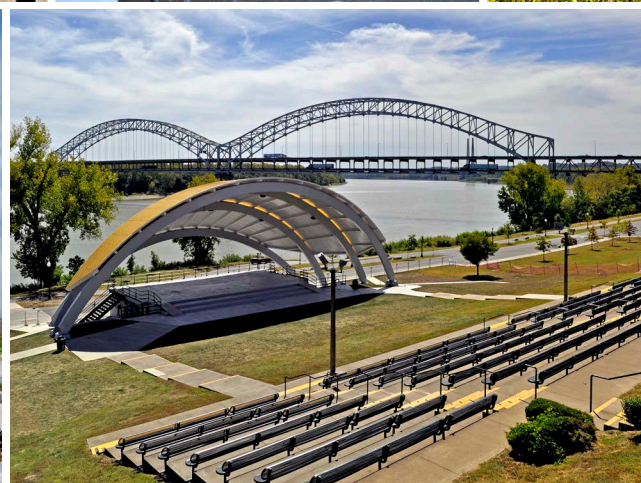
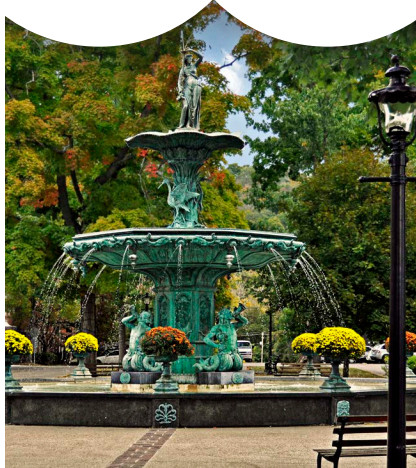
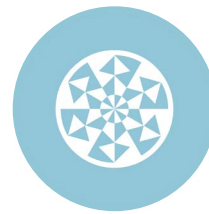


Enhancing the Value of Public Spaces

Kara Salazar and Michael Wilcox, Editors Purdue University Extension, West Lafayette, Indiana



Enhancing the Value of Public Spaces Extension Program Team

Kara Salazar, Sustainable Communities Extension Specialist, Department of Forestry and Natural Resources and Illinois-Indiana Sea Grant
Co-chair, contributing author, editor

Dr. Michael Wilcox, Assistant Program Leader, Extension Community Development Program and Senior Associate, Purdue Center for Regional Development
Co-chair, contributing author, editor

Roy Ballard, Agriculture and Natural Resources Educator, Purdue Extension Hancock County
Contributing author

Dr. Lionel J. (Bo) Beaulieu, Director, Purdue Center for Regional Development and Assistant Director, Extension Community Development Program
Contributing author

Dr. Tamara Benjamin, Sustainable Agriculture and Natural Resources Scientist, Department of Botany and Plant Pathology
Contributing author

Amanda Dickson, 4-H Youth Development and Agriculture and Natural Resources Educator, Purdue Extension Brown County
Contributing author

Jodee Ellett, Purdue Extension Local Foods Coordinator
Contributing author

Steven Engleking, Agriculture and Natural Resources Educator, Purdue Extension LaGrange County
Contributing author

Julie Hart, Purdue Extension Southwest District Director
Contributing author, workshop pilot, Vigo County

Malea Huffman, 4-H Youth Development Educator, Purdue Extension Greene County
Contributing author

Dr. Scott Hutcheson, Senior Associate, Purdue Center for Regional Development
Contributing author, reviewing editor

Ricky Kemery, Horticulture Educator, Purdue Extension Allen County
Contributing author, workshop pilot

Annette Lawler, County Extension Director, Economic and Community Development and Health and Human Sciences Educator, Purdue Extension Harrison County
Contributing author, workshop pilot

Chad Martin, Purdue Extension Renewable Energy Extension Specialist
Contributing author

Kristina Parker, Purdue Extension Community Development Regional Educator, Leadership and Civic Engagement
Contributing author, reviewing editor, workshop pilot, case study author

Anjanette Riley, Science Writer, Illinois-Indiana Sea Grant
Contributing author

Hans Schmitz, Agriculture and Natural Resources Educator, Purdue Extension Gibson County
Contributing author, workshop pilot

Brittany Sievers, 2014 Illinois-Indiana Sea Grant summer intern, 2014 graduate, Purdue University, bachelor of science in Natural Resources and Environmental Science
Case study author

Tyler Wright, web designer and developer, Purdue Center for Regional Development
Figure design

Steve Yoder, Purdue Extension Community Development Regional Educator, Natural and Environmental Resources
Contributing author, PowerPoint design

Public Spaces Case Study Submissions

Gina Anderson, Purdue Extension Floyd County

Carolyn Bunzendahl, Rush County Economic
and Community Development Corporation

Steve Cotter, City of Bloomington Parks
and Recreation

Jodee Ellett, Purdue Extension

Melinda Grismer, Purdue Extension
Clinton County

Becki Harris, Logan's Landing, Logansport

Alec Johnson, City of Fort Wayne

Ricky Kemery, Purdue Extension Allen County

Annette Lawler, Purdue Extension
Harrison County

Liz Maynard, Purdue Extension

Kris Medic, Purdue Extension
Bartholomew County

Don Nissen, Columbus Area Visitors Center

Kristina Parker, Purdue Extension

Hans Schmitz, Purdue Extension Gibson County

G. Karen Shrode, Columbus Area Arts Council

Susan Tharp (retired), Purdue Extension
Clinton County

Amy Thompson, Purdue Extension
Monroe County

Steve Yoder, Purdue Extension

Peer Reviewers

Dr. Steven W. Burr, Utah State University
Associate Professor of Recreation
Resources Management

Director, Institute for Outdoor Recreation
and Tourism

Extension Specialist in Outdoor Recreation
and Tourism

Dr. Jayoung Koo, University of Kentucky
Assistant Professor, Department of
Landscape Architecture

Extension Specialist, Community and Economic
Development Initiative of Kentucky (CEDIK)

Dr. Laura R. Lewis, Washington State University
Jefferson County Extension Director
Focus: Agricultural Development

Production

Dan Annarino, Purdue Agricultural Communication
Graphic designer

Nancy Alexander, Editor

Funding for this program was provided by a Purdue Extension Issues-Based Action Team (I-BAT) grant provided in 2013 through Interim Director Dr. James Mintert and continued with Dr. Jason Henderson, Purdue Extension Director.

March 2015








It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran. Purdue University is an Affirmative Action institution. This material may be available in alternative formats.

PURDUE
UNIVERSITY

PURDUE | **LOCAL FACES**
EXTENSION | COUNTLESS CONNECTIONS
1-888-EXT-INFO • www.extension.purdue.edu

Order or download materials from
Purdue Extension • The Education Store
www.edustore.purdue.edu

Contents

Introduction	page 5
Community Capitals Framework	page 7
Appreciative Inquiry Process	page 13
Community Capitals	page 22
 Built Capital	page 23
 Natural Capital	page 32
 Human Capital	page 41
 Social Capital	page 47
 Cultural Capital	page 53
 Financial Capital	page 58
 Political Capital	page 64
Community Capitals Case Studies	page 71
Case Study Questions Using Appreciative Inquiry	page 77
Sample Outline of a High-Quality Public Spaces Action Plan	page 79
Toolkit	page 85
Flyer	page 86
Sample Press Releases	page 87
List of Potential Public Spaces Program Participants	page 89
Sample Agenda.	page 91
Registration Form	page 92
Suggested Ground Rules.	page 94
Handouts	page 95
Worksheets	page 98
Purdue Resources and Next Steps	page 102
Evaluation	page 104
Certificate of Completion	page 106
High-Quality Public Spaces Action Plan Outline	page 107



Introduction

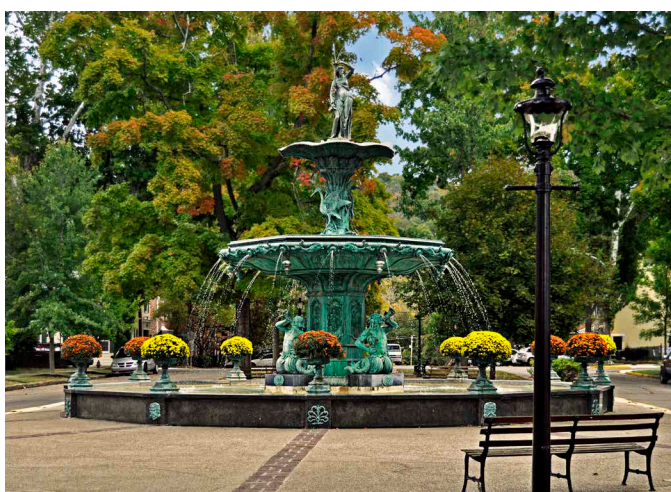
Enhancing the Value of Public Spaces

Michael Wilcox and Kara Salazar, authors

Public spaces are focal points for all communities. Whether a town square, courthouse, central park, school grounds, recreational area, or nature preserve, public spaces are where people convene, learn, play, exercise, or simply reflect in that specific space and time. The American Planning Association (APA) describes a public space as a gathering spot or part of a neighborhood, downtown, special district, waterfront, or other area within the public realm that helps promote social interaction and a sense of community. Therefore how we plan for, use, and maintain our public spaces is of key importance. A great public space goes beyond this basic definition by including aesthetics and design features appropriate for the look and feel of the community, being safe and welcoming, and encouraging community involvement by all ages (APA, 2014).

No matter how we personally use our public spaces, they are, in the end, public. The Oxford English Dictionary defines a public good as “a commodity or service that is provided without profit to all members of a society, either by the government or a private individual or organization.” Beyond the motive (profit or nonprofit) and who is providing the public good (government or nongovernmental), one must consider who is able to access it. In economics, public goods and services are nonexcludable—one cannot stop another from consuming or accessing the good or service; and nonrival—one’s consumption does not inhibit another from consuming the same thing.

Yes, some public goods are congestible—the baseball field can only be used for one game at a time—but this doesn’t mean that the good or service isn’t available to others after the current consumer, perhaps two Little League teams, is finished. What goods and services are offered is ultimately up to members of the public, as they are the consumers who create demand and often the funders, via tax dollars, of the supply of public goods or services. However, the public isn’t always directly involved in the provision and management of public goods. The



Broadway Fountain, Madison, Indiana. Photo by Lee Lewellen.

Project for Public Spaces (2014) states, “It takes a place to create a community, and a community to create a place,” (para. 4) and outlines best practices for public space development through placemaking. Effective placemaking processes are rooted in community-based participation and capitalize on a community’s assets

and potential to create public spaces that promote people’s health, happiness, and well-being (Project for Public Spaces, 2014). The Land Policy Institute at Michigan State University defines placemaking simply as creating neighborhoods and communities where people want to live, work, and play (Graebert et al., 2014).

In this curriculum we focus on the development and management of public spaces, highlighting the best practices and proven approaches of placemaking. We have developed a structure through which decision makers and an informed public can interact collaboratively, positioning the community to enhance the value of its public spaces in a potentially innovative and impactful way. To do this, we use the community capitals framework and the appreciative inquiry process to provide the perspectives needed to achieve great public spaces.

The Enhancing the Value of Public Spaces program is intended to serve as a “how-to” resource for communities working toward a high-quality action plan to guide implementation of a public spaces project. The companion PowerPoint presentation and process agenda contains facilitation notes to lead a group through a one-day workshop and supplemental follow-on meetings using appreciative inquiry. This document provides background resources, worksheets, and workshop handouts that can be tailored to meet individual community needs. Each of the community capitals chapters has a definition, overview, and sample case study of how the particular capital enhances the value of public spaces. Also included are secondary and technical resources and examples of public spaces assets. The strategies section in each capitals chapter includes examples of how to plan for and monitor the progress of a public spaces project. The curriculum resources, worksheets, and activities provide the background and tools needed to complete a high-quality action plan, which can result in an on-the-ground project that reflects community values.

