

MADISON CONNECTING CHILDREN TO NATURE



9/16/2016

Implementation plan

The City of Madison, Wisconsin is one of seven cities across the US participating in groundbreaking initiative to provide all children with opportunities to spend time in nature. Support for this initiative was provided by Public Health Madison & Dane County, the City of Madison Parks Division, the Children and Nature Network, and the National League of Cities Institute for Youth, Education and Families.



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Madison Connecting Children to Nature

A PLAN TO INCREASE EQUITY

EXECUTIVE SUMMARY

In the spring and summer of 2016, an initiative led by Public Health Madison & Dane County, the City of Madison Parks Division, and more than 20 local organizations initiated a planning process to increase the time children spend in nature. Together, and working with youth of color to gather insights from diverse Madison residents, the group created a three-year plan to address the following goals:

1) Ensure that every Madison child has regular opportunities to connect to nature to achieve optimal physical, social and emotional well-being; and 2) Increase community connectedness and a sense of belonging in nature in Madison's neighborhoods, particularly among communities of color.

Key findings from a community assessment process revealed a number of opportunities and gaps in current conditions that resulted in the development of the previously mentioned goals. The planning team, with input from youth, residents, City stakeholders and other community partners found:

- **Madison's disparities require deliberate strategies to improve health and racial equity. Increasing quality time in nature is a valuable one.**
- **Madison offers abundant nature-rich places, but barriers to equitable use exist.**
- **Water access is plentiful but cleanliness and safety are seen as deterrents of use.**
- **Madison offers many programs for youth, but they are not well-coordinated and many youth lack transportation to access them.**
- **The City has exciting opportunities to incorporate connection to nature as a policy priority.**

Planning participants agreed that all Madison children deserve a chance to experience daily vigorous physical activity, good nutrition, positive social connections, and sustained mental and emotional well-being. Increasingly, research indicates that children who regularly learn and play in nature-rich places can benefit in all these domains. Local data indicate that racial and ethnic disparities begin to emerge early in life. As a result, and because of our analysis of opportunities to support formative engagement of young families, our first year strategy focuses on enhancing play and learning places for young children. Specifically, we will enhance policy to offer incentives that incorporate nature-based play and learning in early childhood settings accredited by the City of Madison.

Additional strategies build on existing efforts to incorporate time in nature among Madison's K-12 students, and ensure communities of color shape and participate fully in City comprehensive and parks/open space planning processes. Measures of first-year progress will include baseline and follow-up inventories of early childhood settings; time spent in nature-based play and learning; and changes to policy or accreditation incentives that encourage changes in the quality of outdoor settings or time spent in nature.

I used be really into the outdoors. When I got older, I got really into cell phones, and anime and stuff like that. It was really good to come back out here again. Remind myself about why I thought nature was so awesome when I was younger.

Tattianna, 16-year-old Madison Student

PLANNING PROCESS

The City of Madison planning team embarked on a robust community assessment to gain a better understanding of the current conditions of Madison residents as it relates to access to and time spent in nature. Multiple approaches were employed throughout this process including spatial analysis of existing nature access points, two online community surveys, a kick-off meeting and engagement session using art of hosting and world café techniques, youth engagement led by City of Madison summer high school youth interns, as well as numerous stakeholder interviews and presentations. Continued communications with interested parties provided an opportunity for additional input as the process unfolded. The table on this page lists steps and key questions posed during the planning process.

Assessment and engagement steps	Principal questions and approaches
Survey of community visioning registrants (n=55)	<ul style="list-style-type: none"> • What two things would you do to improve Madison children’s connection to nature?
Community visioning session (n=85)	<ul style="list-style-type: none"> • Focus on identifying assets, barriers and “dreams.” Used a systems change framework to code emergent themes.
Review city data	<ul style="list-style-type: none"> • Focus on disparities • Geospatial analysis of poverty, demographics, green space, amenities, etc. • Health indicators (including small area where available)
School Grounds Assessment	<ul style="list-style-type: none"> • Completed GIS and photographic inventory of 50 Madison Public Schools
Community interviews	<ul style="list-style-type: none"> • How is access to nature seen/valued? What works? What geographies/areas need attention?
Youth engagement, youth voice and community interviews	<ul style="list-style-type: none"> • Interviews (individual and group) • Observations, photovoice • What are lived experiences of people in our community (especially youth and older adults) with respect to connection to nature?
Presentations and feedback	Board of Health, Madison/Dane County (April) Parks commission (July 13) Warner Park Board Healthy Kids Collaborative PHMDC staff Mayor/City Department/Division Heads
West Fest	<ul style="list-style-type: none"> • How does this resonate for community members?

COMMUNITY ASSESSMENT

Madison’s planning process proceeded as planned, with multiple steps focused on ensuring broad community input and a strong youth voice shaping the initiative. The process included the following components:

Data analysis. Public Health Madison & Dane County (PHMDC) analyzed existing data to establish a profile of existing connections to nature and suspected gaps for low-income Madison children, identifying candidate measures for baseline and trend data for use during planning sessions. In cooperation with the Associate Director of Madison Metropolitan School District (MMSD) Building Services, PHMDC staff created a GIS and photographic inventory of all 50 MMSD school grounds.

“[Outdoor] spaces can very well be a space of community and pride that can be used for a gathering, for appreciation. Beautification of your neighborhood is a big deal. You should feel good about where you live.”
 Madison resident

Community visioning. In March, a facilitated convening brought together 85 community members to review assets and data, discuss opportunities, and cultivate shared goals, metrics, and priorities for action. Using Art of Hosting methods, participants reviewed and enhanced asset maps, processed existing data, identified barriers, and articulated shared interests. The focus of the convening was on increasing equity in opportunities for children to connect to nature. Exercises throughout the day allowed participants to identify a shared mission, goals, strategies, objectives, and measures for success. The core planning team met five times to review and share community input results, hone action steps, and build out the details for an implementation plan.

Community interviews. The project manager conducted 15 interviews with stakeholders serving the Hmong, Latino, and African American communities to ascertain criteria for prioritization of action steps, begin to develop appropriate approaches for each population group, and engage more diverse stakeholders. The interviews helped to maximize alignment with existing community priorities. A summary to share with stakeholders and the wider community is forthcoming.

Youth-led assessment process. Six high school interns (four African American, one Latina, and one Nepali-American) were hired through the City of Madison Summer Youth Internship program and placed with two community organizations, Community Groundworks on Madison’s north side and Centro Hispano on Madison’s south side, to capture perspectives of children and youth. PHMDC staff are using information collected through this process to shape a guide to ensure youth and communities of color are engaged in city planning processes, as well as to suggest ways to prioritize equitable use of natural areas as a priority in City Planning. Madison City Channel staff also created a video that prominently features the students’ work.

Results

Madison’s disparities require deliberate strategies to improve health and racial equity. Significant racial and ethnic disparities in education, health, housing, and overall well-being exist in Madison. As Madison’s population grows increasingly diverse, community members and organizations agreed that deliberate efforts must create equitable opportunities for children and families of color to spend time in nature. Community partners expressed concern that community environments, along with differences in health behavior between socioeconomic and racial groups, emerge very early in life. As a result, nature play and learning in early childhood emerged as our priority strategy.

Madison offers abundant nature-rich places, but barriers to equitable use exist. 13.4% of all land in the city of Madison is dedicated to parks with over 260 unique parks covering over 6,350 acres of land. The mean distance between any Madison public school and a city park is 0.17 miles. Even with this level of park proximity, our assessment revealed many residents still feel reluctant to use or let their children use certain natural areas in the city due to safety concerns from both criminal activity and injury. Residents also indicated not feeling welcome or belonging in certain nature areas in Madison.

The City has exciting opportunities to incorporate connection to nature as a policy priority The City of Madison is in the early stages of updating its comprehensive plan. At the same time, the respective parks departments of the City of Madison and Dane County are undergoing updates to their Parks and Open Space plans. Also of note, the city of Madison has seen significant growth over the years and in the process has periodically annexed surrounding townships in a piecemeal pattern. As a result, township segments still remain within city boundaries waiting for annexation. This

A lot of the barriers that kids face getting outside or being in nature are that parents are too busy or tired, or not trusting enough of the neighborhoods to just let them go out by themselves. My parents don’t have time to drive me to the park, or take me to the park. Some kids are scared in terms of violence and gang activities in their neighborhoods.

Madison youth

creates significant barriers to the design, maintenance, and connectivity of parks and natural areas and the transportation systems (i.e. bike/pedestrian infrastructure) needed to promote access.

Water access can improve. Madison is located on an isthmus, nestled between two lakes with additional lake access extending southeast out of the city. However, concerns over the cleanliness of the water itself and the cleanliness of the access points along with concerns about overall water safety create significant barriers for local residents. Community interviews suggest that water quality and improvement is an opportunity for youth and civic education, involvement, and natural resource stewardship.

Programs are plentiful but not well-coordinated. Even with an abundance of nature related programming in Madison, barriers to participation and enrollment exist. For some families, barriers to participation in nature-based programming include program cost, time of day, transportation, trust among parents/caregivers of program staff, and limited parental involvement in the child’s day-to-day life (e.g., some parents work two jobs and rely on older siblings for supervision of other children). Incorporating frequent exposure to nature seemed most achievable through building on already robust efforts by the Madison Metropolitan School District.

Several recurring themes emerged through the community assessment. Based on these, the planning team elected to craft guiding principles for implementation.

GUIDING PRINCIPLES

- 1) Build on existing resources and networks. Many resources are already in place, and an overarching principle is to avoid duplicating efforts and knit together existing efforts to boost their impact.
- 2) Create leadership training and opportunities for youth and young adults of color. Madison needs additional opportunities for youth of color to build leadership and transferrable skills, and the initiative should connect high school and young adults of color to leadership opportunities (like the Natural Leaders Network).
- 3) Offer parents, caregivers, and teachers of young children direct experience and messaging around of the benefits of time in nature, recognizing how views of nature might differ among groups.
- 4) Incorporate youth and family voices and insights (especially the voices of youth of color) into City planning and decision-making processes.
- 5) Evaluate and report on ongoing progress.
- 6) Incorporate strategic communications at each step.
- 7) Reinforce equity-informed approaches among organizations involved in the effort. The City of Madison’s Racial Equity and Social Justice Initiative has developed tools to guide decision-making and community engagement. The initiative should consider using these tools moving forward.

You wouldn’t see families from those neighborhoods [Allied or Taft] driving to Oscar Rennebohm Park by the Hilldale Mall, and enjoying that space and feeling maybe comfortable there...There’s a splash park right outside of Madison at McKee Farms Park. I know that our families, some feel comfortable there, some don’t... they might not feel welcome. They might not see people that look like them, talk like them, from their neighborhood that they could connect with.

Madison youth services provider

IMPLEMENTATION STRATEGIES

Strategy 1

Create incentives and increase support for early childhood education and day care providers in the City of Madison to increase the time young children and families spend in nature, especially among those who normally do not have opportunities to do so.

Lead: Project Coordinator, Public Health staff, City Community Development staff

Objective 1A: By December 31, 2017, at least eight early childhood facilities serving low-income families will have updated their policies or standards to increase the time spent in the outdoors.

Objective 1B: By December 31, 2018, at least ten early childhood facilities will have incorporated significant nature-based play features into outdoor play areas and trained staff to fully utilize those spaces.

Objective 1C: By June 30, 2019, the City of Madison’s child care accreditation process will include accreditation incentives and public recognition that support outdoor play and learning.

Rationale

Madison’s primary strategy is focused on increasing the opportunities for young children and their parents to spend time in nature. Disparities in health, well-being, and assets to thrive in school begin when children are very young. About 6% of Madison’s residents are children under 5 years of age. Local analysis of electronic health record data indicate racial disparities for overweight and obesity emerge in early toddlerhood, and perhaps even in infancy.¹ Wisconsin data also indicate that adults reporting four or more adverse childhood experiences (ACEs) are at greater risk for an array of health risks and risk behavior. Interventions in the first few years of life prove critical for cognitive development, sensory integration, gross- and fine-motor development, and social and behavioral development.²

The community assessment repeatedly revealed the recognition that parents and caregivers play key roles in shaping children’s early experiences.^{3,4} According to the assessment, any plan to connect children to nature-rich experiences should also include efforts to include parents and caregivers in those experiences, setting expectations and behavior patterns that last throughout children’s lives. Community partners and respondents thought families would be the most likely to shape expectations that children should spend time outdoors, that nature exploration is expected in educational settings, and that they can extend outdoor play and learning into unstructured family time. Ultimately, the planning process revealed a strong belief in changing social norms about what is expected as part of growing up in Madison.

