

**Challenges and Recommendations to Improve
Shared Use of Recreation Facilities in Public Schools**
Report from DC Shared Use Working Group
September 12, 2017



INTRODUCTION

Active children build healthy habits early that they can carry into adulthood. Unfortunately, not all communities across the District of Columbia have equal access to safe, convenience, and clean spaces for physical activity. However, gymnasiums, sports fields, courts, tracks and other facilities are often available at their local public schools. While there are many District public schools that open their doors to community groups, a disproportionate number of schools do not share their recreation facilities. Inequity in access to neighborhood school recreation facilities leaves behind many children and adults in those neighborhoods where data suggests a decline in their physical activity over the past ten years.¹

Shared Use (or community use) Agreements allow community groups, non-profit organizations, and local government agencies to make use of public school facilities and grounds when school is not in session, for example during evenings, weekends, and vacation time. In the District, this process requires the outside groups to submit applications² and payment to a public school which are sent to the Department of General Services, Office of Reality, for approval for specific activities on designated dates and hours. This process can take weeks or months. When considering overall priorities facing District schools and DGS, assisting with coordination of community use of school property can be a low priority for these two agencies.

District leadership can help ensure that residents in all wards have equitable access to clean, safe, and convenient spaces for physical activity. The gymnasiums, courts, and outside recreational facilities at neighborhood public schools can provide these needed spaces. Given the rates of violence, trauma, and chronic diseases in many of the District's communities, children and adult residents can benefit from increased opportunities to engage regularly in physical activity within a safe environment. Yet too often, due to cost bureaucracy, or other factors, these spaces are not accessible to all in the District.

D.C. Mayor Muriel Bowser's new health and wellness initiative, FitDC, aims to motivate residents living in all eight Wards to move more. FitDC efforts could be greatly enhanced if neighborhoods had greater access to their local school facilities.

This *Challenges and Recommendations to Improve Shared Use of Recreation Facilities in Public Schools* report captures the challenges faced by organizations and individuals seeking to use public school space to offer health

¹ Smith R. Physical activity and gym access by neighborhood in D.C. DC Policy Center. July 7, 2017. Available at <https://www.dcpolicycenter.org/publications/gym-deserts/>. Accessed July 25, 2017.

² D.C. Department of General Services. District of Columbia Public School Application to Use Facilities, <https://d3jc3ahdjad7x7.cloudfront.net/t3bpL4Ei5oZ54wKBYxUOjlxJousep69NgBHbmlPg8nBAF0W.pdf>, accessed July 23, 2017.

and wellness programs. The report offers recommendations to the Mayor and the D.C. Council to streamline the complex process required to secure a shared use agreement. A Working Group with members representing District agencies and community organizations that offer health and wellness programming, including physical activity, to residents has compiled these recommendations. The working group was convened by the Advocates for Better Children's Diets (ABCD) and supported by a grant from the American Heart Association's Voices for Healthy Kids. The Working Group collaborated with the Office of the Mayor and the Office of the City Administrator to bring forward these constructive recommendations for the Mayor's initiative to Improve Public Space Utilization Policies and Facilities.

WHY OPEN PUBLIC SCHOOLS TO COMMUNITY GROUPS FOR PHYSICAL ACTIVITY?

In DC, five of the top ten causes of death are directly related to diet, physical activity, and weight status, including heart disease, cancer, hypertension, diabetes, and cerebrovascular disease (<http://www.cdc.gov/brfss/index.htm>). Data from the 2014 BRFSS data show disparities in the rates of reported physical activity among District residents across wards.³ There are significant disparities in rates of obesity and chronic disease among District residents, with significantly higher prevalence east of the Anacostia River in Wards 7 and 8. For example, diabetes, an obesity related disease, found residents have a 24.9 per 100,000 mortality rate from diabetes, almost 20% higher than the national average, according to the [2016 DC DOH CHNA](#). Diabetes is highest among African Americans (13.4 percent); compared to 2.5 percent of Whites, 5.5 percent of Hispanics, and 7.3 percent of other races. The highest prevalence of diabetes is found in Wards 5, 7, and 8. The death rate among residents with diabetes was highest in Ward 7 (43.6 deaths per 100,000) and the lowest in Ward 2 (6.3 deaths per 100,000). Similar disparities exist for hypertension, heart disease, and obesity. Almost 22 percent of all District residents over 18 years of age have obesity; whereas adult obesity rates in Wards 7 and 8 are approximately 36 percent and drop to 9-12 percent in Wards 2 and 3⁴. Adults in Wards 4, 5, 7 and 8 report getting the least physical activity in the District.