Audience

The Enhancing the Value of Public Spaces curriculum is designed for use by decision makers and local leaders who oversee and manage community public spaces. They might include parks board and planning commission members, public officials and their staff, and members of organizations with missions that include providing services related to programs or management of public spaces. Including end-users is key, as they represent the “customer base” for public spaces. Experience proves that convening a public spaces planning team that is diverse and reflective of the community capitals is *highly* recommended (see Worksheet 4).

Program Outcomes

Communities participating in the Enhancing the Value of Public Spaces program will be able to *recognize public spaces as community assets and further integrate them into community development activities.*

They also will:

- Understand community capitals and the relationship to public spaces;
- Embrace and apply the appreciative inquiry process for local public spaces project(s);
- Generate a capital asset map for project(s);
- Identify strategies and indicators associated with project goals;
- Begin a public spaces action-planning process using elements of a high-quality plan; and
- Identify additional tools and resources needed to reach project goals.

References and Resources

American Planning Association. (2014). *Characteristics and guidelines of great public spaces*. Retrieved from <https://www.planning.org/greatplaces/spaces/characteristics.htm>

Ball State University. (2014). *Building better communities resources*. Retrieved from <http://cms.bsu.edu/about/administrativeoffices/bbc/resources>

Graebert, M. B., Calnin, B., Borowy, T., Wyckoff, M., Warbach, J., Bretz, L., Acker, B., & Dworin, J. (2014). *Rebuilding prosperous places in Michigan: Views and values of placemaking in Michigan, the Midwest and the nation*. The Land Policy Institute at Michigan State University. Retrieved from <http://www.landpolicy.msu.edu>

Mehrhoff, W.A. (1999). *Cities and Planning Series: Community design: A team approach to dynamic community systems*. Thousand Oaks, CA: Sage Publications.

Project for Public Spaces. (2014). *What is placemaking?* Retrieved from http://www.pps.org/reference/what_is_placemaking/

Wyckoff, M.A., (2014). *Definition of placemaking: Four different types*. The Land Policy Institute at Michigan State University. Retrieved from <http://www.pznews.net/media/13f25a9fff4cf18ffff8419ffaf2815.pdf>



Community Capitals Framework

Lionel J. (Bo) Beaulieu, author

One of the challenges that local leaders and citizens constantly face is finding a coherent way to address the variety of challenges facing their communities, be they urban, suburban, or rural in nature. In many respects, the intent of most community and economic development initiatives is to advance an area's quality of life. But what does "quality of life" mean and how is it measured? Is it the presence of a strong local economy, sound local leadership, quality government services, top-notch public-supported schools, great health care services, or other indicators? The simple answer is yes. In many respects, all of these represent traits that would be associated with a community deemed to have a high quality of life.

As such, the issue at hand is to find a framework that captures the multidimensional nature of community life. Most importantly, it has to be one that has been vetted in peer-reviewed scholarly journals and, as result of this process, found to be both scientifically and conceptually sound. Moreover, the framework has to guide the on-the-ground efforts of community and economic development practitioners.

With these important pre-conditions in mind, the perspective that one might find appealing is the community capitals framework (CCF), developed and fine-tuned over several years by Cornelia Butler Flora and Jan L. Flora from Iowa State University (2008). The Floras suggest that the lifeblood of any community can be linked to the presence and strength of seven community capitals, resources that can be invested or tapped for the purpose of promoting the long-term well-being of communities (Jacobs, 2011a).

The seven community capitals are natural, cultural, human, social, political, financial, and built. Strong and resilient communities strive for balanced investments in these seven capitals. If communities place too much emphasis on one or two of the capitals, they can end up suppressing the growth of

the other community capitals, a condition that can damage the overall health of the community. For example, places that invest aggressively in built capital (through the pursuit of bricks-and-mortar type of facilities) might contribute to the decline of the community's natural and cultural capitals, especially if such facilities are constructed in pristine areas or on lands that are part of the rich history of that locality.

Overview

Natural capital



Natural capital refers to "the landscape, air, water, soil, and biodiversity of both plants and animals" (Flora & Flora, 2008); in other words, our environment. It is also referred to in the literature as "natural amenities" (McGranahan, 1999)—assets that are linked to a particular place, such as weather, geographic location, natural resources, and natural beauty (Emery & Flora, 2006). Since people and the communities they are part of are embedded in the environment, one could argue that natural capital undergirds several of the other capitals. A healthy and functioning environment provides valuable ecosystem services such as food, timber, wildlife habitat, flood control, and recreational opportunities, which are essential for human life. Moreover, people and their communities are unable to thrive in areas where natural capital is neglected and depleted.

Cultural capital



The concept of culture provides a frame of reference for understanding the fabric of community life. This fabric is often connected by a common language, symbols, gestures, beliefs, values, and resources. In a classic textbook definition, culture consists of the material and nonmaterial aspects of a way of life, which are shared and transmitted among members of a society (Rogers et al., 1988). Culture is viewed as a "tool kit of symbols, stories, rituals, even the world-view that shapes individuals" (Swidler, 1986).

It includes the values and symbols reflected in clothing, music, industry, art, language, and customs. It also encompasses events, materials (paintings, books), festivals, museums, and other activities occurring in communities (Flora & Flora, 2008).

Human capital



In its simplest form, human capital reflects the investments that people make in their education, on-the-job training, or health. Such activities translate into improved knowledge, skills, and health status for individuals—factors that increase their human capital stock. As stocks improve, productivity levels increase, resulting in higher earnings for these workers. Human capital also refers to efforts by individuals to enhance their interpersonal and leadership skills in hopes of strengthening their ability to become active contributors to the civic health of their communities (Flora & Flora, 2008).

The benefits of human capital investments are not accrued solely to individuals. Communities with good shares of educated, healthy, and skilled workers also benefit, especially in their capacity to remain resilient during periods of economic uncertainty. Places with a good base of creative, knowledge-based workers, for example, tend to experience economic growth or stability. These workers serve as engines of innovation and entrepreneurial activities, actions that help create a good number of high-paying jobs in communities and regions (Henderson & Abraham, 2005; Metcalfe & Ramlogan, 2005; Munnich & Schrock, 2003). Similarly, the expanding interest in STEM-related occupations—those associated with science, technology, engineering and mathematics—is due, in no small measure, to the fact that STEM-related jobs have outpaced non-STEM jobs by a factor of 3 to 1 in the U.S. over the last decade (Langdon et al., 2011). But communities that want to gain ground in expanding their creative/knowledge or STEM-related sectors will be unable to do so without the presence of a sizable pool of workers with strong human capital credentials.

Social capital



Social capital represents the “glue” that holds a community together and whose presence can spur the type of economic growth that brings benefits to the entire community. In communities where good things are happening across the spectrum—in education, job creation, health care, and community services—a broad-based corps of civic-minded people and organizations is often in place to undergird these important activities. Social capital consists of bonding and bridging activities that occur within the local community setting, as well as linkages that tie community members to organizations and resources located outside the community (also called vertical connections).

Bonding represents the strong interactions and ties that people have with family, friends, neighbors, and close work associates. Bridging reflects the linkages that individuals have with people and groups within the community with whom they have only limited interactions or with individuals and organizations outside of the locality. Granovetter (1973) labels these types of relationships “weak ties” that can be accessed in times of need.

Vertical linkages offer an avenue for local people, organizations, and communities to access valuable resources and ideas from outside the community that can be used to support and guide local initiatives. According to Woolcock (2001), the presence of various combinations of bonding, bridging, and linking social capital can have positive impacts on the range of social and economic outcomes that are possible in communities.

Political capital



Several dimensions are associated with the concept of political capital. The first relates to individuals who are in positions of power and influence in the community. As Flora and Flora note, it is “the ability to affect the distribution of both public and private resources within the community (2008).” A second dimension has to do with the ability to gain access to individuals and organizations—the

so-called power brokers or movers and shakers—with the resources to influence important decisions (Flora et al., 2004). A third aspect of political capital refers to efforts that are made to develop new leadership in the community, and/or expand the engagement of citizens in discussions of important community matters through the use of various strategies, such as deliberation forums. By focusing on these various aspects of political capital, we can gain a better understanding of what people and groups are calling the shots in a community, and what groups are having little influence or role in shaping local decisions (Flora & Flora, 2008).

How can you determine the nature of political capital in your community? A good bit of it requires careful monitoring of how decisions are made in a community and who is making them. For example, drawing upon a rich literature on community power, we know that when only a handful of people are making key decisions, an elite leadership structure tends to be in place in the community. On the other hand, if decisions tend to be dispersed across a variety of people and groups, depending on the issue being discussed or debated, a more pluralistic leadership structure might be present (Aiken & Mott, 1970). Other hints of whether influence is shared or held tightly by a small group of elites is when you see (or fail to see) the launching of local leadership development programs, community/town hall meetings, or public deliberation sessions. These activities suggest that local leaders are open to a larger group of people weighing in and actively taking part in tackling important local issues.

Financial capital



Financial capital represents resources needed to fund the provision, construction, and implementation of a variety of programs, projects, and assets that advance the community's economic, social, and infrastructure development. A stable and vibrant community life depends on the availability of reliable financial capital institutions. These include community development banks, credit unions, loan funds, venture capital funds, and microenterprise loan funds. These entities serve as potential sources of a wide range of products and services, including

housing, community facilities, small business loans, and other community services that can serve to revitalize economically distressed communities. Their primary role is to bring financial and business resources to communities to stimulate economic growth and foster a stable regional economy.

The availability of financial capital can contribute to wealth creation and to community economic development activities, especially in low- to moderate-income households or communities. Community development financial institutions (CDFIs), for example, can provide a wide range of financial products and services for people and communities that traditional financial institutions often bypass. So, too, can grant-making foundations whose activities are intended to address a wide array of local needs and opportunities.

Built capital



Built capital, also referred to as the built environment, is the man-made infrastructure that supports human society—our roads, bridges, airports, water treatment facilities, buildings (factories, schools, offices, stores), communication technologies, and public places. The built environment also includes design factors and land uses; for example, how our neighborhoods, communities, and cities are laid out. The built environment can have a significant impact on an individual's physical and mental well-being and on community life.

Connecting the Capitals: The Spiraling-up of Community Capitals

Table 1 provides a synopsis of the seven capitals, with a definition for each and examples of the type of assets that can be linked to it. Most communities would find it challenging to pursue simultaneous investments in the seven capitals. So is there a subset of community capitals that should be given priority attention over the other capitals? The answer depends on each community's unique strengths and needs. There is no one-size-fits-all when it comes to which of the capitals should be given precedence over others in any community.

Table 1. **The Seven Types of Community Capitals**

	DEFINITION	EXAMPLES
 <p>Natural</p>	The quality and quantity of natural and environmental resources existing in a community.	Parks; lakes; rivers; wildlife; forestland; farmland; mountains; other natural resource features.
 <p>Cultural</p>	The values, norms, beliefs, and traditions that people inherit from the family, school, and community. Also includes material goods produced at a specific time and place (such as paintings, books) that have historical or cultural significance.	Cultural events/festivals; musical heritage, libraries; museums; multilingual populations; historical associations.
 <p>Human</p>	Attributes of individuals that provide them with the ability to earn a living, strengthen community, and otherwise contribute to community organizations, to their families, and to self-improvement (Flora et al., 2004). It includes access to education and knowledge development, training and skill-building activities, and efforts to build and expand local leadership.	Formal and informal educational institutions; workforce training programs; adult and youth leadership programs; lifelong learning activities.
 <p>Social</p>	Connections existing among people and organizations that help make things happen in the community. Includes close ties that build community cohesion (bonding) as well as weaker ties with local and outside people and organizations that help promote broad-based action on key matters (bridging).	Activities that build trust among people and groups of different races and ethnic backgrounds; citizen involvement in community discussions and events; community celebrations or parades; involvement in civic and service groups; organizations that link diverse people and organizations together.
 <p>Political</p>	The ability to influence and enforce rules, regulations, and standards. Access to individuals and groups with the power to influence decisions. Participating in civic discourse on difficult public issues.	Elected and appointed government officials; citizen participation in issue forums; Congressional representatives and staffers; political organization leaders; voting rates in local, state, and national elections.
 <p>Financial</p>	The variety of financial resources available to invest in local projects or economic development initiatives. Efforts to build wealth to support community development activities.	Community foundations; grants; microloan programs; revolving loan funds; community development financial institutions; banks.
 <p>Built</p>	Represents the infrastructure of the community—the basic set of facilities, services, and physical structures a community needs.	Broadband and other information technologies; utilities; water/sewer systems; roads/bridges; business parks/incubator facilities; hospitals/health care buildings; main street buildings; housing stock.