I was raised on Aldo Leopold’s land ethic, which depends on getting one’s hands dirty. That is, we don’t develop a land ethic--a respect and love for land, for the natural world--until we get our hands dirty, until we work with it.

Think about getting families involved. I learned from my aunts and uncle that family is the core of the Leopold experience. It was the doing, the being outside, together with their parents that they all recalled.

Madelyn Leopold
Member, Board of Madison Park Commissioners

Places are also important. In our community, resources have been committed to improving K-12 outdoor sites however, resources have generally not been systematically committed to improving naturescapes or access to “nearby nature” for early childhood sites.

Nearly 1/3 of Madison children under 5 years of age attend child care centers accredited by the City of Madison. Two in 5 of these children are African American. By focusing on child care facilities within the six zip codes where most of our young children of color attend early childhood programs, we estimate reaching more than 200 children ages 2-5 within the first year.

Strategy Supports

Residents and community partners identified a need for coordination and collaboration among the multiple entities providing nature-based programming to ensure specific racial, ethnic, and geographic populations have equitable opportunities to participate. To engage community support in the early childhood goal, work will be focused on supporting **existing initiatives to connect young children (preK) to nature** by offering guidance and education materials to early childhood educators that encourage use of local parks, play areas, and “exploration” opportunities that benefit the whole family. Examples of existing efforts:

Aldo Leopold Nature Center Wonder Bugs expansion: Through this program, nature-play and learning sessions existing MMSD Pre-K Play groups provide environmental education and social connections for children in family or community care settings. These include Woodland Park, Vera Court, Lake view Library, Goodman Community Center, Darbo Worthington, Centro Hispano, Meadowood Neighborhood Center, Bayview Community Center, Southridge Village, Badger Rock Neighborhood Center, and the Salvation Army Shelter. Planning group members recommended that this offering be expanded to other sites.

Anji Play initiative: The City of Madison Parks and Library System are partnering to offer a mobile Anji Play program that introduces children and families to the sensory-rich, holistic physical and cognitive challenges associated with the Anji play model. Observational data from events held in summer 2016 suggests children are more likely to play in nature rich settings when Anji Play is set up within or adjacent to areas with nature features. Community Groundworks and several other community sites will host AnjiPlay in the coming year.

Madison Children’s Museum KABOOM! Grant. Through this initiative, the Madison Children’s Museum will partner with the Dane County Healthy Kids Collaborative and Madison Parks to beautify stairwells and other public spaces using nature-based themes.

Strategy 2: Incorporate viable supports to ensure institutionalization of nature-based play and learning at Madison Metropolitan School District.

The Madison Metropolitan School District is currently developing a district wellness plan. Because so many schools have existing outdoor educational infrastructure, and because the incidence of childhood mental health problems has risen precipitously, MMSD has expressed deep interest in applying nature-based approaches for learning, development, and play. Many opportunities exist to support these efforts. Concrete

One of the questions that the founder of AnjiPlay asks adults is, think about your childhood. Most adults are not going to tell you that they sat in front of a TV all day. They remember playing outside. And so it's that whole going back to what we remember. How can we bring that back? Technology is fascinating. But it's like we forget the basics, like, why was it important? Why did we play outside?

Marlo Mielke, One City Early Learning Center

steps will become clearer through the first year of the implementation period.

Strategy 3: Incorporate equitable access to nature as a key outcome of City of Madison planning processes.

As the City of Madison updates its compressive plan (kicking off this fall), and as respective parks departments of the City of Madison (Summer 2016 launch) and Dane County are update their Parks and Open Space plans, opportunities are ripe to incorporate measures to preserve and promote nature-rich features. Public Health, Planning, and Parks staff are already working together to boost youth engagement and a nature focus into these processes.

Strategic alignment of elements of this plan will result in a progressive leadership and learning model by enhancing existing **leadership and community-building opportunities** for youth and young adults of color through local, neighborhood-based place-making and engagement with families.. These include steps to:

- Identify and link youth and young adults of color who complete Madison School & Community Recreation (MSCR) programming, leadership training, or MMSD career pathways to additional opportunities, growing a core group of youth and young adults with the leadership capacity to shape communities and neighborhoods.
- “Staff” efforts to help design and improve nature play spaces for early childhood centers and other public areas, engaging parents and neighborhood residents to join in community place-making efforts.
- Work with younger children in natural settings, offering examples of leadership and affinity for nature.
- Assume skill-building roles in city planning processes, acting as community liaisons, researchers, group process facilitators, data analysts, creators, or canvassers.
- Identify and garner the necessary support to follow career paths (e.g., education, recreation, agriculture, natural resource management, health and wellness, etc.) that incorporate nature education, environmental stewardship, and environmental justice.

Existing organizations and efforts where students can gain nature-based experiences include:

- **MSCR Leaders In Training** (Summer—MacKenzie Center camp). A week-long summer leadership camp provides a leadership training opportunity for youth who have gone through MSCR summer outdoor programs. Most are youth of color and/or from low-to-moderate income families.
- **MMSD Career Pathways (emerging)**. As MMSD moves toward implementing career pathways in Fall 2018, Public Health staff are helping shape credit-based experiential learning during the academic year for students interested in specific tracks. Opportunities for high school students to engage in some aspect of place-making to encourage time in nature will be included.
- **Adult Role Models in Science—University of Wisconsin-Madison**. ARMS is an effort to place undergraduate education and sciences students in community and MMSD educational settings where they offer science education outreach. Because they are already in many early childhood and K-12 settings, ARMS offers a route to boost

If the parents are going to get out and go do something, then, you know, your kids are going to experience the same thing. If you don't go out and go do something or experience new stuff, your children won't know about it.

We always have been the type to take the kids out to do different stuff... to experience new things. Even if we're in a neighborhood where... the crime rate is high, it's a lot of killing, we still get out and go do stuff, you know, beaches, plays.

Madison resident

parent engagement and culturally relevant messaging around the value of nature exposure to children and families aligned with elements of this plan.

- **Community Groundworks Interns.** Each year, CGW recruits a remarkable pool of summer and school-year youth and young adults who gain skills in gardening and farming, as well as education and youth development in nature-based education settings. Connecting these interns with other leadership development opportunities as they move through their education offers an excellent opportunity for continued growth.
- **Operation Fresh Start.** Offers employment that includes conservation and restoration for youth and young adults who have experienced behavioral or other challenges. Madison Parks is expanding their work to include parks landscaping, and as early childhood natural play site enhancement projects arise, the project will seek to have OFS workers contribute time to construction.
- **FLYY.** Based in Madison, Forward Learning Youth & Young Adults offers value-forming wilderness expeditions, parent skill development and support groups, and community-based aftercare (individual and family counseling, dispute resolution and communication skill building, and mentoring services.)



2016 City of Madison interns and staff at Devil's Lake State Park

ACCOUNTABILITY FRAMEWORK (LOGIC MODEL)

Activities	Outputs	Outcomes	Equity impact goals
<p>Goal 1: Ensure that every Madison child has regular opportunities to connect to nature to achieve optimal physical, social and emotional well-being.</p>			
<p>Strategy 1: Create incentives and increase support for early childhood education and day care providers in the City of Madison to increase the time young children and families spend in nature, especially among those who normally do not have opportunities to do so.</p>			
<p>Offer technical assistance to interested facilities serving families with high needs to prioritize time outdoors. Offer public recognition or rewards as part of the incentive process.</p>	<p>Objective 1A: By December 31, 2017, at least eight early childhood facilities serving low-income families will have changed their policies or standards to increase the time spent in the outdoors.</p>	<p>Increase in number of early childhood facilities that indicate routine, frequent time spent outdoors.</p>	<p>Reach 8 facilities in year 1. 200 families receiving child care subsidies, children ages 0-5.</p>
<p>Offer mini-grants to qualified centers to enhance outdoor play space.</p>	<p>Objective 1B: By December 31, 2018, at least ten early childhood facilities will have incorporated significant nature-based play features into outdoor play areas, trained staff to fully utilize those spaces.</p>	<p>Increase in number of early childhood facilities that have enhanced outdoor play spaces to include nature-based features.</p>	<p>Reach 10 facilities in year 1. 250 families receiving child care subsidies, children 0-5.</p>
<p>Review and itemize opportunities to reinforce and incentivize outdoor/nature-based play and learning as a key component for accreditation.</p>	<p>Objective 1C: By June 30, 2019, the City of Madison’s child care accreditation process will include accreditation incentives and public recognition that support outdoor play and learning.</p>	<p>Increase in number of early childhood facilities whose caregivers feel confident using nature as a regular, important component of daily play and learning.</p>	<p>Over time, reach 30 of Madison's child care/early education centers serving low-income children under 5.</p>
<p>Develop and test (or adapt existing) culturally relevant messaging for parents, caregivers, and educators about the benefits of nature for health, community, and well-being</p>	<p>Increase in number of parents at facilities who report spending free time outdoors/in nature with children.</p>	<p>(Will use implementation period to identify realistic indicator)</p>	

Activities	Outputs	Outcomes	Equity impact goals
<p>Strategy 2: Identify resources to support maintenance and use of outdoor classrooms and parks/open spaces within the Madison Metropolitan School District and Madison School & Community Recreation programs, especially among children with less access.</p>			
<p>Gather teachers to ascertain the “package” of resources that would most benefit this effort.</p>	<p>Objective 2A: By June 30, 2017, a repository of resources will be offered to all MMSD schools and MSCR programs to support increased outdoor play and learning among all children.</p>	<p>Increase in number of educators and staff using outdoor places for learning and play</p>	<p>(Will use implementation period to identify realistic indicator)</p>
<p>Public Health and MMSD wellness staff develop, test, and implement assessment tool.</p>	<p>Objective 2B: By June 30, 2018, MMSD, in collaboration with partnering community agencies and organizations, will develop an assessment tool for school-based leadership teams to measure the current state of school wellness that incorporates measures of outdoor learning and play.</p>	<p>MMSD school wellness plan clearly incorporates goals regarding outdoor/nature-based learning, play, and access</p>	<p>(Will use implementation period to identify realistic indicator)</p>
<p>Summer interns create leadership opportunity “pathway map” including existing opportunities and potential connections. Identify logical place to house “connector.”</p>	<p>Objective 2C: By December 31, 2018, identify resources to support nature leadership training for HS youth/young adults.</p>	<p>Increase in number of youth and young adults of color accessing nature-based or outdoor-related leadership development or career development opportunities</p>	<p>(Will use implementation period to identify realistic indicator)</p>
<p>Goal 2: Increase community connectedness and a sense of belonging in nature in Madison’s neighborhoods, particularly among communities of color Strategy 3: Incorporate equitable access to nature as a key outcome of City of Madison planning processes.</p>			
<p>Public Health staff sit on teams and offer guidance to planning processes regarding ways to incorporate youth & community voice, as well as nature priorities.</p>	<p>Objective 3A: By March 31, 2017, the City of Madison’s Parks and Open Space and Comprehensive Planning processes will incorporate new methods to engage diverse youth and community members to shape the future of Madison Parks and natural areas.</p>	<p>Increase in participation among diverse stakeholders in all steps of planning processes</p>	<p>Plans emerge with equitable use of natural spaces as a priority</p>