In neighborhoods with higher rates of chronic disease and least physical activity, approximately one-third of schools open their recreational facilities to the community. In parts of the District with lower chronic disease and higher physical activity rates, about two-thirds of schools open their recreation facilities to the community through shared use agreements, according to DGS, Office of Realty data from June 2013-2015⁵. These findings suggest efforts should be made to increase shared use of school recreational spaces for physical activities in Wards 4, 5, 7 and 8 to increase overall physical activity among residents and lower chronic disease risk.⁶

IDENTIFIED CHALLENGES TO SHARED USE

Community-based recreation groups have appreciated the opportunity to use school recreational facilities to help District kids and youth become physically active. Community groups offering physical activity in school facilities identify accessibility/convenience, familiarity, quality, and safety as the top four benefits of shared use

³ Government of the District of Columbia Department of Health. Behavioral Risk Factor Surveillance System (BRFSS) Annual Health Report, 2014. September 2016. Page 31.

https://doh.dc.gov/sites/default/files/dc/sites/doh/publication/attachments/BRFSS_Annual_Report_2014.pdf

⁴ Government of the District of Columbia Department of Health. Behavioral Risk Factor Surveillance System (BRFSS) Annual Health Report, 2014. September 2016. Page 31.

https://doh.dc.gov/sites/default/files/dc/sites/doh/publication/attachments/BRFSS_Annual_Report_2014.pdf

⁵ The data on approved shared use applications were obtained through a Freedom of Information Act request to the General Services Administration, Office of Realty. Advocates for Better Children's Diets, 2015 FOIA-03469, DC Department of General Services, June 16, 2015.

⁶ Advocates for Better Children's Diets. Opportunities to Share Clean, Safe Spaces at Public Schools. August, 2015. Available at https://docs.wixstatic.com/ugd/794085_dc72253d3a5f4d5eb91002bba478344c.pdf.

agreements. Use of school gyms and fields helps keep children safe, away from negative activity, and close to home.⁷

In the absence of after-hours neighborhood school space, youth often must travel over half a mile in high-crime neighborhoods and across busy streets to find safe places to be physically active.⁸ ABCD identifies these neighborhoods as Physical Activity Deserts.⁹ Opening school recreation facilities to non-school groups brings opportunity for physical activity before and after school, on the weekends, and during vacations to neighborhoods where safe, trusted locations are scarce.

Although almost eight in ten schools in Ward 3 offer shared use agreements for recreational facilities, as few as three in ten schools in Wards 4, 5 and 7 open their facilities to community groups. To understand possible reasons for lower use of shared use agreements in some areas, ABCD surveyed 60 community groups that serve all the wards of the city with dance, soccer, running clubs, boxing, basketball, and other physical activities that had experience with the shared use application process at public elementary schools, middle schools, and education campuses in Wards 4, 5, 7, and 8. ABCD also gained insight from interviews with numerous groups and through meetings of the working group. Thirty community groups responded noting that navigating government system/paperwork, limited availability of space, low priority for school administration, and security and maintenance costs could be barriers to shared use agreements. ABCD sought input from school staff; however, only two of the 82 public schools in Wards 4, 5, 7, and 8 receiving surveys responded. The following provides more details about specific challenges:

1. NAVIGATING GOVERNMENT SYSTEM AND PAPERWORK

Navigating several government agencies throughout the application process was the most commonly mentioned barrier to establishing shared use agreements. A third of responding community groups found this 10-step process tedious, nonresponsive and unfair. The procedure requires a separate application for each use at each school. Sometimes, the community group may have difficulty identifying the school staff person who handles the application process. Larger community groups that have a connection with the school staff are more likely to advance their applications. Smaller and newer community groups often lack full-time staff dedicated to the application process for each school.

