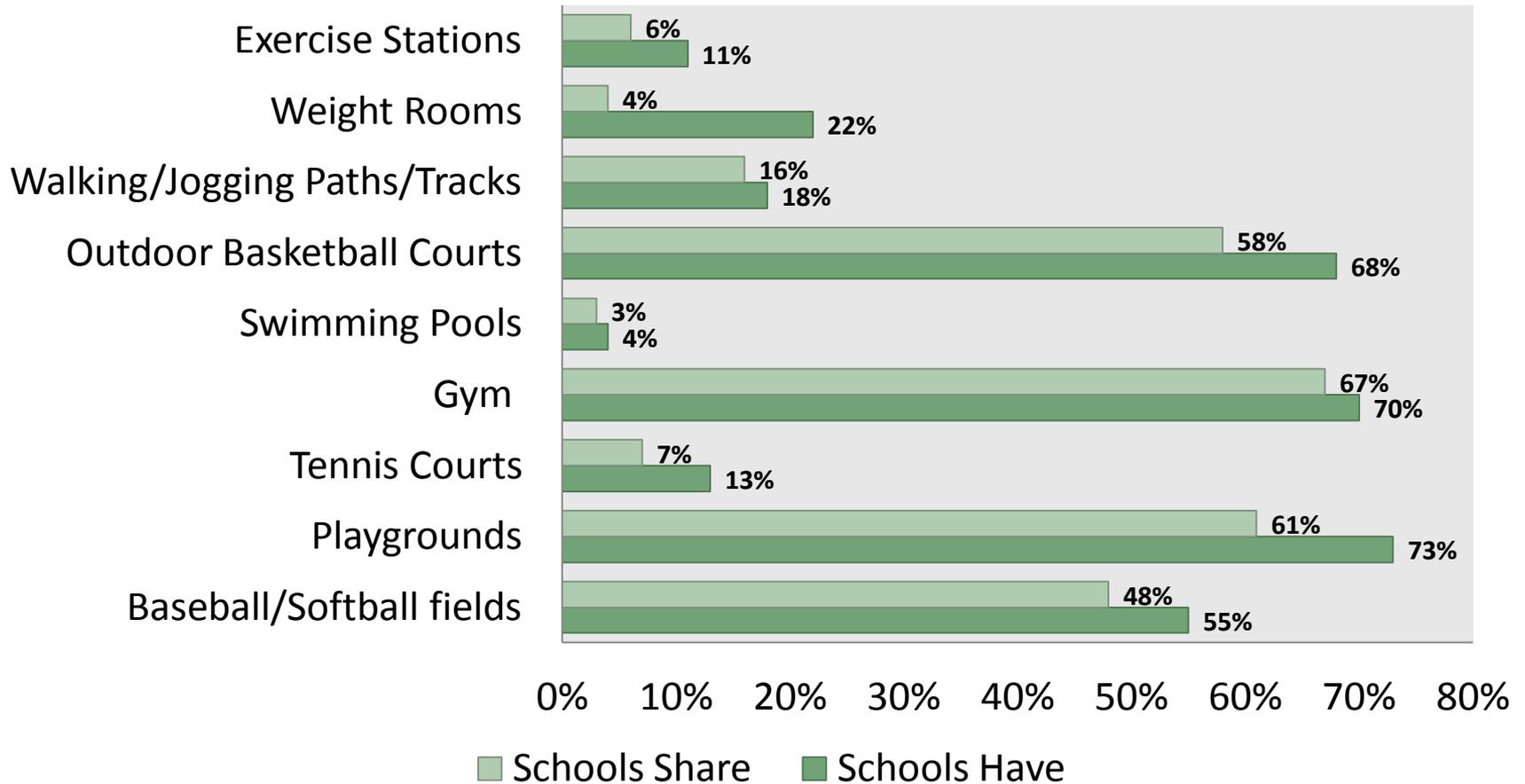
Results from a Robert Wood Johnson Foundation, Active Living Research supported national survey of school principals from lower-income communities and communities of color.

Community Groups Using Park Facilities



Results from a Robert Wood Johnson Foundation, Active Living Research supported national survey of local park administrators.

Shared School Facilities



Results from a Robert Wood Johnson Foundation, Active Living Research supported national survey of school principals (N = 360) from lower-income communities and communities of color.

Focusing In...

- What are the needs of residents in your community?
- What recreational resources are available in your community?
- What partnerships exist that currently share recreational resources in your community?
- *How can we optimize the use of recreational resources within communities?



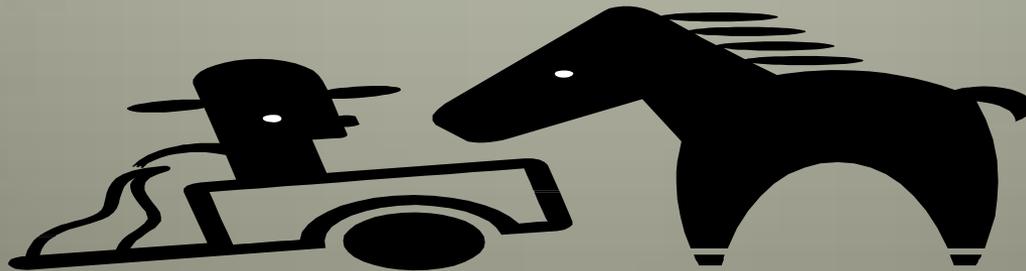
Important Considerations

One size does not fit all.

- Local policies and contracts (JUAs)
- State Policies

Don't take the cart before the horse.

- Make evidence-based decisions that fit the needs of your community and that will optimize recreational resources.



Questions and Answers

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