TIMELINE

	2016		2017	
	Q4	Q1	Q2	Q3
Hire coordinator	x			
Establish leadership team (should include community members)	x	x		
Create inventory and contact list of local resources, programs, organizations, individuals				
Assessment: Early childhood centers, parents of young children		x	x	
Geographic prioritization: Site improvement			x	
Set up parameters/process of mini grant program	x	x	x	
Site improvement and training assistance: In 2017-18, offer technical and material assistance to at least ten facilities interested in making connections to nature a core part of their children’s experiences.			x	x
MILESTONE: City Early Childhood identifies viable ways to incorporate and incentivize in accreditation process and policy nature-based play/learning spaces and activities.				x
Recognition of early childhood providers incorporating nature time, access				x
Create "prospectus" for funders to support sites for nature play improvements	x			
MILESTONE: By December 31, 2018, at least ten early childhood facilities will have incorporated significant nature-based play features into outdoor play areas, trained staff to fully utilize those spaces, and/or set aside additional time for outdoor play and learning.				x
Begin to identify possible incentives in the child care accreditation process to support outdoor play and learning.			x	x
Convene MMSD learning community of educators and student services staff to prioritize where to support existing work, in classrooms & OST (e.g., MSCR summer leadership programs)	x			
Compile resource lists, community resource people, for educators to use			x	x
MILESTONE: By December 31, 2017, a repository of resources to support increased outdoor play and learning will be provided to all MMSD schools and MSCR programs , particular focus on increasing access for all children.				
Establish MOUs between Parks and Public Health, and Public Health and Planning, outlining roles, timelines, and deliverables for collaboration.	x			
Outline steps for incorporating youth and family perspectives in planning processes (using city equity tools, culturally competent engagement processes)	x	x	x	x
Document steps to engage communities and youth		x	x	x
MILESTONE: By March 31, 2017, the City of Madison’s Parks and Open Space and Comprehensive Planning processes will incorporate new methods to engage diverse youth and community members to shape the future of Madison Parks.			x	
Develop evaluation and reporting plan		x	x	x
Prototype a process to identify and prioritize “place-based” opportunities for individual donors to contribute to site improvement, staff professional development, or mentorship for Natural Leaders (e.g., donation to Lussier Community Center for nature-based play/learning)		x		
Create a donor “prospectus” to explore financial support for a Wisconsin-based Natural Leaders’ Academy		x		
Enlist a group of “promoters” to share ideas with donors, plan development events		x		
Create a “speakers’ bureau” to identify benefits of nature across domains of health and community well-being		x	x	

CAPACITY TO SUCCEED

A project coordinator will be hired at 50% time to coordinate year 1 activities. This will include coordinating a Leadership team (5-8 people, including 6 city staff—public health, parks, community development, planning, and civil rights—and 2 community partners); an early childhood work group, with 3-5 representatives from a local early childhood consortium; and a sustainability work group. Depending on other initiatives (e.g., youth employment and/or our out of school time initiative within the City), partners will explore support for a youth leadership work group of 3-5 youth and educators. The comprehensive and parks/open space planning processes are also exploring how to build youth perspectives into their approaches.

In year 2, the coordinator will bring together members for a K-12 work group of 3-5 MMSD staff and teachers.

Leveraging opportunities. In 2017, Public Health Madison & Dane County plans to contribute 0.10 FTE of a staff person with a Masters degree in urban and regional planning to the project in 2017. City Parks has included a budget request in its 2017 operating request. Since the budget will not be approved until late November/December, we cannot be certain this will be available. If it is made available, it will allow us to leverage Parks support more fully for site improvement, staff professional development, and coordination of work with partners. Madison’s Out of School Time initiative is considering plans to incorporate nature-based experiences and programming into its Program Finder, launched last spring.

A sustainability work group will work on the following tasks, setting goals for securing resources (in-kind or cash) to support ongoing work. Through our assessment surveys, we inquired about the specific skills and capacity that our volunteer base might offer. Many community partners have identified skills and a desire to contribute in these ways:

- Create feedback loops with partners and others to share evaluation data and stories regarding changes that result in early childhood, K-12, and among families
- Prototype a process to identify and prioritize “place-based” opportunities for individual donors to contribute to site improvement, staff professional development, or mentorship for Natural Leaders (e.g., modeled on a current planned donation to Lussier Community Center)
- Create a donor “prospectus” to explore financial support for a Wisconsin-based Natural Leaders’ Academy
- Enlist a group of “promoters” to share ideas with donors, plan development events
- Create a “speakers’ bureau” to identify benefits of nature for community health and well-being

RISKS AND CHALLENGES

Risks and challenges include:

- Attempting to secure sustainable funding and coordinated efforts in a community where competing organizations and interests reflect a rich but often uncoordinated, competitive social sector
- Funder expectations exceeding what grant funding would realistically allow us to accomplish
- Insufficient resources to commit to ongoing evaluation and measurement, communication, and coordination
- Connection to nature being viewed as a “nice-to-have” vs. an essential feature contributing to human growth, development, and community well-being
- Connection to nature being low on an urgent list of priorities facing communities of color, whose families face rates of poverty, incarceration, food insecurity, and housing instability often requiring crisis intervention

BUDGET YEAR 1: NOV 1 16 - OCT 31 17

Item	Justification	CCCN funding, Year 1	With additional funds	In kind, year 1	Total funding, year 2	Total funding, year 3
Personnel						
In kind	Madison Parks staff: 10 FTE@\$75,000 + 35%			\$ 10,125		
In kind	Public Health Madison & Dane County 10 FTE@\$75,000 + 35%			\$ 10,125		
In kind	Public Health Data Analyst 6FTE @ \$65,000+35%			\$ 8,775		
Parks Foundation	Overhead			\$ 2,000		
Executive lead consults	Public Health, Parks, Mayor's office, Civil Rights, Community Development			\$ 15,000		
Consulting						
Coordinator	50% time, professional (increases over 3 years)	\$ 38,000	\$ 15,000		\$ 42,000	\$ 46,000
Evaluator and measurement assistance	Year 1: Graduate intern, Year 2-3, contracted		\$ 8,000		\$ 8,000	\$ 8,000
Communications support	Parents, caregivers: Social media, messaging, branding		\$ 5,600		\$ 7,600	\$ 7,600
Supplies/Events						
Mini-grants for early childhood site improvement	7 at \$1,000	\$ 7,000			\$ 7,000	\$ 7,000
Supplies/communications for Anji play expansion	10 at \$200		\$ 2,000			
Convening for open space planning	5 at \$220	\$ 1,100			\$ 3,000	\$ 3,000
Youth interns	3 at 1,300	\$ 3,900	\$ 3,900		\$ 3,900	\$ 3,900
MMSD K12 Professional development			\$ 3,000		\$ 3,000	\$ 3,000
Early Childhood prof. development			\$ 2,500		\$ 2,500	\$ 2,500
	Subtotal	\$ 50,000	\$ 40,000		\$ 71,500	\$ 75,500
	Anticipated leveraged support			\$ 46,025	\$ 50,000	\$ 50,000
	Total	\$ 50,000	\$ 90,000		\$ 121,500	\$ 125,500

COMMITMENT TO SHARED LEARNING AND LESSONS FROM PLANNING PHASE

A. Describe how the city will assess and document progress, impact, and lessons, including role of any potential local evaluation partner.

The project coordinator with oversight from Public Health staff and leadership will utilize tools developed by the National League of Cities and the Children and Nature Network to evaluate progress of plan implementation. We would like to explore additional support for an evaluator to enable a more robust, coordinated, and structured approach to tool deployment and use among multiple partners throughout the grant period.

B. Provide at least one example of how your team has shared emerging lessons with others in the cohort during the planning phase.

Understanding the power of collective knowledge, the City of Madison remained a participant in shared learning throughout the planning phase. Leadership from the planning team shared many approaches and insights with the granting agencies and peer cities.

C. Provide at least one example of how you have learned from technical assistance or peer learning opportunities during the planning phase.

The opportunity to meet face to face with peer cities and leadership from the granting agencies during the International Children and Nature Network Conference provided a wonderful opportunity to build relationships and share ideas. Of particular note were our interactions with Austin and San Francisco around measurement, along with our conversations with Grand Rapids and Providence around youth engagement.

D. Describe at least one lesson your city has learned from planning phase that you think would benefit other communities.

Throughout the summer the City of Madison employed six high school interns to assist with data collection, stakeholder interviews, and youth engagement. It became clear early on that the interns were an excellent conduit for youth engagement as they could easily connect with youth, created an environment that was welcoming and fun, and brought joy to the process. Perhaps the most rewarding part of this process was seeing the transformation among the interns themselves as one poetically put it: "I used be really into the outdoors. When I got older, I got really into cell phones, and anime and stuff like that. It was really good to come back out here again. Remind myself about why I thought nature was so awesome when I was younger."

E. Provide recommendations or requests for TA support during implementation phase.

Communications on the importance of connection to nature will be a critical component of plan success. A well crafted toolkit or technical assistance around messaging, branding, or strategic media communication that could be shared by all peer cities will prove useful in plan implementation and continued efforts to connect children with nature.

APPENDICES

APPENDIX A: AGENDA AND FACILITATOR GUIDE FOR COMMUNITY VISIONING SESSION

Madison Connecting Children to Nature

Saturday, March 5, 2016

9am – 1pm, Warner Park Community Center

Snacks and water will be available throughout the day!



9am – 9:45	Outdoor explore
9:45	Gather indoors <ul style="list-style-type: none">• Say hello to people• Grab a snack• Settle in
10:00	Welcome and Guidance for the Day
10:30 – 11:30	Design sessions <ul style="list-style-type: none">• Contribute insights and conversation to a city plan to connect children to nature <p>10:30 – 10:50 Design session 1</p> <p>10:50 – 11:10 Design session 2</p> <p>11:30 – 11:30 Design session 3</p>
11:35 – 11:40am	Table hosts huddle -- “table summaries” put up on wall
11:40 – noon	Open Space Convening <ul style="list-style-type: none">• Gather around summaries to debrief and discuss ideas identified during each round
Noon-12:40pm	Call to action
12:40-1pm	Informal space for connection, follow up

With generous support from the **Cities Connect Children to Nature** initiative at the

National League of Cities/Institute for Youth, Education and Families and the **Children & Nature Network**

Madison Connecting Children to Nature

Saturday, March 5, 2016

9am – 1pm, Warner Park Community Center



Design Session: Facilitator Guide

Participants contribute insights and conversation to a city plan to connect children to nature

Process: There will be 3 rounds of 20 minutes each, emphasis on improving equity (i.e. increasing opportunities among children of color and low-income families) Participants self select tables.

Round 1: What works? What are our assets in Madison?

Round 2: What gets in the way? What are our barriers to connecting children to Nature?

Round 3: What are our dreams? What would our city look like, feel like if in 5 years all children connected to nature?

Here are topical areas to help you to ask more probing questions. **We are very interested in hearing from youth and from people of color about their experiences and vision.**

1. Places:

- What about the routes people take to get to green space?
- Are transportation/transit options limited to some groups? We are interested in geography here. Talk specifically about the neighborhood or areas you are familiar with.
- What about people’s perceptions of nature as “wilderness” vs. “nearby nature?”
- Talk about school grounds. What about community gardens?
- What about play areas in early childhood?
- What about the design of green space? Does universal design play a role?
- What about signage?
- Do you know of design processes that truly involve members of diverse communities?

2. Programs, Policies and Resources: Guided opportunities, rules, staffing structures, systems, flow of funds

- Talk about institutional funding or support for nature-based play and learning.
- How do educational standards and practices play a role?
- What about the differences in investment in supervised, structured play vs. free play?
- Talk about skills among educators. What is required to spur learning in nature, especially among disadvantaged students?
- What about programmatic resources and space dedicated to organized sports vs. free play or nature-based activities?
- What about the legal parameters imposed by risk management and liability?

3. Community Institutions, Beliefs, Norms: Historical patterns, biases, attitudes, values and structures of decision-making

- Talk about parent perceptions regarding children’s physical safety, both real and perceived.
- What about concerns about public safety, both real and perceived?
- What about issues of trust within neighborhoods, among groups and across cultures, races and ethnicities?
- What roles do cultural history play with regard to nature and children interacting with it?
- Tell me about the role of institutionalized racism and bias.
- How does the perceived “ownership” of or belonging in public spaces play a role?

- What about decision-making structures and processes in, say, parks or neighborhood planning? Do diverse voices participate?