“The process of the application and getting the space reserved can be tedious. There is a lot of paperwork, and getting it approved with all the specifications (site date, etc.) can be challenging. There are a lot of steps in the process.”

Applications must be submitted at least two weeks before the date of the anticipated event, but a timely submission does not guarantee a timely approval. An application approved by a school proceeds to the Office of the State Superintendent of Education (OSSE) where it is reviewed and forwarded to the DGS, Office of Reality for final approval. This process may take weeks to months. Several groups’ recounted applications that were approved after the date the scheduled event; and one group recommended submitting applications three to four months before a scheduled event.

⁷ Advocates for Better Children’s Diets. Successes, Limitations, and Barriers to Community Groups’ Usage of Public Schools. October, 2015. Available at https://docs.wixstatic.com/ugd/794085_a95c3cf336e94b84aaf59e4eb45cd114.pdf. Accessed June 3, 2017.

⁸ Advocates for Better Children’s Diets. Ward Maps Identifying Physical Activity Deserts. <https://www.dcactivekids.org/physical-activity-deserts>. Accessed July 25, 2017.

⁹ Physical activity desert (noun): An urban area in which it is difficult to find a safe, affordable place to engage in physical activity.

“The administrative staff is not responsive. Took at least 10 phone calls to figure out from several schools that there was no space available. It would be nice to have a central system to view inventory of school facilities or at least a central person coordinating efforts effectively.”

2. LIMITED AVAILABILITY OF SPACE

Groups report noticing vacant recreational facilities and fields on weekends or after school, although another group had reserved the space for its use. Recreational facilities may be reserved for a long sequence of recurring events; but a practice might be periodically cancelled, leaving a field vacant. An online use agreement system that displays up-to-date schedules of specific spaces, dates, and times might better maximize actual use of school facilities. A mechanism to flag periodic or chronic “no-shows” would also help in developing a fair scheduling regime.

3. LOW PRIORITY FOR SCHOOL ADMINISTRATION

The priority of schools is to ensure students learn. Requests that might directly compete with or divert funds away from educational activities may be ignored. If part of the rental fees paid to DGS were available to schools, the funds could be used to maintain recreational facilities in top-notch condition and cover supply and equipment costs associated with shared use of facilities. Like the revised Department of Parks and Recreation (DPR) shared use agreement rules, DGS could direct some rental funds back to schools and provide the incentives for schools to open their gyms and fields.

4. SECURITY AND MAINTENANCE COSTS

RENTAL FEES

Though most of community groups do not find rental fees for facilities unreasonable, about a third found rental fees expensive and the overall costs for use facilities too high. Under shared use agreements, the fees that organizations pay to rent school facilities are substantial; and, currently, individual schools do not receive any portion of those fees. Using two-year DGS data on shared use of recreation facilities, community organizations pay approximately \$1,340,595, based on hourly rental fees¹⁰ and the number of hours, days, and weeks each property was used.¹¹ This amount may be an underestimate, if actual use was underreported. Schools could benefit from reclaiming some of these rental fees to cover their costs for equipment repair or replacement, paper product use, trash management, and grass replacement related to shared use of facilities.

SECURITY FEES

Under shared use agreements, community groups are required to pay for the school to hire security for every hour they rent a space. Physical activities for children at schools should require fees for security detail; but for adult only recreational activities, the security fee might be waived. An overall review of the security fee structure and the contract with security officers might reveal some areas for improvement. Small reductions in costs of shared use agreements may permit more groups, especially small and local ones, to afford scheduling activities.

CUSTODIAL FEES

Organizations are required to pay fees for a custodian to be on the premise during and for an hour before and after the event, even if no one is on the site or using the facilities that full time. Although all groups are required

¹⁰ DC DCPS Use of School Facilities and Grounds. <https://dcps.dc.gov/page/use-school-facilities-and-grounds>.

¹¹ Advocates for Better Children’s Diets. By the Numbers. Available at <https://www.dcactivekids.org/by-the-numbers>. Accessed July 25, 2017.

to pay this fee, not all programs use inside facilities, remove their own trash, and otherwise don't require custodian help. Ways to reduce this cost burden for organizations may increase use of school facilities for physical activity programs.