What we do know from community studies is that pursuing positive change in one type of capital can create opportunities for improvements in other community capitals (Emery & Flora, 2006). Assume for a moment that local leaders have reached out to a diversity of people in the community, seeking their input on a new strategic blueprint for the community. The effort to touch base with more people has strengthened communications and dialogue between local leaders and residents. In fact, local leaders have decided to meet every three months with various neighborhood groups as a way to continue to secure input and feedback from local people. This activity has brought about positive changes in two capitals, political and social.

Let's further assume that citizens urged local leaders to help retain and expand local businesses and to invest in new entrepreneurial ventures so that exciting innovations could be seeded in the community. The local leaders ended up launching a new business retention/expansion program, focusing on improving the skill levels of business owners at risk of losing their businesses in an effort to improve their human capital skills. Working with local banks and the community foundation, the local leaders were able to establish a small-loan program designed to invest in new entrepreneurial ventures. The focus on entrepreneurship helped the community retain some of its best educated and creative workers. The financial capital resources available to support local economic development activities were expanded.

In this story, the need to build stronger political and social capital created positive shifts in the human and financial capital assets of the community. It highlights the spiraling-up effect that can occur when investment begins in one of the community capitals. A community's work to build assets in one of the capitals fosters the growth of other capital assets.

In most communities, efforts to develop and sustain a strong, vibrant community are a long-term process. The community capitals framework offers local leaders, organizations, and residents a deeper understanding of the multipronged approach that is needed if communities hope to create the foundation necessary for them to survive and thrive over the long term. While giving attention to all seven community capitals might seem overwhelming, communities should start by focusing on a smaller set of community capitals, and then give attention to the other capitals over time. Before you know it, the spiraling-up effect will begin to take hold, resulting in visible improvements in the community.

Figure 1: Community Capitals



Based on "Figure 2. The Community Capitals Framework" from Emery, Fey and Flora, 2006. "Community Capitals Framework using Appreciative Inquiry," CD Practice, Community Development Society. Design by Tyler Wright.

References

- Aiken, M., & Mott, P.E. (Eds.). (1970). *Structure of community power*. New York, NY: Random House.
- Emery, M., & Flora, C.B. (2006). Spiraling-Up: Mapping community transformation with community capitals framework. *Community Development: Journal of the Community Development Society*, 37, 19-35.
- Emery, M., Fey, S., & Flora, C. (2006). Using community capitals to develop assets for positive community change. *CD Practice*, (13). Retrieved from <http://srdc.msstate.edu/fop/levelthree/trainarc/socialcapital/communitycapitalstodevelopassets-emeryfeyflora2006.pdf>
- Flage, L., & Hauser-Lingstrom, D. (2007). *Connecting citizens to strengthen communities*. Social Capital Training, Northwest Area Foundation (December).
- Flora, C.B., Flora, J.L., & Fey, S. (2004). *Rural communities: Legacy and change* (2nd ed.). Boulder, CO: Westview Press.
- Flora, C.B., & Flora, J.L. (2008). *Rural communities: Legacy and change* (3rd ed.). Boulder, CO: Westview Press.
- Granovetter, M. (1973). The strength of weak ties. *American Journal of Sociology*, 78, 1360-1383.
- Jacobs, C. (2011a). *Measuring success in communities: Understanding the community capitals framework*. Extension Extra. South Dakota State Cooperative Extension Service: Issue 16005 (Revised April).
- Jacobs, C. (2011b). *Community capitals: Natural capital*. Extension Extra. South Dakota State Cooperative Extension Service: Issue 16006 (Revised April).
- Jacobs, C. (2011c). *Community capitals: Cultural capital*. Extension Extra. South Dakota State Cooperative Extension Service: Issue 16007 (Revised April).
- Jacobs, C. (2011d). *Community capitals: Human capital*. Extension Extra. South Dakota State Cooperative Extension Service: Issue 16008 (Revised April).
- Henderson, J., & Abraham, B. (2005). Rural America's emerging knowledge economy. *The Main Street Economist, Center for the Study of Rural America*. Retrieved from http://www.kansascityfed.org/RegionalAffairs/mainstreet/MSE_0505.pdf
- Langdon, D., McKittrick, G., Beede, D., Khan, B., & Doms, M. (2011). *STEM: Good jobs now and for the future*. (ESA Issue Brief #03-11 [July]). Washington, DC: U.S. Department of Commerce, Office of the Chief Economist.
- McGranahan, D.A. (1999). *Natural amenities drive rural population change*. (Agricultural Economic Report No. 781). Washington, DC: Economic Research Service, USDA. Retrieved from <http://www.ers.usda.gov/Publications/AER781/>
- Metcalfe, J.S., & Ramlogan, R. (2005). Limits to the economy of knowledge and knowledge of the economy. *Future*, 37.
- Munnich, L.W. Jr., & Schrock, G. (2003). Rural knowledge clusters. In N. Walzer (Ed.), *The American Midwest: Managing change in rural transition (Chapter 8)*. Armonk, NY: M.E. Sharpe.
- Rogers, E.M., Burdge, R.J., Korsching, P.F., & Donnermeyer, J.F. (1988). *Social change in rural societies: An introduction to rural sociology*. Englewood Cliffs, NJ: Prentice Hall.
- Swidler, A. (1986). Culture in action: Symbols and strategies. *American Sociological Review*, 51, 273-286.
- Woolcock, M. (2001). The place of social capital in understanding social and economic outcomes. *Canadian Journal of Policy Research*, 11-17.



Appreciative Inquiry Process

Michael Wilcox, author

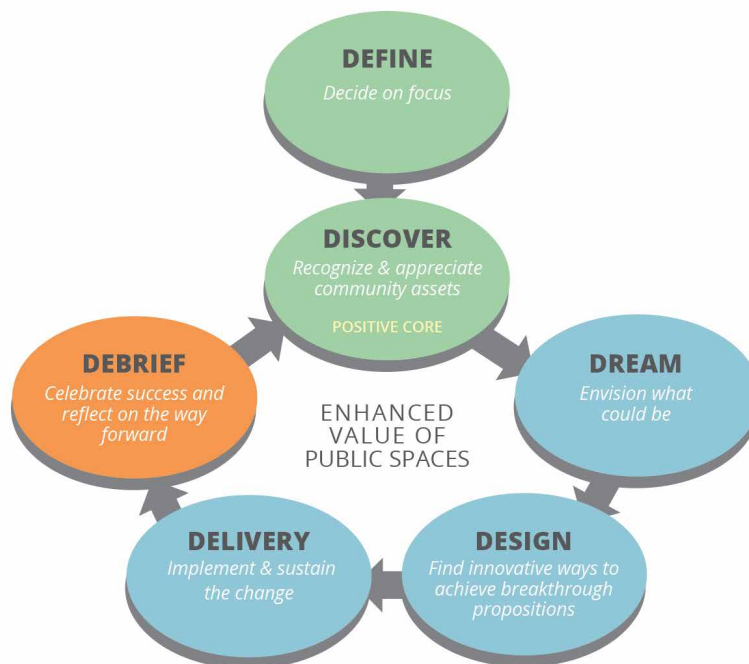
This section highlights the phases of appreciative inquiry (AI) so every member of your team or community group can understand the basic framework before you put it into practice (see Applying the Appreciative Inquiry Process, page 15). The information presented here draws heavily from Whitney and Trosten-Bloom (2010) and Emery, Fey, and Flora (2006). Both of these resources, as well as the Appreciative Inquiry Commons hosted online at <http://appreciativeinquiry.case.edu/>, provide how-to guidance on using AI in your planning activities.

Here, we strive to connect AI to enhancing the value of public spaces. The worksheets at the end of this curriculum offer a practical means for walking a community group through the process. For a more detailed explanation of AI and step-by-step advice on using it, use the resources noted above, which will connect you to a wealth of related resources elsewhere. Now, let's get started!

Appreciative inquiry, pioneered at Case Western Reserve University by David Cooperrider and his colleagues in the 1980s, is based on the principle that “through human communication—inquiry and dialogue—people can shift their attention and action away from problem analysis to lift up worthy ideals and productive possibilities for the future” (Whitney & Trosten-Bloom, 2010). In other words, as you seek to enhance the value of public spaces, you need to cultivate thoughtful interaction between community members and decision makers, and plan for a sustainable future for one of our most important community assets.

This approach is inherent in the name. *Appreciation* refers not only to the community recognizing that public spaces are important, but also suggests that public spaces are an investment whose value can increase (appreciate) over time. *Inquiry* suggests that studying and questioning are going to take place, which might lead to innovation and identifying new possibilities.

Figure 2: Appreciative Inquiry Process



Based on Whitney, D., & Trosten-Bloom, A. (2010). The power of appreciative inquiry: A practical guide to positive change. San Francisco, CA: Berrett-Koehler Publishers, Inc. Based on “Figure 1. The Process of Appreciative Inquiry,” from Emery, Fey, & Flora, 2006. “Community Capitals Framework using Appreciative Inquiry,” CD Practice, Community Development Society. Design by Tyler Wright

This is obviously much different than a needs assessment. Traditional needs assessment seeks to identify needs by considering what is, what should be, and the gaps that exist between the two. Often, the focus is on the negative—existing problems and how to solve them. In contrast, AI focuses on what has been, what is, and what *could* be. It then zeroes in on what is working, existing assets, and how to realize identified breakthrough propositions. By intentionally selecting AI, we view enhancing the value of public spaces as an inclusive, thought-provoking, holistic, and systems-oriented process. A community that deploys the opposite is more likely to have public spaces that continue to be one-dimensional, less accessible, and undervalued. AI replaces backward-looking with future-focused. As the famous Irish band U2 once lamented, “You glorify the past when your future dries up.”

AI actively seeks to avoid such a community state of mind through appreciating, imagining, innovating, and delivering. The first step is determining what the group of individuals concerned about public spaces is going to focus its efforts on. Affirmative topics should serve as a strategic starting point. These topics can cover issues that need to be addressed or positive attributes that need to be enhanced. In either case, they need to be thought of in a positive way. For example, rather than focusing on “reducing blighted public spaces,” the group should consider “ensuring that all public spaces can provide aesthetic value and safety.” In the framework highlighted by Emery et al. (2006), this is the **Define phase**. Because AI is a cycle, you will cycle back to the Define phase.

It is key that the group has broad community representation and that topics are true to the spirit of the community. This requires dialogue and deliberation. In terms of enhancing the value of public spaces, Define might focus on a certain public space or an issue relevant to all public spaces in your community.

Once the group settles on topics, or focus areas, the next step is the **Discovery phase**. While U2’s lyrics provide a stern warning not to be entrenched in the past, the Discovery Phase is an opportunity to honor the past by constructively thinking through

what has worked for or benefited the community, and what is working now. While starting with a clean slate is a great catalyst for innovation, it is not a practical way to strategically think about public spaces. Often an existing footprint is both tangible and intangible, and the public space has a recognized intrinsic value to the community.

The Discovery phase is a means to recognize that decisions have been made in the past, best practices have been put in place, *and* mistakes have been made. AI suggests that the community should focus on what has worked in the past and what is working now. This mindset fits nicely into this curriculum’s asset-based approach, and even offers a head start for communities that have paid close attention to their quality of place. This phase can be conducted through interviews or a group forum (see Whitney & Trosten-Bloom [2010] and Emery et al. [2006], respectively).