4. **YouthView:** Children are very welcome to participate in these discussions, but for those who would feel more comfortable sharing ideas among peers, there will be tables where they will be able to talk about and draw their ideas and dreams.

APPENDIX B: MMSD SCHOOL GROUNDS ASSESSMENT

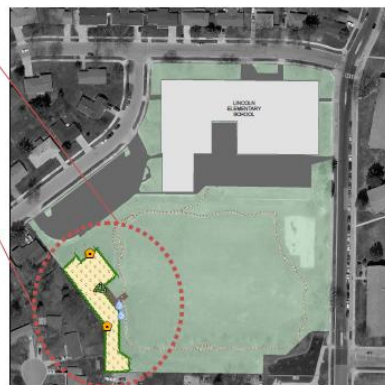
During the summer of 2016 Public Health Madison and Dane County subcontracted with a consultant to provide an inventory of outdoor educational infrastructure at all public schools in the Madison Metropolitan School District. Information was collected on outdoor classrooms, school and community gardens, art installations, seating areas, access to water, outdoor kitchens, rain gardens, and storage facilities. Information is being compiled to inform the school district of existing resources including a photo inventory of all outdoor learning infrastructure, GIS map that spatially locates features, and to the extent possible, narrative from various communications with neighbors, summer school staff, and other stakeholders. The School Grounds Assessment will provide a baseline for continued engagement with school district staff, grounds crews, and educators on how to maximize use of existing outdoor learning infrastructure and assist in identifying areas for future improvements.

Lincoln Elementary School

	Garden	Water Access	Garden Shed	Compost	Rain Garden	Outdoor Classroom	Seating Area	Shaded	Orchard	Art installations	Pollinator Garden
Lincoln Elementary	x	x	x	x		x	x	x			



- Legend**
- Compost
 - Water Access
 - Shed
 - Garden
 - Pavilion
 - Walking path
 - School Buildings
 - Impervious surface
 - School Parcels

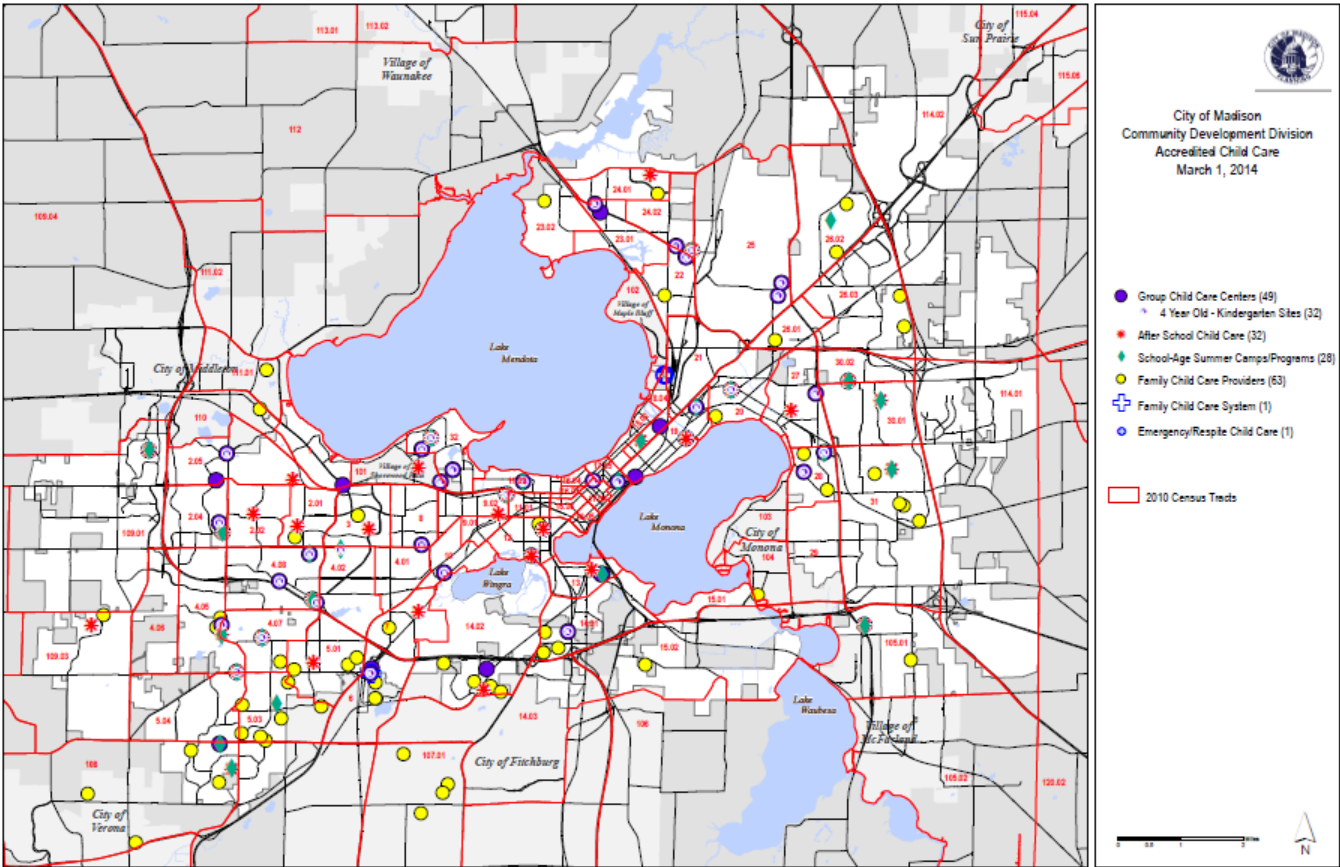


APPENDIX C: PLANNING TEAM

Brenda	Baker	Artist, Director of Exhibits, Madison Children’s Museum
Marcia	Caton	Executive Director, Center for Resilient Cities/Badger Rock
	Campbell	Community Center
Sam	Dennis	Professor, Landscape Architecture and Geographer with UW
		Environmental Design Lab
Mario	Garcia-Sierra	Residential Services Manager, Madison Gas & Electric
Peng	Her	Center for Resilient Cities/Badger Rock Community Center
Julie	Jarvis	Sustain Dane. Child Development
Kia	Karlen	Director of Education, Madison Children’s Museum
Rebecca	Kemble	*Alder, District 10, City of Madison
Eric	Knepp	*Superintendent of Madison Parks
Karen	Menendez	Executive Director, Centro Hispano
	Coller	
Mary	Michaud	*Policy Division Director, Public Health Madison & Dane
		County
James	Mills	Freelance Journalist, The Joy Trip Project
Maria	Moreno	Multicultural Outreach Specialist, Earth Partnership/Latino
		Earth Partnership (Colaboración Ambiental), UW Arboretum
Jane	Nicolson	Director of Education, Olbrich Botanical Gardens
Claire	Oleksiak	Community Services Manager, City of Madison Parks
Emily	Peffer	Recreation Specialist, Madison School & Community
		Recreation (MSCR)
Toriana	Pettaway	Mayor’s office
Sonya	Sankaran	Center for Resilient Cities, Program Coordinator
Patti	Schaefer	Coordinator, Curriculum and Instruction for Science, Physical
		Education and Outdoor Education, Madison Metropolitan
		School District
Julia	Stanley	Program Coordinator, Dane County Healthy Kids Collaborative
Alia	Stevenson	Public Health Madison & Dane County, Health Equity
		Coordinator
Justin	Svingen	Data Analyst, Public Health Madison & Dane County
Angela	Tortorice	Goodman Community Center, Assistant Director of Childcare
Karen	Von Heune	Executive Director, Community Groundworks
Virginia	Wiggen	Education Director, Aldo Leopold Nature Center & NatureNet

*City Leads

APPENDIX D: DATA ON CITY ACCREDITED EARLY CHILDHOOD EDUCATION



Dane County low income children receiving state child care subsidies, March 2015

Source: City of Madison Community Development Division

	Enrolled 2015	% of Shares	Enrolled 2014	% of Shares	Difference 2014-2015	%change 2014-2015
American Indian	38	2%	33	1%	5	13%
Asian	49	2%	64	2%	-15	-31%
African American	989	39%	1073	40%	-84	-8%
Caucasian	1020	41%	1164	43%	-144	-14%
Latino	416	17%	381	14%	35	8%
	2512		2715		-203	-8%

Dane County children receiving state child care subsidies, by zip code, March 2015

2015 Rank		Zip by residence	Children on Shares
1	Madison-East	53704	519
2	Madison S.-Fitchburg	53713	445
3	Madison-Fitchburg	53711	411
4	Sun Prairie	53590	246
5	Madison-East	53714	187
6	Madison-Southwest	53719	156
7	Madison-East	53716	125
8	Stoughton	53589	100
9	Middleton	53562	84
10	Madison-Far West	53717	61
11	Oregon	53575	59
12	Marshall	53559	57
13	Waunakee	53597	54
14	Madison-Far East	53718	51
15	McFarland	53558	50
16	Deforest	53532	49
17	Madison-West	53705	48
18	Madison-Ishtmus	53703	37
19	Cottage Grove	53527	30
20	Verona	53593	27

APPENDIX E: DATA ON CHILDHOOD OVERWEIGHT AND OBESITY IN MADISON & DANE COUNTY*

Between 2007-12, the median **overweight and obesity rate** among all Madison Metropolitan School District elementary schools was **22.7%**.¹ That is, nearly one in four MMSD elementary school students had a Body Mass Index (weight/height²) at or above the 85th percentile on the CDC children's growth chart. In the same attendance areas, the median overweight/obesity rate among adults was 55.8%.

There was an estimated **three-fold difference** between the school with MMSD's highest overweight/obesity rate (27% at Glendale Elementary) and the district's lowest rate (9% at Shorewood Hills Elementary). The median rate of overweight and obesity among all Dane County public elementary schools was 22.2% (Range: 16.8% to 26.8%). Similar rates were reported in the 2009 and 2012 Dane County Youth Assessment (24.1% in 2009/23.2% in 2012).

There are significant racial and ethnic disparities in obesity among children.² In a study using electronic health records of 58,278 children in Southeastern Wisconsin, ages 2-19, whose race/ethnicity was recorded, the weighted, adjusted **obesity rate for all children** was 16.1%. Among white children, the obesity rate was 11.8% while Black children experienced an obesity rate of 22%. Hispanic children in the sample experienced the highest rate of obesity at 23.8%. Among non-white Hispanic youth, older children were more likely to experience higher rates of obesity.³

Local analyses of clinical data suggest that racial and ethnic disparities in overweight and obesity emerge earlier, specifically among preschool-aged children, than has been detected through other national population sample surveys.⁴

Data from national surveys often mask the large gaps in health equity among racial and ethnic groups in communities the size of Madison and Dane County. A sampling of findings illustrates this case:

- The 2011 Pediatric Nutrition Surveillance Study found that 14% of Wisconsin 2-4 year-olds from low-income families participating in WIC were obese. Nationally, Hispanic and American Indian/Alaskan Native children experienced significantly higher rates of obesity than their white counterparts, but the state-level data belie this trend.
- According to the 2011 National Survey of Children's Health, 13.4% of Wisconsin 10-17 year-olds were obese. According to the 2012 Youth Risk Behavior Surveillance Survey, 11.6% of Wisconsin high school students were reported to be obese.
- According to the 2015 Dane County Youth Assessment African American, Latino, Hmong and mixed-race youth have significantly higher rates of overweight/obesity than White youth who responded to the survey.
- The 2007 National Survey of Children's Health found that children of parents with less than 12 years of education had an obesity rate 3.1 times higher (34 percent) than those whose parents have a college degree (9.5 percent). This survey reported that children living in poverty have an obesity rate 2.7 times higher than children living in households with incomes four times the poverty line. Children living in low-income neighborhoods are 20 percent to 60 percent more likely to be obese or overweight than children living in high socioeconomic status neighborhoods and healthier built environments.