The current system of scheduling custodians relies on the willingness of the school staff to work overtime for shared use requests. This uncertainty may leave organizations vulnerable, since the absence of custodial staff requires cancellation of an event. The variability of the custodial staff hourly wage leads to varying charges, depending on the wages for the assigned custodian. This unpredictability of the custodial fee creates an imbalanced situation for organizations wanting to arrange physical activity events at schools.

IMPORTANCE OF INCREASED PHYSICAL ACTIVITY TO CHILDREN'S WELL-BEING

Not only can physical activity play a role in improving physical health and maintenance of a healthy body weight, but physical activity also improves mental and emotional health. Being physically active helps students focus, increase cognitive function, improve behavior, and boost positive attitudes.¹² Students who earn mostly A's are almost twice as likely to get regular physical activity as students who receive mostly D's and F's.¹³ Active kids also score higher on standardized tests.¹⁴

Physical activity may also lead to increased self-esteem among children and provide an opportunity for children to build their confidence¹⁵ and improve self-esteem. Better self-esteem may lead to the adoption of positive lifelong habits.

Awareness of the importance of physical activity has permeated many public policy and programming initiatives in the District of Columbia, including physical education standards in the *State-Level Education Strategic Plan 2009-2013*. The *Working towards a Healthy: DC the District of Columbia's Overweight and Obesity Action Plan, 2010-2015* called for "expanding physical activity requirements, policies, and opportunities through schools, after-school programs, and child care centers utilizing a variety of strategies including use of joint-use agreements."¹⁶ More recently, the introduction of the Healthy Students Amendment Act of 2017 includes language to increase the use of shared use agreements as a means to increase physical activity for children: "entering into shared use agreements with organizations that provide physical activity programming for children outside of the normal school day."¹⁷

¹² American Academy of Pediatrics Healthychildren.org: Physical Activity = Better Health.

<https://www.healthychildren.org/English/healthy-living/fitness/Pages/Physical-Activity-Better-Health.aspx>. Accessed July 26, 2017.

¹³ CDC Health and Academic Achievement Report. Page 3.

https://www.cdc.gov/healthyyouth/health_and_academics/pdf/health-academic-achievement.pdf. Accessed July 26, 2017.

¹⁴ Active Living Research Infographic: Active Kids Learn Better. <http://activelivingresearch.org/blog/2015/01/infographic-active-kids-learn-better>. Accessed July 26, 2017.

¹⁵ Can exercise improve self-esteem in children and young people? A systematic review of randomized controlled trials. *Br J Sports Med* 2005;39:792–798.

¹⁶ D.C. Department of Health. Working towards a Healthy: DC the District of Columbia's Overweight and Obesity Action Plan, 2010-2015. Objective 4.B, Strategy 4.B.5 February 2010. Available at <https://doh.dc.gov/sites/default/files/dc/sites/doh/OBESITY%20ACTION%20PLAN.pdf>

¹⁷ Council of the District of Columbia: B22-0313 Health Students Amendment Act of 2017, Section 401, June 6, 2017. available at <http://lims.dccouncil.us/Legislation/B22-0313?FromSearchResults=true#>.

Nationwide, cities, towns, and school districts are tackling the concern about opening safe, convenient school recreation spaces to the community. Cities like Seattle¹⁸, San Francisco¹⁹, Mississippi²⁰, Pitt County (NC)²¹, Fairfax County (VA)²², and states such as Florida²³, Arkansas, Texas, and Kansas²⁴ have all implemented shared use agreement policies and experienced success in increasing physical activity in communities.

RECOMMENDATIONS

From the results of the survey of community groups, interviews with principals, interviews with agency staff, and the discussion in the Shared Use Working group, the following six recommendations to improve the shared use experience emerged.