The next step in the AI process is the **Dream phase**. This is the fun part! This is closing your eyes and thinking deeply about what you would like to see in your community. In a perfect world, what would your public spaces look like? What roles would they serve in your community? Which individuals, associations, and institutions could be involved, and what role might they play to realize these dreams? What results are we seeking? How will we know when the dream has become reality? While some may roll their eyes and think this some sort of metaphysical exercise, the Dream phase allows everyone to think big. It offers the opportunity to collectively think about what the community could look like if effort and resources are strategically employed. Individual dreams need to be heard and discussed. From these, a collective vision can begin to take form as the process continues. John Lennon implored that each of us take the time to “Imagine.” The Dream phase is your opportunity to meet his challenge. It is typically conducted as a group exercise.

Once the questions, “What is, and what has been?” and “What could be?” have been answered, the next step is to determine how best to leverage what is and move toward creating what should be. The **Design phase** is focused on creating the future through thoughtful ideas centered on what the group is

proposing to do, who is going to do it, and how. The “how” does not refer to brick-and-mortar decisions, but rather to organizational structure and the strategies this organization is going to employ to realize the dream. Developing the details and strategies in this stage is typically conducted as a group exercise; however, actual deployment can be within the scope of an action-oriented core team charged with carrying out the task outlined by the community.

The final phases of AI are action-oriented: implementation and evaluation. As you have seen in the works referenced here, the authors differ on terminology, but the spirit is the same. Whitney and Trosten-Bloom (2010) call this the **Destiny phase**, while Emery et al. (2006) divide this phase into two, the **Deliver** and **Debrief phases**. Whichever you prefer, the bottom line is that this is the phase in which you invest sweat equity and evaluate return on investment.

As you implement the action plan and celebrate the results, the following point cannot be overstated: **You must intentionally develop, measure, and report outcomes** (measurable results) that are directly related to the investments of all the community capitals into your community’s public spaces. This is not a terminus; it is a beginning. Robust information-gathering and critically evaluating lessons learned are integral to successfully (re-)entering the Define/Discover phases.

Applying the Appreciative Inquiry Process

Understanding appreciative inquiry is critical to successfully enhancing the value of your public spaces. Once the basic framework has been explained and the group has bought in to using it, the process can begin. Sounds easy, right? As a conceptual framework, AI is relatively straightforward. Putting it into practice, however, can take many forms and use a variety of implementable strategies (Whitney & Trosten-Bloom, 2010 and Emery et al., 2006).

For purposes of this curriculum, the exact activities your community chooses to employ AI are

completely flexible. They should be determined by the facilitation expertise available, the anticipated size of the group, and the desired outcomes of the specific meeting. Several excellent resources can help you consider what types of activities make the most sense for your situation. These include:

Art of Hosting. Retrieved from <http://www.artofhosting.org>

Brown, J., & Isaacs, D. (2005). *The world café: Shaping our futures through conversations that matter*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Cooperrider, D., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Holman, P., Cady, S., & Devane, T. (2007). *The change handbook*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Kaner, S., Doyle, M., Lind, L., Toldi, C., Fisk, S., & Berger, D. (2007). *Facilitator’s guide to participatory decision-making* (2nd ed.). San Francisco, CA: Jossey-Bass.

Regardless of what types of activities you choose, you will need a tool to collect all of the information generated by using AI. To make that aspect of the process easier, we have divided the Define, Discover, Dream, Design, Delivery, and Debrief elements of the process into the following worksheets:

Discover: *Worksheet 1.* Asset Inventory by Community Capital

Dream: *Worksheet 2.* Dream Elements by Community Capital

Design/Delivery: *Worksheet 3.* Strategies, Potential Impacts, Outcome Indicators, and Collection Methods by Community Capital

Define/Debrief: *Worksheet 4:* Community-based Public Spaces Initiative Planning Team

The worksheets appear to be self-explanatory, but they require a thoughtful approach. It is extremely useful to carefully consider what information you are trying to gather and to develop effective activities to fully engage participants.

The worksheets are available in two forms: as handouts, and in electronic spreadsheets (Microsoft Excel) that can be downloaded at www.ag.purdue.edu/enhancing. Handouts are useful for individual or small-group work settings, in which the group discusses the information and the meeting organizer aggregates the data. The spreadsheets are an excellent tool for group work where the data is added in real time to the spreadsheets by a designated person and shown on a screen so participants can see all of the responses. The spreadsheets are also immediately portable, and they diminish the amount of data cleaning that needs to be done after the meeting.

Discover

Worksheet 1 provides a place to inventory community assets related to public spaces by community capital (see following chapters).

Using the community capitals framework—as opposed to simply considering, “What do we have in our community that can lend itself to enhancing the value of our public spaces?”—allows participants to recognize assets they might otherwise overlook. The community capitals offer different lenses, or vantage points, and each of these perspectives helps the group recognize how multidimensional every public space is and the potential that lies within. Remember, assets are what we want to keep and build on or sustain for future generations. Assets can be tangible (an historic building, the local swimming pool, a 150-year-old tree, specific community residents, etc.). Or they can be intangible (the work of community groups, community pride, etc.) and “invested” in a public space. Thus the asset becomes capital!

As assets are populated on the worksheet, gaps in the inventory become apparent. Encourage participants to think long and hard about what the community has and what they can leverage. Information tied to each asset will vary depending on the level of detail desired by the group—general categories versus specific assets with contact information, geo-location, potential role, etc. In the end, this worksheet serves as a resource for recognizing and appreciating what the community has to invest in its public spaces.

NOTE: Worksheet #1 comes in three flavors! There are the typical handout and spreadsheet flavors (discussed above) as well as a poster-sized version that a group can use, with each member adding assets written on Post-It notes, by community capital, to the space provided.

Worksheet 1 - Discover

Worksheet 2 - Dream

Worksheet 3 - Design/Delivery

Worksheet 4 - Define/Debrief

Dream

Worksheet 2 is designed to be the group’s dreamcatcher while the group envisions what could be and works toward identifying project goals to realize the community’s dream for the future. Using this worksheet to capture the “dreams” can be enriched by considering the following:

- What could your public spaces look like?
- What roles could public spaces serve in your community?
- Which individuals, associations, institutions, and other assets could be involved, and what role might they play to realize these dreams?
- What results are we seeking?
- How will we know when the dream has become reality?

These framing questions enable you to capture concise statements that describe what enhancements to public spaces your community is seeking. The first two questions allude to what

could be. The third question brings the group back to considering Worksheet 1 and the assets that were previously identified. The final two questions look forward to the Design phase and help narrow the big dreams into achievable goals.

These dream elements can come in the form of a narrative or phrases. A dream may be the result of an impact derived from interactions with a public space—for example, a new club forms, participation in preschool programs increases—rather than a dream for the public space itself. In the end, however, each element should be detailed such that the goal is clear.

While the process is flexible, the end result, the goals, should be concrete and SMART:

Specific. The goal clearly defines what the group wants to achieve.

Measurable. Achieving the goal should be tangible by using a metric.

Achievable. The goal should be attainable and not pie in the sky.

Results-oriented. The goal should aim to achieve an outcome, instead of being an activity.

Time-bound. The goal should have a timeframe.

Design/Delivery

The Design and Delivery phases are the core elements of the AI process. After defining the issue, dreaming about the possibilities, and recognizing what the community has to invest, it is time to determine the **how**.

Finding innovative ways to achieve your dreams, and then determining means to sustain such efforts, is paramount. Worksheet 3 is a guide for this important step. It delineates the strategies that will be used to accomplish your SMART goals, identifying potential, anticipated impacts derived from implementing these strategies; determining the indicators (metrics) used to measure your performance, eventually a key piece of your Debrief; and outlining the process that will be used to acquire the data necessary to measure your project's success.

This information will follow from Worksheets 1 and 2 by selecting specific goals and the assets that will be invested. Examples of each aspect of Worksheet 3 are found in each of the community capitals sections. Use these examples as a guide for completing Worksheet 3.

Begin with some framing questions:

- What strategies can we develop to move the program forward?
- What would implementation of the strategy look like?
- What needs to happen to be successful?
- What is something we can do immediately to take a step closer to that future?
- How will we celebrate our successes?

Strategies come in three different types, each associated with a specific phase of the project. Short-term strategies, which focus on the knowledge, skills, motivation, and awareness necessary for the project to be successful, are associated with a planning phase. Medium-term strategies focus on the behavior, practices, policies, and procedures associated with the project's implementation. Long-term strategies are concerned with situations or the environmental, social, economic, and political conditions that need to be present for the project to succeed. They are part of the project management and monitoring.

As you consider and decide on strategies, potential impacts need to be identified. Potential impacts describe how systems or institutions change in response to implementing a particular strategy. Outcome indicators also need to be selected. Outcome indicators represent something we can measure to determine change. These might be statistics, like average household income or per capita income, or more qualitative in nature. Try to find a balance by selecting indicators that require the least work to collect, but that provide meaningful information on the impact of the strategy. Speaking of data collection, be sure to clearly identify who will collect the data and how.

Define/Debrief

Worksheet 4 should be used throughout the AI process as the participants—members of the core group, working group, focus group, etc.—will likely evolve over time, especially as the project takes shape. More than a roll call, Worksheet 4 is another form of asset map that helps the group understand not only who is at the table but also what they bring to the table. The “what” are the assets that each team member can invest; these should be categorized by community capital and added to the asset map developed in Worksheet 1, if they aren’t there already.

As it relates to the Define and Debrief phases, this worksheet includes all of the people associated with helping the group define what it wants to work on, typically which public space and what aspects of it, and the people who will evaluate the project and determine its future course. Having current and accurate contact information is key, as communication is critical to the project’s success.

An Example

The following handouts might be helpful to your group members if they have never used AI before. This exercise compares and contrasts the outcomes derived from deficit-based and asset-based approaches. The comparison is an excellent method to build support for using AI and for introducing the process. These worksheets are based on an exercise developed by one of our authors, Dr. Bo Beaulieu.

Two Approaches to Solving Community Concerns: Problem Solving vs. Appreciative Inquiry

This activity is designed to showcase two distinct approaches for tackling community challenges. The first reflects the commonly used needs approach, which focuses on identifying and prioritizing local problems. The second seeks to highlight the hopes and dreams of local residents, showcasing the talents and skills that individuals can offer to help achieve

their dreams (based on Cooperrider et al., 2000, and Emery et al., 2006).

How to use this activity:

1. Divide your workshop participants into two groups approximately equal in size. If you have a large number of people, create groups of about 7-10. You must have an even number of groups; two, four, six, etc.
2. Decide among the entire group what public space you would like to focus on for this exercise. It can be a public space that is considered a gem or, more preferably, one that is facing significant issues.
3. Have group 1 (and groups 3, 5, etc.) complete the problem solving process exercise, while group 2 (and groups 4, 6, etc.) complete the appreciative inquiry process exercise. These activities should take 15-20 minutes. Make sure that groups 1, 3, 5, etc. are not aware of the activity that groups 2, 4, 6, etc. are completing, and vice versa.
4. Ask each group to select a member to record the key highlights of the group’s discussion.
5. Have the recorder, or another member chosen by the group, share the findings of the group’s deliberations. Limit each group’s presentation to 3-5 minutes.
6. Ask the entire group of participants to reflect on the two approaches to identifying community issues. Contrast the positive and negative features of each of the two approaches. Which one would the participants prefer to use in their communities? Why?

NOTE: Participants often see benefits and limitations in either process. However, they usually recognize the richness derived from using AI and embrace the new ideas that are generated. This exercise is an effective way to “get the juices flowing” before digging deeper into the task at hand using the worksheets.