*Data compiled by Public Health Madison & Dane County

Percent of Madison residents with UW Health medical record documentation of Overweight/obesity, Diabetes Type 2, and Asthma

Alder name	Alder District	Adult OBOW	Youth OBOW	Adult Type II Diabetes	Adult asthma	Youth asthma
Harrington-McKinney	1	52	18	6	11	13
Zellers	2	40	15	4	12	11
Hall	3	59	23	8	12	11
Verveer	4	39	9	4	10	11
Bidar-Sielaff	5	38	11	2	10	7
Rumel	6	44	17	4	12	12
King	7	52	17	5	12	12
Wood	*8	27	20	2	11	10
Skidmore	9	52	17	7	11	12
Cheeks	10	52	18	7	13	14
Gruber	11	45	15	6	11	11
Palm	12	56	23	10	14	15
Eskrich	13	44	13	6	12	10
Carter	14	58	28	11	14	14
Ahrens	15	58	25	10	14	15
DeMarb	16	60	26	8	11	13
Baldeh	17	59	24	9	13	13
Kemble	18	52	26	10	14	15
Clear	19	51	17	7	11	13
Phair	20	58	23	8	13	16

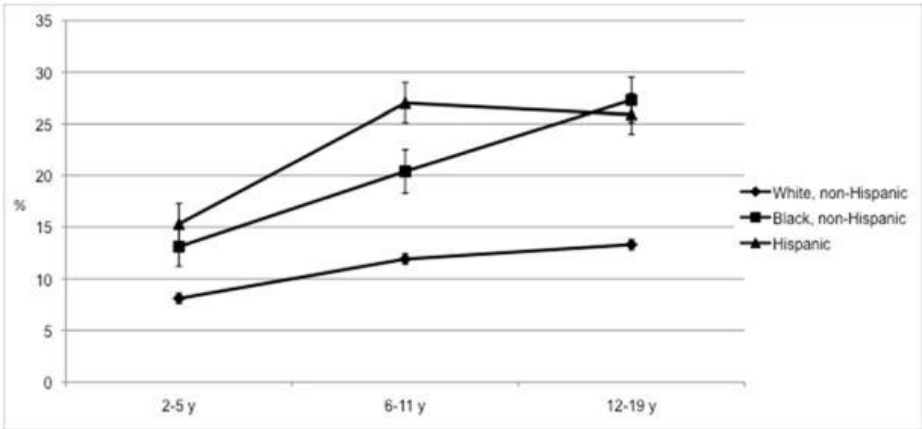
Source: UW Dept of Fam & Community Med, PHINEX project, 2009-12.

*Aldermanic District 8 has small sample sizes for adults and youth (n=540, 30 respectively)

Sources/notes

1. Crude estimates are based on UW Health electronic health record (PHINEX) clinical data for children seen in calendar years 2007-12. A study conducted among middle and high school students in the county using this same dataset found that children with lower SES have fewer height and weight measurements recorded in the electronic record during clinic visits, and their data are not included in the calculation. **This may skew the sample** to exclude groups considered at higher risk (i.e. low SES). Also, clients who made visits to Access Community Health Centers were not included in this dataset, which may also exclude children with lower socioeconomic status. (Access Community Health Centers operate as Dane County’s Federally Qualified Health Center, also known as “free clinics” serving primarily low-income and uninsured residents.) Thus, we anticipate this crude rate is a conservative estimate. Actual rates may be higher.
2. Flood TL, Zhao YQ, Tomayko EJ, Tandias A, Carrel AL, Hanrahan LP. Electronic Health Records and Community Health Surveillance of Childhood Obesity. *Am J Prev Med.* 2015 Feb;48(2):234-4
3. Flood et al 2015. Obesity was defined as having a BMI greater than or equal to the 95th percentile. BMI was calculated from height and weight measurements (weight/height² [kg/m²]) that were collected on the same date. There was no imputation for missing values. If a patient had multiple BMI values available in 2011–2012, the latest one was used.

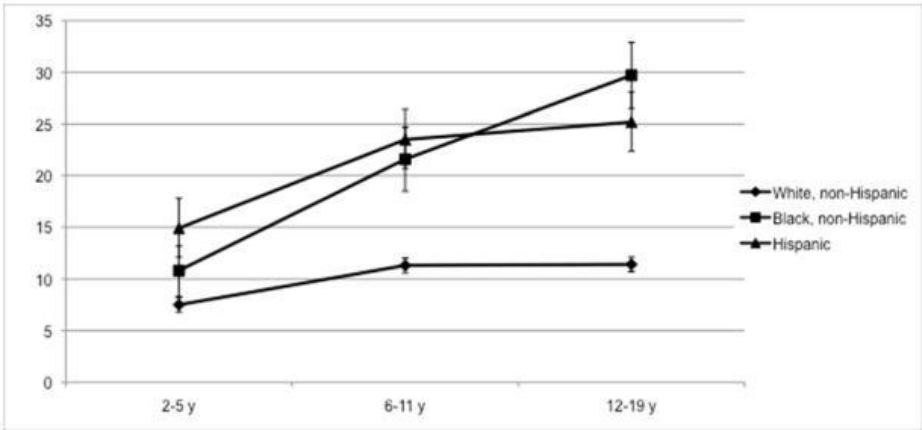
Both sexes



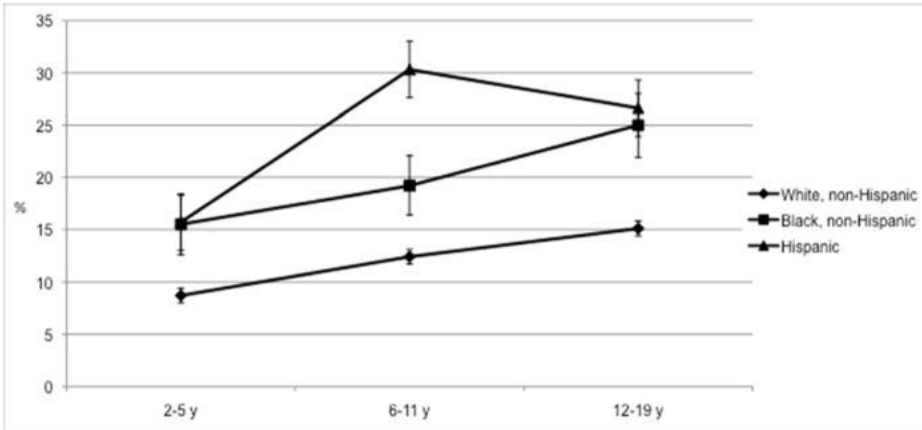
Graphs from Flood TL, Zhao YQ, Tomayko EJ, Tandias A, Carrel AL, Hanrahan LP. Electronic Health Records and Community Health Surveillance of Childhood Obesity. Am J Prev Med. 2015 Feb;48(2):234-4

Local analyses of electronic medical record data suggest that racial and ethnic disparities in overweight and obesity emerge early, specifically among preschool-aged children, than has been detected through other national population sample surveys.

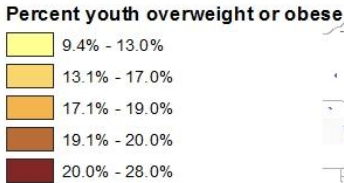
Males



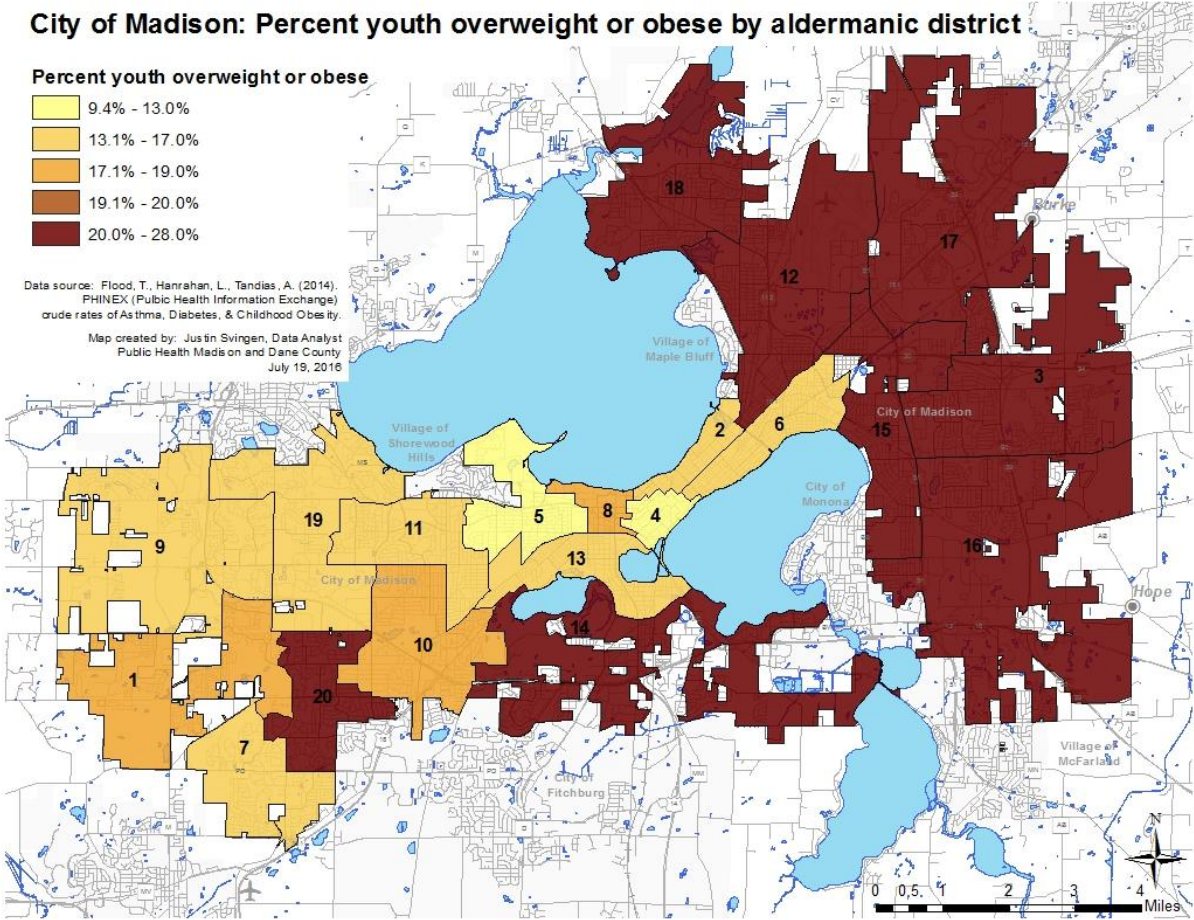
Females



City of Madison: Percent youth overweight or obese by aldermanic district



Data source: Flood, T., Hanrahan, L., Tandias, A. (2014). PHINEX (Public Health Information Exchange) crude rates of Asthma, Diabetes, & Childhood Obesity. Map created by: Justin Svigen, Data Analyst Public Health Madison and Dane County July 19, 2016



Youth Overweight & Obese			
Youth obesity. SE Wisconsin study, Ages 2-19 EMR records	Total WI (2011):	Total US 2011-12:	Key finding: Patterns of disparity emerged among young children.
Total 16.1%	14.0%	17%	
White 11.8%		White 14.3%	
Hispanic 23.8%		Hispanic 22.4%	
Black 22.0%		Black 20.2%	
		7.2	
Percentages of youth ages 2-19 obese & overweight			
PHINEX: UW Health Electronic Medical Record Data		US: >1/3 youth OWOB	
Elementary school attendance areas, 2009-12	Madison (MMSD)	Dane County (non-MMSD)	Dane County, All districts
Median	23%	22%	22%
Max	27%	27%	27%
Min	10%	17%	10%

¹¹ Flood et al 2015. Obesity was defined as having a BMI greater than or equal to the 95th percentile. BMI was calculated from height and weight measurements (weight/height² [kg/m²]) that were collected on the same date. There was no imputation for missing values. If a patient had multiple BMI values available in 2011–2012, the latest one was used.