1. **Process** – Improve the effectiveness and efficiency of the current process for seeking approval to use school recreational facilities.
 - a. Identify one agency to approve and oversee the agreements. This agency should have a mission-level priority to promote public health and public safety and have direct connections to community residents.
 - b. Streamline the process to enable review and approval or denial by all necessary personnel within two weeks.
 - c. Digitize and centralize the applications and approvals process by:
 - i. Establishing a single portal for management of shared use applications.
 - ii. Requiring all transactions for applications by community groups and approvals by schools to be online, to enable engaged parties to track the progress of the application.
 - iii. Establishing an online calendar that displays the date, time and location of booked, available, and recently cancelled specific school recreation facilities. This permits community groups to find alternative schools for their activities when initial school is unavailable.
 - d. Utilize a centralized process to collect data on physical activity and nutrition. More information on data collection and a recommended survey are included in Appendix 1.
 - e. Establish and make transparent criteria for approvals and denials that consider the groups proximity to children or adults served to build capacity of neighborhood groups.
 - f. Allow a one-time approval process of the community group interested in shared use agreements. This single list of approved groups enables schools to determine upfront the eligibility of an applicant.
 - g. Modify the requirements for shared use agreements as needed.
 - h. Permit local community groups to utilize school facilities equitably with the school-based entities

¹⁸ An Agreement for the Joint Use of Facilities between The Seattle School District No. 1 and Seattle Parks and Recreation. <https://www.seattle.gov/Documents/Departments/ParksAndRecreation/PoliciesPlanning/2016-19School%20ParksJointUseAgreement.pdf>.

¹⁹ San Francisco Shared Schoolyard Project. <http://www.sfsharedschoolyard.org/>.

²⁰ Healthy Schools MS: Statewide Success Stories. https://www.cdc.gov/healthyschools/stories/pdf/2009/success_09_ms.pdf.

²¹ Active Living By Design: Pitt County, NC. <http://activelivingbydesign.org/resources/pitt-county-nc/>.

²² CDC Increasing Physical Activity Through Joint-Use Agreements Spotlight: Virginia. <https://www.cdc.gov/nccdphp/dnpao/state-local-programs/pdf/jua-virginia.pdf>.

²³ Active Living By Design: Lake Worth, Greenacres, Palm Springs, FL: Creating Open Space through Joint Use. <http://activelivingbydesign.org/resources/lake-worth-greenacres-palm-springs-fl-creating-open-space-through-joint-use/>.

²⁴ National Conference of State Legislatures: State Actions to Reduce and Prevent Childhood Obesity in Schools and Communities. <http://www.ncsl.org/documents/health/ChildhoodObesity52014.pdf>.

2. **Fees** – Revise the fee structure for rental, security, and custodial charges for shared use of recreational facilities to reduce financial barriers for the providers of physical activity programming.
 - a. Rental: Examine the rental fee structure and consider adjustments for less well-funded community groups originating in underserved neighborhoods or specifically serving these neighborhoods, patterned after the fee structure of the Department of Parks and Recreation new rental rules²⁵.
 - b. Custodial: Restructure the custodial fees so that groups have the option of cleaning the space themselves to save on costs.
 - i. Create a “security deposit” system where groups leave a deposit prior to using the facility and the deposit is returned to them after the event if the facility is clean, unless a cleanliness violation arises.
 - ii. Provide waivers for groups that have a history of leaving facilities clean. This waiver could help prevent unnecessary costs as well as incentivize other community groups to keep facilities clean.
 - iii. Set up a pool of custodians that would be available any time to all District properties that are used for shared use agreements after outside of school hours.
 - c. Security: Reexamine the contract for security for after school use of facilities.
 - i. Adult-only events should not require security services and thus lower overall costs of shared use agreement.
 - ii. When there is a need for security services for children’s activities, the cost must be reasonable and should never hinder organizations from providing opportunities for physical activity to the community.
 - d. Consider charging a general supply fee to cover toilet paper, paper towels, and garbage bags for groups using inside facilities.
3. **School Funding** – Using the DPR model that creates an Enterprise Fund for renting facilities to community groups that may partially redirect rental fees from DGS to local DPR centers, we suggest redirecting funds raise through shared use agreements be redirected to schools to fund a school shared use improvement program that includes procedures to:
 - a. Incentivize principals at schools in underserved neighborhoods to participate in shared use.
 - b. Improve and repair recreational facilities and purchase recreational equipment and supplies for public use.
 - c. Explore mechanisms to extend liability coverage to community groups lacking the funds for adequate liability coverage required by shared use agreement.
 - d. Consider assisting community groups with security and custodial fees.
4. **Technical Assistance** – Deliver technical assistance to local schools and to community groups through direct staff contact, a step-by-step handbook created by ABCD, and a publicly accessible website with resources for implementing shared use agreements.
 - a. Provide a simple FAQ online that provides guidance on the application process, fees, and other commonly asked questions.
 - b. Establish consumer-friendly guidance that includes simple instructions for navigating the process, sample current and new recreational activities for evening, weekend, and vacation, and list community groups interested in working with DC schools.