Problem Solving vs. Appreciative Inquiry

Handout for Group 1

1. Each member of your group: Identify three to five major problems with your public space that your community currently faces. Write these on a piece of paper. Do not discuss your list with anyone at this point.
2. Have each person in the group identify the list of problems on his or her list. Once everyone has shared their list, briefly discuss the various problems that were identified. This represents the “what is” state of the needs assessment process.
3. As a group, come to agreement on the most pressing problem facing your community’s public space from the list your group generated.
4. Given the consensus issue chosen by the group, consider the question of “what should be?” In other words, in place of the top problem that the group has identified, what would they prefer to find in their community?
5. Identify as a group what you believe the causes of the problem are.
6. Discuss possible solutions to the problem. Select two or three solutions your group feels are most viable.



Problem Solving vs. Appreciative Inquiry

Handout for Group 2

1. Discovery phase: Identify the peak moments of excellence in your community regarding the development, management, and maintenance of your community's public space—times when people were able to most effectively experience it. That is, discuss the “best of what is” in your community's public space, even the small victories that your community has experienced.
2. What were the conditions that made these accomplishments possible?
3. Dream phase: Envision what might be in your community with regard to this public space. What are the achievable dreams you have for your community that can be built on its past or current accomplishments?
4. Design phase: Create a strategy to carry out the dreams that your group identified in the earlier phase. What can be done to build on the current qualities of the community, and what aspects of the community need to be strengthened to achieve your group's vision and hope for the future?
5. Delivery/Debrief phase: Identify the specific steps your group would like to take to put your dreams into action. What innovations or experimentations will your group undertake to reach your shared vision or dreams?

References and Resources

Art of Hosting. Retrieved from
<http://www.artofhosting.org>

Brown, J., & Isaacs, D. (2005). *The world café: Shaping our futures through conversations that matter*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Cooperrider, D.L., Sorensen, P.F., Whitney, D., & Yeager, T.F. (Eds.). (2000). *Appreciative inquiry: Rethinking human organization towards a positive theory of change*. Champaign, IL: Stipes Publishing.

Cooperrider, D., & Whitney, D. (2005). *Appreciative inquiry: A positive revolution in change*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Emery, M., Fey, S., & Flora, C. (2006). Using community capitals to develop assets for positive community change, *CD Practice*, (13), 19 pages.
<http://srdc.msstate.edu/fop/levelthree/trainarc/socialcapital/communitycapitalstodevelopassets-emeryfeyflora2006.pdf>

Holman, P., Cady, S., & Devane, T. (2007). *The change handbook*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Kaner, S., Doyle, M., Lind, L., Toldi, C., Fisk, S., & Berger, D. (2007). *Facilitator's guide to participatory decision-making* (2nd ed.). San Francisco, CA: Jossey-Bass.

Whitney, D., & Trosten-Bloom, A. (2010). *The power of appreciative inquiry: A practical guide to positive change*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

COMMUNITY CAPITALS





DEFINITION:

Built capital includes the public or private buildings, infrastructure, and services of a community. How that community or city is designed or laid out, based on its land uses, is also considered a part of built capital (Beaulieu, 2014).

What Is Built Capital?

Built capital, also referred to as the built environment, includes the buildings, infrastructure, and services that support human society—our roads, bridges, airports, water treatment facilities, buildings (factories, schools, offices, stores), communication technologies, and public places. It is one of the most important aspects of community development, because it is often the capital that stakeholders rally around to gain support for a community development project. Examples include an amphitheater, a soccer field, or bike trails that connect communities. Built capital should be accessible to the public but is not necessarily free or provided through government agencies alone. Private companies and nonprofit organizations play an important role in providing public spaces and related services to communities (Callaghan & Colton, 2007).

The public often is more likely to support something physical and tangible that exemplifies community development. Although built capital projects might pull stakeholders to work together, these same projects can fail because other capitals have not been developed to support the initiative. Strong leaders, a sense of volunteerism,

knowledgeable community members, and other community capitals are needed to obtain the funds to build, maintain, and effectively use built capital. As such, built capital is a good focal point for getting projects started or envisioning what could be done in a public space, but it must be linked with other community capitals to be successful. Callaghan and Colton (2007) state how communities with well-developed foundations in human, social, and cultural capital provide a base on which to build strong and well-supported built capital. They further describe that when people understand the

real costs, benefits, and purposes of public spaces and services (development of human capital), they tend to respect them more. Social networks can be used to transmit information about the well-being of public structural capital, and social expectations can help protect its integrity. Finally, a community with a healthy respect for culture, heritage, the

arts, and aesthetics will be less likely to suffer from abuse of public spaces (Callaghan & Colton, 2007).

How Built Capital Enhances the Value of Public Spaces: Making the Case

Built capital is critical to increasing the value of a community's public spaces. We need bike trails to ensure public safety, telecommunications lines to communicate, community centers or libraries for gathering spaces, water and sewage systems to maintain public health, and much more. Without shared built capital, we would be individually responsible for providing the entire infrastructure.

The built environment can significantly influence individuals' physical and mental well-being as well



Riverfront Amphitheater, New Albany, Indiana. Photo by Lee Lewellen.

as community life. Well-designed public spaces can have considerable positive impact on a community. High-quality parks, trails, plazas, and other public spaces are amenities that many businesses look for when deciding where to locate. These are also amenities that people look for when choosing where to purchase a home, shop for goods and services, and spend their vacation dollars.

Let's take a look at examples of how built capital can leverage investment in a community's future.

Delphi, Indiana

Delphi, a town of 2,877 and the seat of Carroll County, is located in north central Indiana. Delphi's growth has been relatively flat over the past few decades; it experienced a population loss of 4% between 2000 and 2010 (U.S. Census Bureau, 2014). During this time, concerned citizens began to work toward restoring the town's historic built capital, including such assets as the Wabash and Erie Canal and the Delphi Opera House. Due in part to these efforts, the community received Indiana's Stellar Communities grant in 2012, and will obtain up to \$20 million in state and federal funding for numerous projects, including improvements to the downtown, a new multiuse trail, parking lot construction, and others (City of Delphi, Indiana, 2014).

Morton Community Center, Tippecanoe County, Indiana

The Morton Community Center, located in the heart of West Lafayette near Purdue University, has been an important building in the community for more than 100 years. It was originally the local public elementary school and was later converted into a community center. It offers recreational

classes in dance, yoga, and aerobics, as well as art classes such as pottery and drawing. The center is also important as the site of many social activities, including euchre and bridge clubs, and cultural activities like the annual Global Fest, which brings together the community to celebrate the numerous cultures that make up West Lafayette and Purdue University. Because of its location, the Morton

Community Center is more than just a building. It provides opportunities for many of the activities individuals need to lead a healthy lifestyle, and makes available numerous cultural and social events for bringing the community together.

Without an objective like built capital, it is often difficult to rally a community around a

common goal. For this purpose, built capital is vital to public spaces. Fewer people would gather in public spaces without shared picnic tables, hiking trails, bathroom facilities, paved roads, wheelchair-accessible walkways, and a source of clean water. However, public spaces are also incredibly important to built capital; without it, each of us individually would be responsible for funding and building our own libraries, playgrounds, waste treatment facilities, roads, and parks.

Public Spaces Assets

Built assets can be found in all communities and are often where residents choose to spend their tax dollars. These assets are vital to the community because other capitals can build from them. The following table describes the three types of built capital assets—buildings, infrastructure, and services—their roles, and examples of each.



Oakalla Covered Bridge, Putnam County, Indiana. Photo by Lee Lewellen.

Public Spaces Assets

Assets	Roles	Examples
Buildings	<ul style="list-style-type: none"> Gathering places for learning, government services, social interaction, recreation, civic engagement activities, and purchasing goods/services Including: historic structures that have the potential for restoration and/or repurposing Restored structures New construction 	<ul style="list-style-type: none"> Libraries Community centers State/local park buildings Picnic shelters Farmers market areas Restored public buildings <p>Community example: The Hanna Community Center in Lafayette was initially a school used to segregate African American children from white children. Now as a community center, it is a driving force for cultural events and brings diverse cultures together.</p>
Infrastructure	<ul style="list-style-type: none"> Physical structures to support utilities, transportation, communication, commerce, and recreation 	<ul style="list-style-type: none"> Plazas Town squares Bike paths Playgrounds Utility lines Lighting structures Walking trails Internet servers in public spaces Roads <p>Community example: The Indianapolis Central Canal Towpath bike and walking trail connects the Indianapolis Museum of Art with downtown destinations.</p>
Services	<ul style="list-style-type: none"> Basic set of services provided by utilities, community, and/or government programs 	<ul style="list-style-type: none"> Electrical service to provide lighting in streets, parks, and other public spaces Waste disposal at state parks Drinking water in local parks Snow removal Maintenance of infrastructure (parks, roads, playgrounds, etc.) Public Wi-Fi service <p>Community example: A well-maintained baseball diamond enables the local Little League team to play, provides opportunities for youth to exercise, and allows parents/guardians to connect with other families in the community.</p>

Strategies

Built capital strategy example: The town council approves the redevelopment of a vacant public school building into a community center with a nonprofit partner.

STRATEGY

Short term: A series of public meetings introduce programming and design ideas for the new community center and gather input from residents.

Medium term: The town and nonprofit organization leverage redevelopment funds through a diverse mix of funding strategies such as state grants, tax revenue, and philanthropy.

Long term: The town and nonprofit organization maintain the building and services through diverse funding strategies that include user fees and philanthropy.

POTENTIAL IMPACTS

Short term: The value of a community center is widely recognized and supported by the community at large.

Medium term: Additional programs such as continuing education and workforce development training are incorporated into the community center offerings.

Long term: Overall quality of life improves in the community.

OUTCOME INDICATORS

Short term: Residents increase their use of community public spaces and services.

Medium term: Additional funding sources and local investment support expanded programs and physical space improvements.

Long term: The community center building operations and infrastructure are well maintained, and high-quality programs are offered.

COLLECTION PROCESS

Short term: Collect data on the number and types of programs and services offered and individuals served over time.

Medium term: Collect financial indicators for long-term building and program sustainability.

Long term: Collect quality-of-life indicators, including demographic data analysis, community health index, and youth data.

Secondary Data and Technical Resources

Variable	Description	Source
Abogo (Center for Neighborhood Technology)	Online calculator to show how transportation impacts affordability and sustainability of U.S. cities and towns. Measures total transportation costs for an average household in specific regions and neighborhoods.	http://abogo.cnt.org/
Indiana Landmarks	Nonprofit organization that offers resources to help individuals, organizations, and communities preserve, restore, and enjoy Indiana historic places.	http://www.indianalandmarks.org
Indiana LTAP (Local Technical Assistance Program)	Provides technical assistance and training to the highway, road, and street departments of all 92 counties, 117 cities, and 456 towns in Indiana.	http://rebar.ecn.purdue.edu/LTAP1/Home
LEED for Neighborhood Development	National system for neighborhood design that integrates the principles of smart growth, urbanism, and green building.	http://www.usgbc.org/neighborhoods
Neighborhood Walkability Quiz (PBS)	Adapted from <i>The Complete Guide to Walking for Health, Weight Loss, and Fitness</i> by Mark Fenton (Lyons Press, 2001).	http://www.pbs.org/americaswalking/action/quiz.html
Parks and Recreation Master Plan Guidelines, Indiana Department of Natural Resources Outdoor Recreation	Contains links to some of the most commonly requested information about planning for outdoor recreation in Indiana.	http://www.in.gov/dnr/outdoor/2603.htm
Partnership for Sustainable Communities	The U.S. Department of Housing and Urban Development, Department of Transportation, and Environmental Protection Agency partner to coordinate federal housing, transportation, water, and other infrastructure investments to make neighborhoods more prosperous, allow people to live closer to jobs, save households time and money, and reduce pollution. The partnership agencies incorporate six principles of livability into federal funding programs, policies, and future legislative proposals.	http://www.sustainablecommunities.gov

Planning and Community Health Research Center (American Planning Association)	Provides research, outreach, education, and policy information for local and regional planning practices to create healthier communities, eliminating adverse conditions and building better places for everyone to live, work, and play.	https://www.planning.org/nationalcenters/health/
Project for Public Spaces	Nonprofit planning, design, and educational organization dedicated to helping people create and sustain public spaces that build stronger communities. The placemaking approach helps citizens transform their public spaces into vital places that highlight local assets, spur rejuvenation, and serve common needs.	http://www.pps.org/
Smart Growth Network	Network of more than 40 organizations that works to encourage development that serves the economy, community, and environment. Provides resources, research, training opportunities, and online forums related to growth that boosts the economy, protects the environment, and enhances community vitality.	http://www.smartgrowth.org
Stellar Communities Program	Multi-agency partnership designed to fund comprehensive community development projects in Indiana's smaller communities.	http://www.in.gov/ocra/2513.htm
Walk Score	Online calculator rates walking score for over 10,000 neighborhoods in 3,000 cities across the United States, Canada, and Australia.	http://www.walkscore.com
Walkable and Livable Communities Institute	Nonprofit organization that helps communities envision built environments that are more walkable and livable. Institute team members work with municipalities, state governments, national advocacy groups, nonprofit organizations, neighborhood associations, resident advocates, consulting firms, and developers to retrofit existing streets or design new places that support active living and create a sense of community.	http://www.walklive.org/

Conclusion

To realize their aspirations, communities must understand that built capital is often closely tied to financial capital. The next step in the process is determining what your community would like to see in its future. How do you want the built capital in your community to look? What assets can be utilized to reach your goal? The good news is that because built capital is a tangible good, and because people can actually see what is going on and how it affects them, stakeholders might be willing to leverage donations and seek funding from local, state, and federal sources.