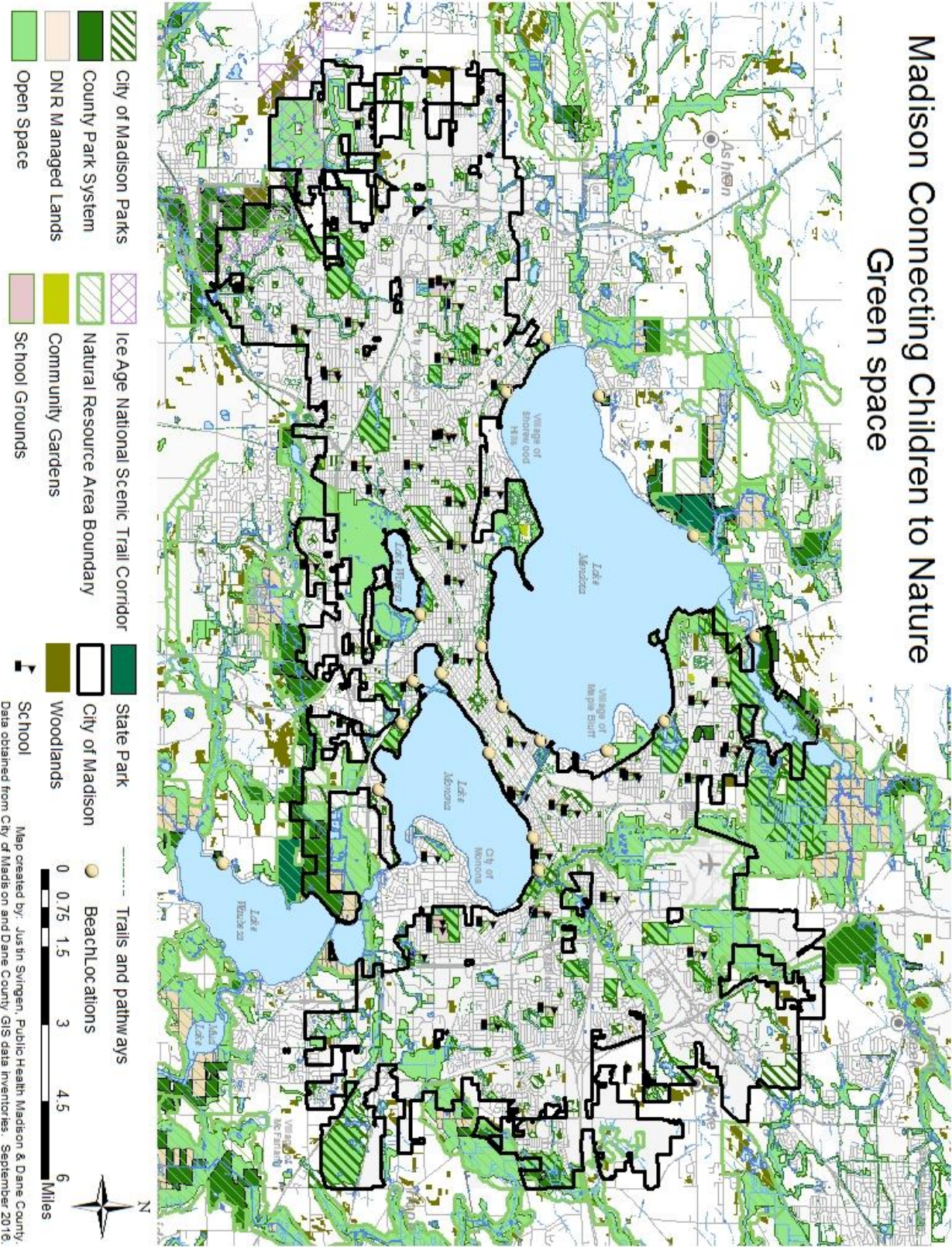
¹² US Centers for Disease Control and Prevention. <http://www.cdc.gov/obesity/data/adult.html> Accessed July 15, 2016. Via JAMA: <http://jama.jamanetwork.com/article.aspx?articleid=1832542>.

Title: Percent of Adults Reporting Poor Mental Health Status, by Race/Ethnicity, 2012-14

Source: The Henry J. Kaiser Family Foundation

Location	White	Black	Hispanic	Asian/Native Hawaiian and Pacific Islander	American Indian/Alaska Native	Other
United States	34%	36%	36%	30%	40%	43%
Wisconsin	34%	47%	46%	35%	38%	48%

Madison Connecting Children to Nature Green space



APPENDIX G: THEMES FROM COMMUNITY VISIONING SESSION

Madison Connecting Children to Nature: Planning Grant Themes from community visioning session, March 5, 2016 | Warner Park Community Center | Preliminary results: 5/5/2016 | Summary pending!

A gathering of more than 85 participants envisioned how Madison can connect all children to nature in meaningful ways. Here are themes that emerged.

Mindsets: Attitudes, values, and beliefs that shape individual and collective behavior.	
Assets	Barriers
<p>Nature focus-Madison boasts a strong awareness of and love for natural spaces, there is a strong environmental education movement in the city, and great value and interest in the local food system.</p> <p>Collaborative culture-a deep desire for solving and increased awareness, value, and action oriented approach to diversity.</p> <p>Engaged public-a Madison community that is civically engaged, values volunteerism, and understands the importance of mentoring youth.</p>	<p>Unfamiliarity with nature-a variety of reasons (tradition, resources, culture, history, etc.) might lead to a lack of exposure to and/or relationship with nature. Can lead to fear of natural elements such as insects, dirt, plants, forests, or animals.</p> <p>Safety from harm-growing ethic that children must be supervised to remain safe, that natural areas don't lend themselves to oversight, and fear that users, especially children will become a victim of crime. These can be fears based on actual events or fears formed from perception.</p> <p>Unfamiliarity of importance/value of nature-the benefits of time in nature is not readily on the forefront of people's minds. Our connection to the natural world has weakened over time. Nature is seen as "uncool" as opposed to a healing environment.</p> <p>Competing interests-increased prevalence and reliance on technology has tilted the playing field in favor of "screens" at the detriment of time spent in nature. Additionally, scheduled and structured activities such as sports, theatre, and other events can lead to children spend time elsewhere as opposed to nature.</p> <p>Time-closely associated with competing interest, there is a decrease in the amount of time children get to be outside, in nature, in an unstructured play environment. This occurs both at home and at school.</p> <p>Nature is not for me-a common mindset that natural areas are not for everyone or that they are for only a certain type of person. Ownership over the "commons" varies; not everyone feels a sense of belonging.</p> <p>Approach deficit-at the agency and governmental level there has been a pre-structured, one-size fits all approach to increasing time in nature or a habit of pursuing the latest fad often to the detriment of positive outcomes.</p> <p>Knowledge of available resources-in some cases there is a general lack of awareness of the many natural assets readily available in the city, how to use them, and how to access.</p>
Dreams	<p>Parental/family-parents will feel safe allowing children to use natural spaces unsupervised, there is a growing connection to nature among youth and adults, and among neighbors there is an increased sense of community and trust.</p> <p>Ownership-all residents, despite race, age, ethnicity, ability, feel welcome in and a sense of ownership of common areas (parks, nature, community spaces).</p> <p>With this increased sense of ownership and belonging comes an increase in personal involvement in the design, maintenance, care, and safety of natural spaces.</p> <p>Knowledge/awareness-materials and resources on the location, use, and access of natural spaces are readily available and culturally appropriate. There is an increased understanding of the importance and benefit of time spent in nature.</p>

Power: How decisions are made and who participates		
Assets	Barriers	Dreams
<p>Social justice-while continued efforts are required, there is an increased understanding of the need for social justice.</p> <p>New tools-City staff and other groups are more systematically using racial equity and social justice analysis tools to better identify who benefits, who loses and any unintended consequences of decision making in the public sphere</p>	<p>Racism/bias-systemic, institutional, and interpersonal racism and bias impede the creation of spaces and environments that are welcoming to all people.</p> <p>Lack of voice/decision making-systemic, institutional, and interpersonal racism and bias has left certain segments of the population out of the decision making process, muffled voices for input, and led to a lack of power within certain populations. In addition, youth are often left out of decision making arenas limiting their input into processes that impact them directly or indirectly.</p>	<p>Decision making/input-groups that have been traditionally left out of the decision making process, particularly racial/ethnic minorities and youth have a growing influence over decision making. Leaders and managers are more reflective of the diverse make-up of our population.</p> <p>Places-natural spaces are designed with community, are reflective of a diverse set of inputs, and are responsive to various desires and needs of the community. Natural areas are easily accessible to all members of the community.</p>
Connections: Relationships and exchanges between and across different actors, organizations, and system characteristics.		
Assets	Barriers	Dreams
<p>Connections to university-the University of Wisconsin-Madison provides an ample opportunity for collaboration between institutes of higher learning, local government, and community based organizations.</p> <p>Agency collaboration-Existing inter agency collaborations provide an excellent opportunity to promote nature based play.</p>	<p>People to people-lack of community cohesion, people spend more time indoors, working, or at school and have less time to interact with neighbors.</p> <p>Institution to people/effort-lack of a true collaborative approach and missed opportunities for the University to more directly connect with the community.</p>	<p>Inter-agency-strong collaboration and coordination among nature based programs, programs focused on youth development, and programs focused on underserved populations.</p> <p>Networking and cross agency relationships are sustainable, co-productive, and increase likely to successfully connect children to nature.</p> <p>Inter-personal-increased use of natural spaces, parks, and being outside in general leads to stronger relationships between neighbors, promotes multi-generational and multi-ethnic interactions, and creates a platform for developing a shared appreciation for nature.</p>

Components: Range, quality, effectiveness, and location of services and supports addressing targeted problem.		
Assets	Barriers	Dreams
<p>School based-a growing number of school gardens, outdoor classrooms, and school forests provide an opportunity to promote time in nature. Additional co-location of schools and parks increases the amount of natural spaces available to children during the school year.</p> <p>Park based-parks are well equipped with desired amenities such as playgrounds (including universal design), seating areas, and picnic opportunities. The local parks system provides opportunities for diverse use such as organized events, festivals, and free play.</p> <p>Community based-Madison has a strong community based food production ethic including community gardens, edible landscapes, and farmer markets. Expanding way-finding efforts along bike and pedestrian routes provide easy access to local parks. Existing community based environmental infrastructure allows for urban wildlife, nature nooks, and urban nature. A number of outdoor events provide incentive for folks to visit their local park.</p> <p>Access-Madison has a growing network of bike and pedestrian trails and infrastructure increasing access to natural spaces. In addition, Madison's geography provides ample opportunity to explore natural areas both in the city and in the immediate vicinity.</p>	<p>Access-it is difficult to access nature based locations due to busy streets, inadequate safe crossings, and no "safe routes to parks" approach to transportation planning.</p> <p>Programmatic-spaces experience high use of scheduled events such as adult oriented programming, organized sports, or other activities impede the ability of others to enjoy the space. Additional maintenance practices such as mowing and pesticide use is seen as undesirable or discourages use of space.</p> <p>Natural-pests such as mosquitoes and bees are undesirable and in some cases dangerous to health (West Nile Virus, allergies). Lakes are seen as dirty, stinky, and potentially hazardous (blue green algae).</p> <p>Cultural-not all cultures feel comfortable in existing spaces, signage and literature not always available in needed languages, and leaders of outdoor, environmental, or youth development programs don't always reflect the cultural diversity of our city.</p>	<p>Amenities-a robust menu of park amenities such as gardens, picnic areas, water access, playgrounds, and other leisure activities are readily available to all users. Nature based play spaces are accessible, welcoming, and fun.</p> <p>Access-parks and nature spaces are well served by multiple forms of transportation, provide adequate signage, and can be accessed without fear of injury from vehicular traffic. The areas surrounding parks and natural spaces are pedestrian and bicycle friendly.</p> <p>Programming-park, after school, and agency specific programming provides ample opportunity for children of all ages and means to connect to nature. Event based activities include natural features and contribute to a sense of place.</p> <p>Community based-increase in neighborhood level events such as block parties and picnics, service providers respond to the unique needs of a community, natural areas are part of all design approaches to community development. Year round activities are encouraged and supported.</p> <p>Upkeep/maintenance-parks and nature spaces are free from litter and trash, lakes and water ways are clean and void of health hazards, and urban tree canopy increases.</p>