²⁵ DC Department of Parks and Recreation Permit Handbook.

https://dpr.dc.gov/sites/default/files/dc/sites/dpr/page_content/attachments/DPR%20Permit%20Handbook%20Final%20.pdf.

- c. Through an online website, provide for opportunity to connect schools with community groups for shared use activities and vice versa.
 - d. Create a clearinghouse where schools could search for programming they would like to bring to their community.
5. **Evaluate** – Institute a system for collecting management data:
- a. Online applications and approval process data could provide insights on schools’ use of a streamlined shared use process.
 - b. Applicants could specify what community they are from and are serving, what type of activity will be provided, and what types of beverages and food may be offered. These responses would help measure if shared use agreements might also have a benefit to healthy eating habits.
 - c. Rental fee data provides estimates of what funds may be available for a school fund.
 - d. Comment section on shared use website provides opportunity for feedback from community groups, principals, and residents which may be beneficial for interested community groups or principals
6. **Continued Community Engagement** – maintain a working group that includes representation from all communities, organizations, and public health professionals, especially smaller community groups and underserved populations, engaged in the shared use process to:
- a. Obtain feedback on implementation of the recommended changes.
 - b. Tailor technical assistance to specific needs.
 - c. Offer education to the community about new opportunities and procedures for bringing physical activity opportunities to neighborhood schools.
 - d. Seek additional partnerships for schools and community groups to increase physical activity.

CONCLUSION

This report presents recommendations to increase access to safe, convenient and clean facilities for physical activity for all children across the District by making improvements to the shared use agreement process for school facilities. Once implemented, these recommendations can lead to a more efficient and user-friendly shared use process, while also removing barriers, and providing incentives for schools to engage in these agreements.

A group of representatives from the Office of the Mayor, City Administrator’s Office, District agencies, charter school organization, and non-profits offering physical activity opportunities throughout the city worked together to identify barriers and inefficiencies in the current shared use agreement process as well as potential solutions. It is the hope of the Working Group that this report inspires action that ultimately improves community access to school recreational facilities for physical activity programming, particularly in areas with high rates of chronic disease.

Desired Health Outcomes:

- Children should be physically active at least 60 minutes per day.
- Children should choose water, milk, or 100% fruit juice in place of sweetened beverages.
- Children should snack on healthy foods such as fruits, vegetables, whole grain products and protein foods with limited saturated fat, sugar, and sodium.

Opportunity

For school children in the District of Columbia, activities that occur after and before school is in session offer additional opportunities for children to be physical active and, perhaps receive healthy beverages and snacks. Community-based groups that offer activities to children in out-of-school time, weekends, vacations, and summers could be encouraged to incorporate healthy food and beverage options and physical activity into their programs.

ABCD started the working group to figure out the barriers and solutions to reaching all kids equitably to promote physical activity and well-being. ABCD did some background research and found that only 35% of schools in Wards 4, 5, 7, & 8 were utilizing shared use agreements for physical activity, compared to 63% in Wards 1, 2, 3, & 6. It will be important to track how improvements in the DC rental process have impacted the use of recreational facilities at schools.

The DC Mayor's Office plans to create an online portal for the rental of DC property. ABCD believes that surveying potential renters is a great opportunity to gather baseline data about type and length of time for physical activity, food and beverage offerings, and descriptions of the populations (i.e. age and ward residency) being served during events and programs held at DC facilities.

Data collection from this portal could:

- Help track the number of minutes kids are active during out-of-school time, weekends, holidays, and summers.
- Provide trend data over time about any changes in the type of activities offered, the groups served, or the types of food and beverages offered.
- Bring awareness to the importance of physical activity and the food and beverage offerings to DC residents through use of DC facilities.
- Help better understand participation in activities by low income residents who participate in SNAP, WIC, or other food assistance programs.
- Lastly, allow for feedback for process improvements.