References and Resources

- Beaulieu, L. J. (2014). *Community vitality and sustainability: The community capitals framework*. Purdue Center for Regional Development Info Brief. West Lafayette, IN: Purdue Center for Regional Development.
- Benfield, K. (2013, July 17). Streets can be public spaces too. *The Atlantic*. Retrieved from <http://www.theatlanticcities.com/design/2013/07/streets-can-be-public-spaces-too/6235/>
- Callaghan, E. G., & Colton, J. (2008). Building sustainable & resilient communities: A balancing of community capital. *Environment, Development and Sustainability*, 10, 931-942.
- City of Delphi, Indiana. (2014). *Stellar communities project*. Retrieved from http://www.cityofdelphi.org/index.php?option=com_content&view=article&id=483&Itemid=371
- City of Indianapolis and Marion County, Indiana. (2014). Central canal towpath. Retrieved from <http://www.indy.gov/eGov/City/DPR/Greenways/Pages/Central%20Canal%20Towpath.aspx>
- City of West Lafayette, Indiana. (2014). *Morton community center*. Retrieved from <http://www.westlafayette.in.gov/departments/division.php?fDD=8-138>
- Coyle, S. (2011). *Sustainable and resilient communities: A comprehensive action plan for towns, cities, and regions*. Hoboken, NJ: Wiley.
- Dunham-Jones, E., & Williamson, J. (2011). *Retrofitting suburbia, updated edition: Urban design solutions for redesigning suburbs*. Hoboken, NJ: Wiley.
- Hadley, G. (2013, August 2). Improving built capital creates community! *K-State Research and Extension*. Retrieved from <https://blogs.ksre.ksu.edu/differencemakers/improving-built-capital-creates-community>
- Hanna Community Center. (2014). Retrieved from <http://www.hannacntr.org/>
- Lamore, R. L., Link, T., & Blackmond, T. (2006). Renewing people and places: Institutional investment policies that enhance social capital and improve the built environment of distressed communities. *Journal of Urban Affairs*. 28(5), 429-442.
- Partnership for Sustainable Communities. (2013). *Indianapolis cultural trail: Improving livability in central Indiana*. Retrieved from http://www.sustainablecommunities.gov/pdf/studies/2013_5_23_indianapolis_case_study.pdf
- Partnership for Sustainable Communities and United States Department of Agriculture. (2011). *Supporting sustainable rural communities*. Retrieved from http://www.sustainablecommunities.gov/pdf/Supporting_Sustainable_Rural_Communities_FINAL.PDF
- U.S. Census Bureau. (2014). *American factfinder*. Retrieved from <http://factfinder2.census.gov/faces/nav/jsf/pages/index.xhtml>
- Walker, C. (2004). The public value of urban parks. *The Urban Institute*. Retrieved from <http://www.urban.org/publications/311011.html>



Introduction

As a direct result of the foresight shown by community visionaries and innovative public-private partnerships cultivated over many years, Columbus, Indiana, with an estimated population of 45,755 (U.S. Census Bureau, 2013) is home to more than 70 architectural or historically significant buildings and public art pieces. This unique assemblage of built capital has been nationally recognized in several important ways.

- Most of downtown Columbus is listed in the National Register of Historic Places.
- Seven buildings are included in the National Historic Landmarks program.
- The American Institute of Architects ranked Columbus sixth in the nation for architectural innovation and design.
- The city was cited as one of Indiana's seven bike-friendly communities by the League of American Bicyclists.
- It was ranked 11th of 109 historic destinations by the National Geographic Society's Center for Sustainable Destinations.
- It was named one of the nation's most walkable communities by Dan Burden, executive director of the Walkable and Livable Communities Institute.

Throughout the history of Columbus, its downtown area has been the focal point for all aspects of city life. A prevalence of high-quality public spaces is coupled with an array of businesses and public services. Complemented by activities for all ages and various types of eateries and attractions, the architecturally and historically significant buildings offer a unique collection of built capital concentrated into a walkable area. This creates an atmosphere of community cohesion while highlighting the city's important architectural and cultural legacy.



Downtown Columbus, Indiana. Photo courtesy Columbus Area Visitors Center.

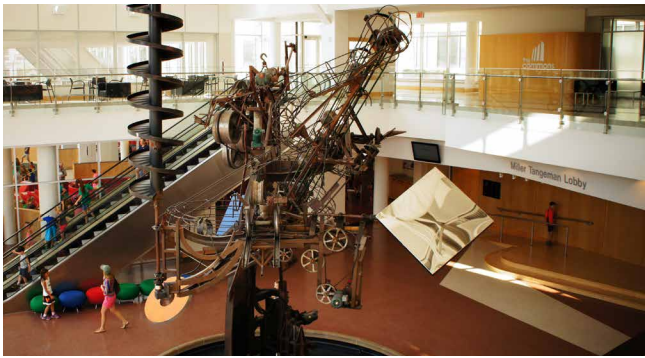
Public Space Assets

Public spaces in Columbus are conveniently divided into four downtown corridors that feature commerce, arts and education, architecture, and entertainment. Each includes a vibrant mixture of the following:

- Walkable areas
- Public services
- Restaurants and cafes
- Children's museum
- Farmers market
- Indoor town square
- Restored historic buildings
- Diverse businesses
- Specialty shops
- Galleries
- Bike paths
- Public library
- Public event spaces

How Built Capital Enhanced the Value of the Public Space

Columbus is a perfect example of public spaces serving as a catalyst for multidimensional impacts. For example, while built capital and public spaces are the obvious and celebrated driver of community vitality in Columbus, the proximity of these assets in the downtown area cultivates human interaction and fosters **social** capital. The motivation to preserve historic homes on Washington Street focuses not only on the homes, but also on retaining the community's heritage in a way that can be enjoyed by all, thereby enhancing **cultural** capital.



The Commons, Columbus, Indiana. Photo courtesy Columbus Area Visitors Center.

The multidimensional nature of public spaces is perhaps displayed best in the Commons. As the unofficial town square, the Commons contains an indoor playground, several restaurants, public art, and event spaces for concerts, conferences, weddings, and plays. The playground teaches children how to play individually and together, helping them sharpen their coordination skills and develop problem-solving skills, increasing the community's **human** capital. This multipurpose center spurs economic (**financial** capital) and community development in many ways.

Another highly regarded and heavily used public space is the Bartholomew County Public Library, designed by I.M. Pei. This important public space contributes to the functionality and vibrancy of downtown Columbus. Library staff organize story-time sessions for children, a Teen Book Club, movie showings, and seminars on topics such as health care planning. These activities, along with displays of local architecture, educate all ages in the community, which facilitates the enhancement of **human** capital. On the Fifth Street side of the library, an outdoor plaza is used for public and musical events. It also contains the Henry Moore sculpture, *Large Arch*. Both the events and sculpture



Large Arch, Columbus, Indiana. Photo courtesy Columbus Area Visitors Center.

increase the community's cultural capital. A recent renovation installed Wi-Fi, a larger ramp access and side stairs, a shaded walkway, seating between the Plaza and the Visitors Center, and safer granite steps. These renovations addressed a variety of accessibility concerns, making downtown Columbus, Indiana, a place for everyone.

Future Plans and Opportunities

Downtown Columbus hosts events, programs, and tours year-round. The Bartholomew County Historical Society holds an annual homes tour. Downtown walking and bus tours provide access to famous buildings and public art installations. Take advantage of these opportunities to learn more about enhancing the value of your public spaces!

Resources

Bartholomew County History Center

Provides information on event space rentals, historical homes tours, and other activities.

<http://bartholomewhistory.org/>

Bartholomew County Public Library

Provides information about the Plaza, traveling bookmobile stops, and a calendar of events.

<http://www.mybcpl.org/>

Columbus Area Arts Council

Includes information about downtown Columbus programs, public art, and the downtown Columbus Arts District. www.artsincolumbus.org

Columbus Visitors Center

Contains information on sites to see in Columbus, tour schedules, the history of the downtown area, and more. www.columbus.in.us

The Commons

Outlines guidelines for the indoor playground, procedures for space rentals, and a calendar of events. <http://thecommonscolumbus.com/thecommons/>

Purdue Extension Bartholomew County

Includes county contact information, events, and resources.

<https://extension.purdue.edu/bartholomew>



DEFINITION:

Natural capital comprises the natural and environmental assets that exist in a community, including soils, water, weather, biodiversity, geographical attributes, and air (CSREES, 2009).

What is Natural Capital?

Natural capital can be thought of as the most basic elements that constitute our public spaces. The topography, soils, bodies of water, flora, fauna, and climate all impact the inherent nature of every public space. Leveraging the natural assets found in a public space in a sustainable manner can significantly add value to it. Natural capital can be nonrenewable or renewable (see Costanza & Daly, 1992). Nonrenewable natural capital must be extracted—think fossil fuels or mineral deposits—and cannot be replaced once it is converted. Renewable natural capital can be replaced—water and habitat, for example. Sustainability, from the perspective of natural capital, requires that some investment in renewable natural capital replace any extraction of nonrenewable natural capital. Decision makers and users must recognize that natural capital underpins all public spaces and provides a broad range of goods and services, including water infiltration, habitat, food, aesthetics, recreation, viewsheds, and a whole host of others (see Costanza et al., 1997). For most people, natural capital and its resulting goods and services drive the amenity value of public spaces. That said, balancing natural capital with built capital can be challenging.

How Natural Capital Enhances the Value of Public Spaces: Making the Case

Few places in the United States today, public or private, have not been altered in some way by humans. While pristine wilderness is a rarity, public spaces can be a refuge for city and town dwellers, places where nature and green spaces are made close and accessible. Public spaces are also common venues where a balancing act between natural capital like trees, bodies of water, landscaping, and mineral springs, and built capital like roads, buildings, walkways, sport fields, zoos, and classrooms occurs. Other community capitals are important and must be considered as well, but the tension between natural and built is a particular concern. We will look at the different ways natural capital enhances the value of public spaces, and then examine its role in promoting economic and community development.

The concept of “ecosystem services” offers a useful framework to connect natural capital to enhancing value. Ecosystem services are the benefits that people obtain from ecosystems (Millennium Ecosystem Assessment, 2005). They fall into four categories: *supporting*—examples include nutrient cycling and soil formation; *provisioning*—food, fresh water, wood, fiber, and fuel; *regulating*—climate, flood, disease, and water purification; and *cultural*—aesthetic, spiritual, educational, and recreational (Millennium Ecosystem Assessment, 2005).