Regulations: Policies, practices, procedures, and daily routines that shape the behavior patterns of individuals, groups, and organizations		
<p>Assets</p> <p>Proud history-Madison can draw from a strong history of environmental leadership such as Aldo Leopold, John Muir, and Frank Lloyd Wright. A collective voice among communities of color focuses on the strong natural heritage among many groups.</p> <p>Institutional-a strong parks department, a planning department with a focus on sustainable design, a health department focused on addressing health equity, and a growing transportation system that focuses on alternatives to the personal automobile, and a school system that sees the value of nature based learning.</p>	<p>Barriers</p> <p>State and local government-decreased importance placed on the preservation or natural areas (particularly at the state level), decreased funding for environmental based programming, and a lack of understanding of "on the ground" realities.</p> <p>Rules/liability-Place based rules (stay on trails) and fear of liability</p> <p>Approach-lack of a coordinated, collaborative, and sustainable approach to increasing access to nature. Existing funding mechanisms are reactive and don't necessarily reflect community needs.</p> <p>School funding formulas-decreases in funds at the state level leave Madison schools without necessary teaching and other support resources, much less operational funds for grounds maintenance, professional development, or instructional supports for outdoor learning</p>	<p>Dreams</p> <p>Park based-every park is master planned by the neighborhood and has spaces readily available for diverse users. Park regulations are reviewed to explore feasibility of alterations to existing regulations on camping, dogs, or fee based programming.</p> <p>School based-teachers and educators are provided the education and support necessary to fully utilize outdoor classrooms, gardens, and forests. Recess is seen as a necessity, excursions into nature are encouraged, and curriculum reflects a strong commitment to connecting to nature.</p> <p>Community based-All communities and neighborhoods in Madison have a robust natural landscape. A city wide approach to increasing connection to nature is supported by the community, local elected officials, and local institutions.</p> <p>Institutional based-organizations work together to increase connections to nature, expand programming to all residents, and an ethic of environmental awareness and appreciation becomes the norm.</p> <p>Place based-existing community infrastructure supports nature access and natural place based history is cherished and respected.</p> <p>Health based-medical providers recognize the importance of access to nature and begin to prescribe nature as a remedy to health ailments. Physical, mental, and emotional health increases as more people spend more time outdoors. More and more, healthy choices are made easier by systems designed to recognize the conditions that shape people's daily lives.</p>

Resources: Human (skills, knowledge), financial (money, space) and community (parks, jobs, safe neighborhoods) resources used within a system.		
Assets	Barriers	Dreams
<p>Water based-the Madison area boasts a robust system of lakes, rivers, and wetlands.</p> <p>School based-school gardens, forests, and outdoor classrooms.</p> <p>Youth based-a number of organizations provide family and youth based programming and activities, a number of nature centers and parks are welcoming to youth, and existing efforts focused on the diverse desires of our younger population.</p> <p>Parks and open space-a number of dog parks, open and natural spaces, and community gardens add to the 260+ parks available in the city.</p> <p>Community institutions-Madison has excellent access to institutions of higher learning, boasts a well rounded library system, and has excellent non-profit organizations focused on nature, youth, and community capacity building.</p> <p>Advocates/volunteerism/educators-Madison can build on the number of "Friends of" park groups, organizations focused on environmental education, and a strong core of environmental based volunteers.</p> <p>Neighborhood based-Madison has an active collection of neighborhood associations and a neighborhood resource teams. A number of neighborhoods have existing environmental and nature infrastructure.</p>	<p>Programmatic-Decline in participation of nature based programming and a lack of day camps in parks.</p> <p>Macro economics-Budget cuts impact agencies ability to fund staff, maintenance, and program needs.</p> <p>Micro economics-the cost of outdoor equipment/apparel, program fees, and/or transportation costs can restrict segments of the population from spending time in nature.</p> <p>People-good natured people and experts have a habit of doing for as opposed to letting others do for themselves, there is a general lack of knowledge around child development. Decrease in volunteers and mentors for nature based exploration.</p> <p>Places-nature based locations are not always designed with youth in mind, may not take into account the differing needs/wants of a diverse population, and does not always provide a place for informal community gathering.</p> <p>Upkeep-some parks and natural areas are seen as dirty, trash and litter is prevalent, making them less desirable locations.</p> <p>Access-access to nature is not evenly distributed throughout the city or may be inaccessible unless one has access to a personal automobile.</p>	<p>People-an increased number of park volunteers provide needed services such as programming, maintenance, and leadership.</p> <p>Park ambassadors or "parkies" act as a welcoming and informative resource for users.</p> <p>A strong connection between retired persons and youth increase the knowledge of Madison's rich natural history.</p> <p>Agency-strong support (money!) for nature based organizations, local institutions focused on youth development, and community based gathering spaces increase the vibrancy and use of natural spaces.</p> <p>Community/parks-robust park and nature based system provides spaces for all people and are easily accessible via alternative forms of transportation. Neighborhood and community events are nature focused, rich in diversity, and supportive of getting to know your neighbor. The landscape is rich with urban ecology and supports community level food production.</p> <p>School based-school curriculum includes connection to nature across all grade levels, schools are seen as part of the greater community, and act as a nature based location for area residents. School based food production provides educational and health benefits to students, families, and the greater community.</p>

APPENDIX B ONE PAGE FACT SHEET

BENEFITS OF TIME IN NATURE

AMONG CHILDREN, FAMILIES AND COMMUNITY

WHY TIME IN NATURE?

BOOST MENTAL AND EMOTIONAL WELL BEING

Spending time among green plants can reduce stress

Time playing in nature can improve the ability to focus

Greener views and more access to natural play areas show stronger results.

260+

parks in the City of Madison



2016 City of Madison Wanda Fullmore Interns with Public Health & Parks designed and built a nature play space at Centro Hispano.

ENHANCE PHYSICAL WELL BEING

Children who spend more time playing outdoors:

- Increase physical activity
- Sleep better
- Develop better eyesight
- Improve strength and physical coordination

> 25%

of Dane County Children are overweight or obese

EXPAND LEARNING AND SOCIAL SKILLS

Children who play more often in natural play spaces:

- Show an increased ability to cooperate and manage conflict
- Develop creative and problem-solving skills

Children who experience attention differences (e.g., ADHD) who play and learn in outdoor, nature-rich settings show reduced behavioral symptoms and anxiety.

ACTION STEPS TO INCREASE NATURE TIME

What you can do

- Children** Limit screen time. Notice what you see outside. Do nature-inspired art. See how you feel on the days you spend time outside. Compare these days with days you spend inside. Ask your teacher to find ways to learn outside.
- Families** Set aside 15 minutes each day with your children to notice animals, plants, weather, or seasonal changes outdoors. Find green spaces near your home, and simply explore them. Check out library books or videos with nature themes—your librarian can help you. Suggest doing reports on things kids see in nature. Find out-of-school time programs with outdoor options.
- Community** Find the nearest park or green space and walk to it, noticing what and who you see along the way. Visit a farmers' market, and talk with the vendors. Talk with older adults family or friends about memories of nature when they were young. Ask whether your church or pastor could discuss spirituality and nature. Consider holding your next family gathering somewhere with access to the outdoors. Attend a Bird & Nature Walk with Madison Parks.

What Madison is doing

- Increase attention to places that young children spend time, emphasizing support for equitable opportunities to access nature.
- Identify ways to support school-aged children spending time in nature. Support community organizations who can connect families to nature.
- Increase the ways youth and family voice shape City decision-making around parks and open spaces. Participate in a national initiative to increase equitable access to nature.

Public Health Madison & Dane County | Madison Parks

Research sources: Natural Learning Initiative, North Carolina State University. January 2012. www.naturallearning.org.

APPENDIX I: SELECTED QUOTES FROM COMMUNITY INTERVIEWS

- Youth: “For my family, we have a huge family, and there’s only one car. So you either stay home, because it was not safe, or you wait until someone comes home to drive. And during the winter, you’re stuck, because there was no heater in the car....So now in some places there’s no programming now, because there’s no people that actually want to invest in programming. So I feel like socioeconomic class, status...Yeah, like they, on the east side, people have the money to be able to take their kids to like Verona for soccer or Sun Prairie for swimming or like violin stuff or stuff, all these other things that you have to pay for. CHILD: Or to change apartments. Youth: Yeah, they’re able to travel more easy. So like for my sister, because like I have a little sister, like we want to get her into things, but then everybody else works, so there is no time for her to be in any programming. So she stays home and watches TV for the whole day. That’s her programming, or I bring her here, to my job.”
- Youth: “I used to live on the south side...and my mom felt so insecure of just leaving my brother, my two younger brothers when they were, per se, eight and six, just to go to the park. So even going to the park sometimes can bring a lot of safety purposes of not going. There was this one time my brother got, I don’t know, he kind of got beat up, quote, unquote. He got his bike stolen at the park too. So all these other episodes that happened, my mom kind of just told him don’t go to the park anymore.”
- Youth: “There are programs for other people who are older. But not as much during the school year, they only run the program during the summer just to keep the kids off the streets or whatever or prevent them from doing drugs or getting in gangs or etc. But I feel like unity is a lot, and I have to come here like a 25-minute drive, to find community. But if that was a little bit more closer, that would save me a lot, especially because, for example, I don’t have my own car and I have to use the metro system, which takes a longer time, where I could be doing other things and getting here and back home faster.”
- Youth: You can’t have your kid go to the park, or the parents work too much. There’s no programming going on. Then where do we put these kids? Obviously, they have to do other things because, and they get super-bored. They’re going, for example, into kindergarten, moving on to first grade. The parents don’t have time to teach them as other families with higher income to get them prepared for school.”
- Youth: “I have a brother right now who is six years old, and we don’t have anywhere to take him except the library, where everyone else goes, because that’s pretty much their own thing. Like if the parents had the time, they would take their kids. But what if you’re a family of a household with like four kids or five kids, and you still have that hope, but you don’t know where to go to?”
- “With the open space, I think it brings the community together to do more, have more activities for the whole community. And I think it’s better...the community becomes closer when you have the open space, because you can create more activities for your community.”
- “[The one thing I’d change is to have] more parent involvement...Being outside with your kids instead of just sending your kids out. Parents need to get out as well and go outside. And I think, you know, a lot of parents just send their kids outside, and I think if parents would get out, you know, more and play with their children, they’ll, you know, feel like a kid again.”
- “Some ..kids...live in neighborhoods where their parents don’t want them to be outside at night. Like it’s not safe... kids [will say] ‘I’m not outside at my house after it gets dark out. I ...come inside,’ ... so [it’s] something so far out of their comfort zone. And I think it’s something that ... [offers] something immediate they can grasp [while] being outside ... the beauty of nature, the beauty of stars. You can show them the North Star and have them navigate. And there’s just something so instantaneous that everyone can grasp onto and feel accomplished.”
- “They know [being outdoors] raises that level of what they’re comfortable with. [They] ... have a good time, and all of a sudden, that bar is set a little higher... it’s really tangible that they feel they could do [it] again.... this immediate thing they can grasp onto, and...once they realize they can push their comfort zone, they can start doing that more and more.”
- “And we did have... [a] lower-income, African American brother and sister who were taking the bus from the Blackhawk area, which is all the way around town, and ... camp started at 8:00 in the morning, and they couldn’t get there until 8:45 the way the buses were... we sometimes have to leave at 8:30 to get somewhere, and we’re waiting around to see if these kids showed up at 8:45 or not. And it’s kind of a challenging thing, and there’s no way to help them get there faster.”
- “It’s different for everybody. A lot of the kids and teenagers use the park. A lot of drugs, a lot of negative things happen at the park. You have younger kids at the park being role modeled by these older kids that lacks the parental supervision

that you need for your children at that age. So you have a lot of elementary-aged kids in this neighborhood without no parent supervision that's around teenage boys and girls in the park, so that's an issue. That's a problem. So the park is utilized in that fashion."