Incentives to reach under-served groups of kids have been a common theme throughout the project. After working on the survey, ABCD realized that this online system and survey would be a great way to incentivize/nudge people in a healthier direction. At some point in the future, online data gathering could provide an opportunity to incentivize healthy behaviors such as healthy eating and physical activity. Depending on responses to survey questions, the DC government might provide incentives to groups that are reaching underserved populations or promoting healthy behaviors such as moderate or strenuous physical activity and nutritious beverages and snacks. There is always the concern that incentives lead to groups misstating the actual situation. There might be a need to monitor and evaluate programs, if an incentive program was set up.

Number of Participants

- 1-10
- 11-25
- 26-50
- 51-100
- >100

Is your program targeted at low-income participants?

- Yes
- No

Race of participants (choose all that apply):

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

Residential location of participants

- Ward 1
- Ward 2
- Ward 3
- Ward 4
- Ward 5
- Ward 6
- Ward 7
- Ward 8
- I do not know
- Outside of DC

What age group is your event or program catered to?

- Young children (0-5 years old)
- Children (6-12 years old)
- Teens (13-18 years old)
- Adults (19-65 years old)
- Seniors (>65 years old)

Please check the types of activities your group will provide and note the number of minutes for each exercise that you will offer:

- No physical activity
- Light Activity (i.e. walking, stretching, etc.) Enter number of minutes: _____
- Moderate/Vigorous Activity (i.e. dancing, running, soccer, etc.) Enter number of minutes: _____
- Other _____

What activity are you doing?

- _____

Will the physical activity be available to all participants even those with physical challenges (i.e. elderly, disability, etc.)?

- Yes
- No

If your program is catered to youth, will onsite parents be participating in physical activity?

- Yes
- No

What types of foods are you serving at your event (choose all that apply)?

- No Food
- Fruit (fresh, frozen, canned, etc.)
- Vegetables (fresh, frozen, canned, etc.)
- Whole Grains (whole grain crackers or bread, corn tortillas, brown rice, etc.)
- Refined grains (desserts, white flour bread, etc.)
- Meat or Meat Alternative (Chicken, beef, beans, nuts, tofu, eggs, etc.)
- Dairy (cheese, yogurt, milk, etc.)
- Prepared foods (Hamburgers, fries, nachos, hot dogs, fried chicken, etc.)
- Candy/Chips/Other bagged treats
- Using the facilities concession stand
- Other _____

What types of beverages are you servings (choose all that apply)?

- No Beverage
- Water
- Milk
- Regular Soda
- Diet Soda
- Sports Drink
- Fruit Drink
- Juice
- Other _____

Will you be recycling all of your recyclable waste?

- Yes
- No

Please include any suggestions you may have about renting DC property below.

APPENDIX II: MEMBERS OF SHARED USE WORKING GROUP

Government Representatives

Amelia Peterson-Kosecki	DOH, Bureau of Nutrition & Physical Activity
Andrea Limauro	DC Office of Planning
Aurora Steinle	Office of the Deputy Mayor for Education
Ayris Scales	Department of Parks and Recreation
Joni Eisenberg	Department of Health
Jacob Wong	Office of the City Administrator
Keith Anderson	Department of Parks and Recreation
Rebecca Newman	DC Public Schools
Valentine Breitbarth	DC Public Schools

Community-Based Representatives

Alex Bearman	District Sports
Ashley Bell	American Heart Association
Christy Webster	But On Loved Diamonds
Cristine Davis	District Dance
Donnie L Shaw	YMCA
Ewunike Akpan	BOKS
Grant Elliott	Kid power
Joseph Gavrilovich	DC Alliance for Youth Advocates
Katrina Owens	American Scores
Maggie Riden	DC Alliance for Youth Advocates
Marcia Huff	Young Women's Project
Nadja Agnew	Alliance for Healthier Generation
Nancy Chapman	Advocates for Better Children's Diets
Robert Kinsler	United Social Sports
Robert Stuckey	National Association of Independent Schools
Sarah Baldauf	GWU, School of Public Health
Stephanie Johnson	Advocates for Better Children's Diets
Stuart Berlow	American Heart Association