Depending on the public space, any or all of these services might be provided. They impact human



Prophetstown State Park, Tippecanoe County, Indiana. Photo by Lee Lewellen.

well-being in security (personal safety, disaster mitigation and resource access), basic necessities (food, shelter, access to goods), health (clean air and water, recreation), social relations (social capital, mutual respect) and freedom of choice (see Millennium Ecosystem Assessment, 2005). How one values these services and their benefits has prompted much discussion among academics, policy makers, and concerned citizens. For this program, we think it is worthwhile to grasp the concepts of ecosystem services and natural capital, and to be able to apply them to a multidimensional project.

Let's consider trees and water as examples. When one thinks of public spaces, a bucolic green space punctuated by trees and other vegetation often comes to mind. Trees can provide many long-term economic, environmental, and social benefits to public spaces. One study estimated the annual value of Indiana's street trees based on their ecosystem services: energy conservation, \$9.7 million; stormwater management, \$24.1 million; air-quality improvement, \$2.8 million; carbon dioxide sequestration, \$1.1 million; and the aggregated aesthetic, social, and property values benefits, \$41 million (IDNR, 2008).

Water is a valuable resource for drinking, irrigation, and recreation, and water quality adds intrinsic value to public spaces. According to the Indiana Department of Natural Resources, Indiana has approximately 21,000 miles of rivers and over 450 natural lakes. As of May 2011, the state provides 366 sites on lakes and rivers for public boating and fishing. Water pollution such as stormwater runoff, where pollutants from sewers, parking lots, and driveways enter rivers and lakes, can lower the value of public spaces. However, clean water can be a boon to businesses investing in communities. For example, an Illinois study found that each dollar invested in clean water initiatives provided a 70% return on investment through business revenue, tax revenue, and income (Friends of the Chicago River, 2013).

Many U.S. communities are installing green/natural infrastructure practices such as bioretention/rain

gardens, vegetated green roofs, bioswales, grass and two-stage ditches, buffer strips, and permeable pavement. These are designed to reduce or prevent polluted runoff from entering bodies of water by using native vegetation and soils to slow down, infiltrate, and/or store water for future use. In contrast, traditional gray infrastructure practices use underground storm sewer systems to collect and move water quickly from impermeable surfaces such as city streets and parking lots, which can worsen local flooding, combined sewer overflow discharges, and polluted runoff. Communities can implement green/natural infrastructure practices (natural capital) in conjunction with gray infrastructure (built capital) to manage stormwater, improve local water quality, improve resilience to climate variability, and enhance other community sustainability goals that stakeholders have identified (EPA, 2014). To help local decision makers assess the costs and environmental outcomes associated with green/natural infrastructure approaches, reference the U.S. EPA Green Infrastructure Modeling Tools website in the Secondary Data and Technical Resources section.

As communities consider management strategies such as implementing green/natural infrastructure practices to enhance natural capital, they need stakeholders' participation and feedback for long-term success. Decision making about natural resource assets can become controversial. Natural capital usually cannot be substituted into other forms of capital (like built capital) without debate on long-term impacts or regulatory implications. Stakeholder participation, using a community development framework such as community capitals and the appreciative inquiry process, allows the community to involve a wide range of interests. This in turn leads to visionary, longer-term thinking and initiatives to further understanding. Professionals and local citizens working together to form visions and plans in a community development framework become more aware of crucial community concerns, scientific assessments, and economic techniques to apply to their decision making (Newson & Chalk, 2004).

Public Spaces Assets

Assets	Roles	Examples
Trees	<ul style="list-style-type: none"> • Urban canopy • Street trees 	<ul style="list-style-type: none"> • Street trees are planted and maintained in a community through collaborative efforts among nonprofit organizations, government offices, and volunteers. <p>Community example: Hoosier ReLeaf is a nonprofit education and action organization aimed at improving our environment through more and better trees. It has established a Regional Grow-Out Station in Leo, Indiana, to provide trees to schools, parks, churches, and other organizations. Hoosier ReLeaf has planted thousands of trees in collaborative service projects with organizations such as Fort Wayne Parks and Recreation, Habitat for Humanity, the Home Builders Association, Purdue Extension, Acres, Indianapolis Power & Light, the City of Grabill, the Boy Scouts, and numerous schools and churches.</p>
Native plants	<ul style="list-style-type: none"> • Wildlife habitat • Water infiltration 	<ul style="list-style-type: none"> • Citizens, with community support, install and maintain rain gardens, buffer strips, and bioswales—planted with native plants—to control water, reduce erosion, and provide pollinator habitat.
Soil	<ul style="list-style-type: none"> • Fertile and friable soils for agronomic production • Erosion control • Compost 	<ul style="list-style-type: none"> • Topsoil is protected and restored as a part of new construction and development.
Natural geologic features <ul style="list-style-type: none"> • Glacier effects • Topography • Natural features such as caves, rock outcroppings, overlooks, views 	<ul style="list-style-type: none"> • Tourism and recreation opportunities 	<ul style="list-style-type: none"> • The value of hillsides, meadows, slopes, and viewsheds are recognized and protected through regional land trust acquisitions.
Parks, forests, and other natural areas	<ul style="list-style-type: none"> • Wildlife habitat • Recreation, physical exercise; sense of peace, tranquility, and reflection 	<ul style="list-style-type: none"> • Natural areas of regional importance and significance are preserved for future generations and for wildlife corridors.
Water resources <ul style="list-style-type: none"> • Lakes • Rivers • Streams • Wetlands • Groundwater 	<ul style="list-style-type: none"> • Drinking • Irrigation • Flood control • Recreation 	<ul style="list-style-type: none"> • Festivals are created to showcase and justify the investment in water and other natural features.

As planning and implementation are integral to a public spaces project, the site's long-term management and use should also be as carefully considered. Placekeeping is a holistic, long-term public spaces management approach that integrates stakeholder partnerships, maintenance, governance, funding, policy, and evaluation (Dempsey & Burton, 2012). Creating opportunities for meaningful dialogue and long-term participation in the planning and management of natural assets in public spaces forms mutual trust and stronger community networks, which can lead to longer-term policy changes (Holman, 2009).

Strategies

Natural capital strategy example: Community leaders convene to develop a clean rivers initiative, with the goals of reducing flooding events and improving water quality.

STRATEGY

Short term: A series of public meetings are held within the community to develop local clean water initiative priorities.

Medium term: A working group of government agencies, nonprofit organizations, local businesses, and other community-based parties is formalized.

Long term: Ordinances, incentive options, and public funding are in place to support education initiatives and the construction and maintenance of management practices.

POTENTIAL IMPACTS

Short term: Local leaders and citizens better understand water resources' social, economic, and environmental value.

Medium term: Water-quality education programs are developed and implemented for youth and K-12 schools, homeowners, business owners, and agricultural producers. These programs support

management practices such as constructing bioretention/rain gardens, preserving floodplain forests, and proper use of fertilizers.

Long term: Local ordinances, incentive options, and public funding increase the implementation of practices such as rain gardens, rooftop gardens, vertical gardens, buffer strips, and bioswales on public and private properties.

OUTCOME INDICATORS

Short term: The initiative is managed and implemented through diverse community participation including stakeholder groups, business leaders, and government offices.

Medium term: A wide range of stakeholder groups adopt education programs.

A wide range of stakeholder groups adopt management practices.

Long term: Water quality improves by increasing the percentage of rivers and streams that meet state and federal water-quality standards.

COLLECTION PROCESS

Short term: Collect participant/partnership listings from public meetings.

Medium term: Compile education program metrics (number of programs, participant information, and numbers).

Compile management practice metrics (number of projects implemented, location of practice, funding sources).

Survey education program participants on their intention to implement practices directly after programs. Send a follow-up survey six months to one year later to determine if practices were implemented, and how.

Long term: Reporting for state and federal water-quality standards.

Secondary Data and Technical Resources

Variable	Description	Source
Green Communities – US EPA	Web-based toolkit and planning guide linked to concept of smart growth.	http://www.epa.gov/greenkit/index.htm
Green Infrastructure – US EPA	Clearinghouse of information related to green infrastructure, including background information, research, technical resources, and funding assistance, among other resources.	http://water.epa.gov/infrastructure/greeninfrastructure/
Green Infrastructure Modeling Tools – US EPA	A range of models to assess the costs and environmental outcomes associated with green infrastructure approaches.	http://water.epa.gov/infrastructure/greeninfrastructure/gi_modelingtools.cfm
Green Values National Stormwater Calculator – Center for Neighborhood Technology	Compares the performance, costs, and benefits of green infrastructure, or low-impact development (LID), to conventional stormwater practices.	http://greenvalues.cnt.org/national/calculator.php
Indiana Department of Natural Resources Outdoor Recreation – Recreation Acreage	Supply of outdoor recreation acreage in Indiana.	http://www.in.gov/dnr/outdoor/files/chap3.pdf
Indiana Department of Natural Resources Public Access Program	Number of public-access points to bodies of water.	http://www.in.gov/dnr/fishwild/5498.htm
Indiana Department of Natural Resources Survey of Street Tree Benefits	Monetary benefits of street trees.	http://www.in.gov/dnr/forestry/files/fo-benefits.pdf
i-Tree Tools	A state-of-the-art, peer-reviewed software suite from the USDA Forest Service that provides urban forestry analysis and benefits assessment tools.	http://www.itreetools.org/
National Sea Grant Resilience Toolkit	Searchable database that includes tools developed to help communities become more resilient.	http://seagrant.noaa.gov/WhatWeDo/ResilienceToolkit.aspx
Natural Resources Conservation Service Web Soil Survey	Soil properties.	http://websoilsurvey.sc.egov.usda.gov/App/HomePage.htm
The Weather Channel Indices	Local air quality.	http://www.weather.com/health/airquality

Conclusion

Communities' ability to utilize natural spaces sustainably and, in turn, to enhance local environmental quality, hinges on appropriate planning and management with built capital and thought given to the area's unique natural features. Communities can consider the many possible management strategies mentioned here as mechanisms to enhance the value of their public spaces. A community's best natural-resources management approaches depend on planning that includes stakeholder input and also integrates community values, scientific assessments, and economic valuation.

References and Resources

- Acres Land Trust. *Preserving natural areas, Allen County*. Retrieved from <http://www.acreslandtrust.org>
- American Forests. (2013). *Indianapolis-Partners-Partners-Partners*. Retrieved from <http://www.americanforests.org/our-programs/urbanforests/urban-forests-case-studies/indianapolis-partners-partners-partners/>
- Berg, N. (2012, April 09). The high cost of losing urban trees. *The Atlantic*. Retrieved from <http://www.theatlanticcities.com/jobs-and-economy/2012/04/high-cost-losing-urban-trees/1716/>
- Boorman, F. H., Balmori, D., & Geballe, G. T. (2001). *Redesigning the American lawn, A search for environmental harmony* (2nd ed.). New York, NY: Worzalla.
- City of Bowling Green, KY. (2013). *Benefits of Planting Trees*. Retrieved from <http://www.bgky.org/tree/benefits.php>
- City of Fort Wayne, IN. (2013). *Catching rain Fort Wayne: Green infrastructure initiative*. Retrieved from <http://www.catchingrainfw.org>
- Correll, M. R., Lillydahl, J. H., & Singell, L.D. (1978). The effects of greenbelts on residential property values: Some findings on the political economy of open space. *Land Economics*, 54(2), 207-217.
- Costanza, R., d'Arge, R., de Groot, R., Farber, S., Grasso, M., Hannon, B., Limburg, K., Naeem, S., O'Neill, R.V., Paruelo, J., Raskin, R.G., Sutton, P., & van den Belt, M. (1997). The value of the world's ecosystem services and natural capital, *Nature*, 387 (May): 253-260.
- Costanza, R., & Daly, H.D. (1992). Natural Capital and Sustainable Development, *Conservation Biology*, 6(1), 37-46.
- Crowe, J. (2008). The role of natural capital on the pursuit and implementation of economic development, *Sociological Perspectives*, 51(4), 827-851.
- CSREES. (2009). *2009 community sustainability and quality of life portfolio annual report*. Retrieved from <http://www.nifa.usda.gov/nea/family/pdfs/Community%20Capitals%20Framework.pdf>
- Dempsey, N., & Buron, M. (2012). Defining place-keeping: The long-term management of public spaces. *Urban Forestry & Urban Greening*, 11(1), 11-20.
- Donovan, D., & Peterson, E. (2012, August 19). How the emerald ash borer is changing the suburban landscape. *Daily Herald*. Retrieved from <http://www.dailyherald.com/article/20120819/news/708199922/>
- Friends of the Chicago River. (2013). *Our liquid asset: The economic benefits of a clean Chicago River*. Retrieved from <http://www.chicagoriver.org/news/2013/5/investing-in-the-chicago-river-pays-us-back>
- Godbey, G., Graefe, A., & James, S. W. (1992). *The benefits of local recreation and park services: A nationwide study of the perceptions of the American public*. Ashburn, VA: National Recreation and Park Association.
- Hammer, T. R., Coughlin, R.E., & Horn, E. T. (1974). The effect of a large urban park on real estate value. *American Institute of Planning Journal*, 40(4), 274-277.
- Harrison, D., & Rubinfeld, D. (1977). The air pollution and property value debate: Some empirical evidence. *The Review of Economics and Statistics*, 635-638.
- Holman, N. (2009). Incorporating local sustainability indicators into structures of local governance: a review of the literature. *Local Environment*, 14(4), 365-375.