- "You get a crop of new people coming into the city, it is a place where a lot of things are changing in a lot of segregated spots in this area. As you go up to the bike path, white people...use the bike path. Right? [B]ut it's just a weird dynamic. It's like this little spot, Darbo, and then you cross the street over there, you got homeowners, and you're in Worthington Park. So you got two different frame of minds, and they are clashing all the time right here up the street....We just haven't come far enough to build a relationship to understand each other yet. You just can't put people together and expect it. You know what I mean? It's like, you're dealing with different cultures."
- "[It's important that kids sense] confidence in the adult with the activity. So if I don't want to go out on a walk, and I don't want to do these things, and I'm playing this pretend game for them, children are so resilient and intuitive that they can sense that in me."
- "in our daily lives, and especially urban kids, in the parents' life, [appreciating nature] is not a priority. It's cool to see a flower and a plant, but at the same time we're rushing to get home, we're in a hurry to go to a second job, we're looking to get to the tutor. Even basketball or football practice, which I happen to think are good things, they happen outside... but we're rushing to get to places. So a lack of appreciation [for nature in our] culture makes it hard for the kids to have access to it."
- "So the adults ... are not thinking about how connected [we are] to the air and to the soil, and somehow we become numb to it. So priority-wise, it's just not a priority. To kids that live in the inner city or that live in urban areas it's not a priority. There seem to be more things like bussing, patrolling, controlling more so than allowing people to be free to an extent."
- "In the computer, there is no creativity. They are playing a game that already has defined ends and corners and turns, and there's nothing creative they can do with pushing those buttons. Creativity in the form of being able to express yourself as a person and express what your needs are, is one of the things that I think took the longest to get to in our group. So it took us almost a year to get to a point where they can now express their feelings in a way that they, that I sincerely feel like it's them I'm talking to."
- "When we can lessen the stress and provide hope for [kids] it seems to change, and nature seems to offer, for me, the greatest example of hope and abundance. One of the reasons I think we don't have hope is fear of there not being enough, scarcity. But by interacting with nature intrinsically and on the surface, you start to see this abundance."
- "And so why is creativity good? The human collective, seems to grow, change, expand in a curious way. So the more new experiences I can create in one child's brain, if we can do that in a class of 20 kids and they all have a new experience to bring to the table, now we have a totally new world each day of new possibilities and opportunities that then, if that's happening in every classroom and that classroom comes home and then becomes a community and a neighborhood that becomes a church that becomes a . . . we've grown the potential or flexibility of hope that if we've grown it in one kid, we can grow it in our whole community. So the benefit, to me, on them being creative is the collective growth."
- "And I can imagine they're comfortable [with computer games], because the game gives you the impression that it's listening to you, almost that it loves you, because it reacts to when you touch it. It responds. Today, adults and teachers don't always respond in time without prejudice, but the game will respond when I talk or when I ask it to do something."
- "If they don't take pride in where they're living, then this polluted environment will become the norm. [K]ids are better at telling adults not to do something than another adult, because when I see a child look at a parent and say pick that up, a parent is more apt to pick that up than when ... another adult says, 'do you realize you just littered?' But when a child says, 'do you know what that does to our earth that you just littered because I understand it because I spent time planting flowers in the park, cleaning up this park, and doing these things and maintaining it,' they're going to take pride in that. And that's going to be the standard for the next generation, and that needs to happen. So it's not that we have to take children from one neighborhood and say look at this beautiful park. We just have to hold their hand and pick it up with them. We just have to take flowers and plant it with them. We just have to take things and do it with them."
- "I said 'what? They're just kids, there's a bunch of kids just like any other kids that are walking down the street together.' It didn't stand out to me as, oh, those are bad kids. They're just children of color. And the police officers do the same thing though. So like if there's a group of African American teens on a corner, all of a sudden the police come and like make them leave. But that same corner though would be like little Caucasian skateboarders that get to solicit and play in

the parking lot. No problem. It's just interesting because whenever I drive by that corner I'm always curious. So little things like that are obvious."

- "[H]onestly, unfortunately, it [racial profiling] is everywhere. It's everywhere. I think youth of color are heavily regulated more so than other kids... the reports that have come out about... Madison and living here, there's research that identifies that. There's lots of racial profiling in everything that's happening here in progressive Madison."
- "But [ballet] was one of those things, well, that's what white kids do. And so then, you know, the challenge for my sister and I when we were younger was, oh, you guys think you're white? No. I'm never thinking we're white. Our mom just wants to expose us to different opportunities. So perception from certain groups, certain people, is that that's not for us. That's for white kids... So [it takes] somebody saying I'm willing to take the chance. I'm going to open that door, and then who's going to follow? Who's going to go through that door again and then, you know, not letting it matter what people think and what people say? [S]o if you think about outside activities, you think about a lot of families [who are] willing to try, and then there's families that are like for what? It's not for me, and I don't have time and then I don't like the bugs, you know. I don't like the heat. I'm going to stay inside. Why would I go outside when I have air conditioning inside? Well, because you do need the natural air. It's good for you. You need to have some fresh air."
- "So, for me, personally, I really I don't think of a place that I haven't felt welcome. But that's because I don't care. You know, I don't care. And for me, I'm a human being. I have the right to access anything that anybody else does, so I don't really look at it going, well, I don't know if that's going to feel comfortable or not. It's not about if it feels comfortable. I'm going to do it, and I'm going to do it with my kids."
- "I think one thing, if I could change, would be mindset... we're not really truly focused on the child. We're more so focused on what our expectations are or what fits into our schedule. And even I think about, you know, like a lot of our kids are outside but they're in sports. Like they're three, they're in a soccer team. They're on baseball. They're on these football teams. I saw a sign the other day football starts at three. I was like, what? What do you mean? So they're outside, but they're in these structured programming. And it's like, so what happened to we're just outside? And so I think it's we're putting these stressors on our kids younger and younger."
- "[I grew up around] a lot of wooded areas, a lot of weeds, a lot of vacant homes, a lot of businesses boarded up... Just not a lot of spaces that was taken care of that we made the best of. That's about it, that's my nature experience. As kids we didn't see the benefit, but it brought a lot of joy, I know that... We were kids and we had imagination, so it was kinda our space. We had a clubhouse at the back of it, so it was a space where we could hang out... We could get all the weeds out of the way and have just these trees where it became a dirt area that we could ride our bikes through all these trees to get back to the clubhouse that we built from our hands up. We had a barbeque pit in it any everything... Unbelievable, the childhood that I thought was so poor, but when I look back it was so rich. That's why I do what I do today."
- "Family values - we didn't have a lot, so we appreciated what we had... Being with friends helped me escape that life. We had a loving family, but living through some of the conditions that I had to live through, no kid should have to live through. What I mean by that is not having a lot in life. That impacts kids and we was looking for a happy space. We played all types of sports and rode our bikes and man we hung out every day and just kind of got away. As long as we got out of our mom's hair... That whole feeling of being free. I think we were safe. Even though our city was the number one murder capital at the time, I still think we felt safe in our little neighborhood."
- "Everybody up and down the street knew us and if we did something we knew it was going to go back to our parents because of the community up and down the street - we knew each other. And that structure is so gone, and we're hurting so bad without our grandmothers and grandfathers, just that [guidance from] elder[s] - the bridge is broken. We too young now. The old ways that kept us in line is too far from this new generation. This bridge is broken. It's cats like myself, which is not enough of us at all, my age that know to give back to our community. [There are] just not enough of us in between here to keep that bridge together."

APPENDIX J: MEDIA

Video of Planning Process Elements, Madison City Channel: https://youtu.be/ZQ2_LjoYiFM

Channel 3000: <http://www.channel3000.com/at-home/family/Madison-1-of-7-cities-selected-for-national-nature-initiative/37939794>

UW Daily Cardinal: <http://www.dailycardinal.com/article/2016/02/city-of-madison-joins-initiative-to-connect-kids-to-nature>

Wisconsin State Journal: http://host.madison.com/wsj/news/local/tree-huggers-rejoice-push-to-connect-children-to-nature-includes/article_63909aec-071b-5da4-b73f-cc6d424ebf55.html

Wisconsin Public Radio: <http://www.wpr.org/madison-chosen-part-nation-wide-initiative-get-more-kids-nature>

Madison Commons: <http://madisoncommons.org/?q=node/2915>

Joy Trip Project: <http://joytripproject.com/2016/children-in-nature-initiative-begins-in-madison/>

Wisconsin State Journal: http://host.madison.com/wsj/news/local/education/local_schools/connecting-children-to-nature-initiative-builds-off-current-city-programs/article_2098b212-067a-5ac4-a065-28952d5cc152.html

Facebook:

We're so proud to have been selected to participate in the groundbreaking initiative Cities Connect Kids to Nature with Madison Parks! <http://ow.ly/Zague>

1061
People
reached

22
reactions/comments/shares

School Enrollment for the Population 3 Years and Over

City of Madison, Wisconsin

Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

	Total*		One Race										
	Est	White	%	Black or African American	%	Hispanic or Latino (any race)	%	Asian	%	Some Other Race	%	Two or More Races	%
Total population, City of Madison	231,545	184,550	0.80	16,351	0.07	14,862	0.06	18,576	0.08	3,882	0.02	7,463	0.03
Children & adolescents	79,972	58,061	0.73	6,877	0.09	6,295	0.08	8,913	0.11	1,690	0.02	4,252	0.05
Enrolled in nursery school, preschool	3,068	1,965	0.64	379	0.12	216	0.07	242	0.08	96	0.03	371	0.12
Enrolled in kindergarten	2,821	1,853	0.66	555	0.20	434	0.15	154	0.05	92	0.03	167	0.06
Enrolled in grade 1	2,453	1,634	0.67	204	0.08	350	0.14	277	0.11	57	0.02	281	0.11
Enrolled in grade 2	2,151	1,301	0.60	395	0.18	274	0.13	234	0.11	33	0.02	188	0.09
Enrolled in grade 3	2,470	1,459	0.59	587	0.24	227	0.09	258	0.10	46	0.02	114	0.05
Enrolled in grade 4	2,232	1,576	0.71	189	0.08	353	0.16	263	0.12	51	0.02	153	0.07
Enrolled in grade 5	2,408	1,485	0.62	458	0.19	367	0.15	239	0.10	37	0.02	189	0.08
Subtotal: Elementary school	14,535	9,308	0.64	2,388	0.16	2,005	0.14	1,425	0.10	316	0.02	1,092	0.08
Enrolled in grade 6	2,326	1,434	0.62	345	0.15	292	0.13	205	0.09	42	0.02	300	0.13
Enrolled in grade 7	2,125	1,355	0.64	350	0.16	165	0.08	200	0.09	59	0.03	161	0.08
Enrolled in grade 8	1,661	1,118	0.67	272	0.16	200	0.12	130	0.08	44	0.03	90	0.05
Subtotal: Middle school	6,112	3,907	0.64	967	0.16	657	0.11	535	0.09	145	0.02	551	0.09
Enrolled in grade 9	2,178	1,371	0.63	229	0.11	267	0.12	240	0.11	60	0.03	271	0.12
Enrolled in grade 10	2,065	1,349	0.65	388	0.19	243	0.12	223	0.11	10	0.00	89	0.04
Enrolled in grade 11	1,988	1,247	0.63	252	0.13	214	0.11	206	0.10	124	0.06	159	0.08
Enrolled in grade 12	2,420	1,527	0.63	337	0.14	340	0.14	160	0.07	266	0.11	130	0.05
Subtotal: High school	8,651	5,494	0.64	1,206	0.14	1,064	0.12	829	0.10	460	0.05	649	0.08
Enrolled in college, undergraduate	35,595	28,893	0.81	1,514	0.04	1,811	0.05	3,302	0.09	538	0.02	1,231	0.03

Except where noted, 'race' refers to people reporting only one race. 'Hispanic' refers to an ethnic category; Hispanics may be of any race.

ENDNOTES

¹ Lachowycz, K., & Jones, A. P. (2011). Greenspace and obesity: a systematic review of the evidence. *Obesity Reviews: An Official Journal of the International Association for the Study of Obesity*, 12(5), e183-189. <http://doi.org/11111/j.1467-789X.2010827>.

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