Hoosier Environmental Council. (2013). *Restrictions on the use of fertilizer containing phosphorus factsheet*, House Bill 1032. Retrieved from <http://www.hecweb.org>

Indiana Department of Natural Resources, Division of Fish and Wildlife. (2004). *Wildlife corridors factsheet*. Retrieved from <http://www.in.gov/dnr/fishwild/files/HMFSCorridors.pdf>

Indiana Department of Natural Resources. (2008). Indiana's Street Tree Benefits Summary. <http://www.in.gov/dnr/forestry/files/fo-benefits.pdf>

Indiana Department of Natural Resources. (2013). *Indiana forest facts*. Retrieved from <http://www.in.gov/dnr/forestry/2881.htm>

Kramer, M.G. (2014). *Enhancing sustainable communities with green infrastructure: A guide to help communities better manage stormwater while achieving other environmental, public health, social, and economic benefits*. EPA 100-R-14-006. U.S. Environmental Protection Agency's Office of Sustainable Communities, Retrieved from <http://www.epa.gov/smartgrowth/pdf/gi-guidebook/gi-guidebook.pdf>

Lafayette Parks and Recreation. (2013). *Adopt-a-spot*. Retrieved from <http://www.lafayette.in.gov/parks/division.php?fDD=19-107>

Louv, R. (2008). *Last child in the woods*. Chapel Hill, NC: Algonquin Books.

Maleki, S. (2008). *Counting all that matters: Recognizing the value of ecosystem services*. Science Update, Issue 16. U. S. Department of Agriculture, Forest Service, Pacific Northwest Research Station, Retrieved from <http://www.fs.fed.us/pnw/pubs/science-update-16.pdf>

McPherson, G. E., Nowak, D. J., Sacamano, P. L., Prichard, S. E., & Makra, E. M. (1993). *Chicago's evolving urban forest: Initial report of the Chicago Urban Forest Climate Project*. General Technical Report NE-169. Radnor, PA: U. S. Department of Agriculture, Forest Service, Northeastern Forest Experiment Station. 55 p. Retrieved from <http://www.treesearch.fs.fed.us/pubs/viewpub.jsp?index=4256>

Millennium Ecosystem Assessment. (2005). *Ecosystems and human well-being: Synopsis*. Island Press,

Washington, DC. Retrieved from <http://www.unep.org/maweb/documents/document.356.aspx.pdf>

Nowak, D. J., Hoehn, R. E. III, Crane, D. E., Stevens, J. C., & Walton, J. T. (2007). *Assessing urban forest effects and values, New York City's urban forest*. Resource Bulletin NRS-9. Newtown Square, PA: U.S. Department of Agriculture, Forest Service, Northern Research Station. Retrieved from http://www.nrs.fs.fed.us/pubs/rb/rb_nrs009.pdf

Nunes, A. N. (2011). Soil erosion under different land use and cover types in a marginal area of Portugal, Soil Erosion Studies, Dr. Danilo Godone (Ed.), ISBN: 978-953-307-710-9, InTech, Available from <http://www.intechopen.com/download/get/type/pdfs/id/23111>

Orput, P. A. (1997, August). Tree city USA, North Manchester, Indiana. *North Manchester Historical Society Newsletter*. Retrieved from <http://nmanchesterhistory.org/HistoricalSociety/newsletter-aug97.html>

Payne, L., Orsega-Smith, B., Godbey, G., & Roy, M. (1998). Local parks and the health of older adults: Results of an exploratory study. *Parks and Recreation*, 33(10), 64.

Peper, P. J., McPherson, E. G., Simpson, J.R., Vargas, K. E., & Xiao, Q. (2008). *City of Indianapolis, Indiana municipal forest resource analysis*. Retrieved from http://www.fs.fed.us/psw/programs/cufr/products/psw_cufr738_IND_MFRA.pdf

Pokorny, J. (1998). *Urban forest health needs assessment and survey: Results and recommendations*. St. Paul, MN: U.S. Department of Agriculture, Forest Service, Northeastern Area State and Private Forestry. Retrieved from http://na.fs.fed.us/spfo/pubs/uf/survey/ufn_survey.pdf

Tallamay, D. (2007). *Bringing nature home: How you can sustain wildlife with native plants*. Portland, OR: Timber Press.

U.S. Environmental Protection Agency. (2008). *Watershed assessment, tracking, and environmental results*. Retrieved from http://iaspub.epa.gov/tmdl/attains_state.control?p_state=IN&p_cycle=&p_report_type=T



Introduction

Miller-Showers Park has been part of the City of Bloomington's park system since 1929. A significant facelift from 2001 to 2004 transformed the area from an easily flooded and little-used strip of land to a state-of-the-art stormwater retention facility and beautiful gateway.

Prior to renovation, the underutilized area suffered from severe erosion caused by a large volume and high velocity of stormwater from the downtown area. With no capacity to slow or store stormwater at the site, the water flowed rapidly through the park, carrying large amounts of sediment and debris downstream. The combination of fast-moving stormwater, frequent flooding, and significant soil erosion resulted in a park that was unattractive and difficult to access and use.

The City of Bloomington's needs were two-fold: manage stormwater in Miller-Showers Park as part of a regional stormwater retention facility; and enhance the public space for recreation, aesthetics, education, and enjoyment of nature. Funding was provided by the Parks and Recreation Department's General Obligation Bond and Bloomington Utilities. The park redesign included redirecting the stream that runs through the middle of the property, adding siltation traps, and constructing retention ponds. As a result of these changes, the park's large holding ponds now retain stormwater from more than 170 acres of downtown Bloomington, while the engineering technologies prevent erosion on site and improve water quality downstream. The city removed 72 trees in fair to poor condition and replanted the park with native

Indiana trees and prairie, wetland, and aquatic species. These native plantings provide the benefits of stormwater cleansing and erosion control as well as wildlife habitat, seasonal changes, and lower long-term maintenance costs.

Additional site features include two notable sculptures, *Axis* and *Red, Blond, Black and Olive*. An accessible and multiuse 0.6-mile trail circles the park

and allows for views of the pond and sculptures from all sides. An observation pier complete with waterfall, pedestrian bridge, and interpretive signage allows residents and visitors to experience and enjoy nature in a highly urbanized setting while also learning about the environmental complexity and purpose of the park.

The Bloomington Chamber of Commerce awarded Miller-Showers Park a Community Enhancement Award in October 2004. The Indiana Urban Forest Council recognized the park with an Outstanding Project Award in October 2005.



Red, Blond, Black and Olive, Bloomington, Indiana.
Photo by Lee Lewellen.

Public Space Assets

- Filters stormwater from 170 acres
- Includes a cascading creek, native plants, interpretive signs, and statues
- Presents opportunities for environmental education
- Provides a model demonstration site for environmental compliance and natural resource enhancement in the state of Indiana
- Expands the trail network of the City of Bloomington

How Natural Capital Enhanced the Value of the Public Space

The area's **natural** capital was enhanced through improving stormwater quality, reducing erosion, and managing flooding. The inclusion of native plant communities further increases the urban tree canopy; provides habitat for birds, insects, and other wildlife; and enables opportunities for environmental education. Now that Miller-Showers Park is a more appealing space, a greater number of visitors and residents can access and use the park as a gathering place and recreation destination, thus increasing **social** and **human** capital. The inclusion of a multipurpose trail improves **built** capital as well as **social** capital in the community. **Financial** capital comes from such benefits as decreased damage from flooding, lower long-term maintenance costs, and increased interest in economic development projects adjacent to the park.

Future Plans and Opportunities

The City of Bloomington continually maintains the park by cleaning out drains and removing invasive species.

Resources

Miller-Showers Park, Bloomington Parks and Recreation

Outlines the history of Miller-Showers Park, contains details about the renovation, and also includes driving directions and contact information. http://bloomington.in.gov/documents/viewDocument.php?document_id=282

Purdue Extension Monroe County

Includes county contact information, events, and resources. <https://www.extension.purdue.edu/monroe>



Axis, Bloomington, Indiana. Photo courtesy City of Bloomington.



DEFINITION:

Human capital is the suite of an individual's attributes that provide the ability to earn a living, strengthen the community, and otherwise contribute to organizations, family, and self-improvement (Flora et al., 2004). Enhancing human capital includes education and knowledge development, training and skill-building activities, efforts to build and expand local leadership, and healthy living. (Beaulieu, 2014).

What is Human Capital?

Communities are composed of citizens from different backgrounds with a variety of skill sets, levels of education, and health practices and statuses. We can define our human capital by identifying how we educate our citizens, cultivate our leaders, and continue to gain knowledge for our community members. The key is turning an individual's assets or attributes into working capital. Examples include: ensuring that every child receives a pre-K–12th grade education; providing access to high-speed Internet; cultivating leaders and entrepreneurs through deliberate programming efforts; and organizing volunteer trainings to ensure that our human assets remain capital investments for our community.

Public spaces provide locations where people from the community can gather to share knowledge, gain skills, celebrate fellow citizens' achievements, or maintain a healthy lifestyle through diet and exercise. Human capital can also be used to create a public space, by assembling interdisciplinary volunteers and leveraging professional collaborations with the skills and knowledge necessary for success.



Public Library, Muncie, Indiana. Photo by Lee Lewellen.

How Human Capital Enhances the Value of Public Spaces: Making the Case

The diversity of human attributes found in a community is critical to enhancing a public space's value. People who have training and education in a multitude of disciplines are able to create more accessible and interesting public spaces that diverse community groups can enjoy.

Understanding how to write a business plan, create a beautiful landscape, integrate community groups, and build accessible trails are among the many skills that are critical for a public space to be well utilized and seen as part of the community. By engaging community members and using their expert skills, a public space can become an integral part of the

town, city, or county in which it is located.

Public spaces also enhance human capital by providing locations for training, education, and exercise for people from all walks of life. Public spaces benefit users' physical and mental health by offering venues in which they exercise, play, learn, and commune with nature as well as appreciate the

arts, culture, and their neighbors. To realize these benefits, walking and biking trails need to be accessible, well kept, inviting, and safe. Parks and recreation areas need to be developed and maintained so they are accessible and inclusive for all potential users. The natural and built landscape should enhance opportunities for people to connect with nature and their local community.

For example, communities that provide space for farmers markets, and innovations at these markets like electronic payments, have provided families

who receive federal assistance such as SNAP access to healthy food options (McCarthy, 2011). Food-stamp usage doubled at Indiana farmers markets in 2013. Without these vitally important local public spaces, low-income families would not have access to healthy food to feed themselves (Sheaks, 2014). The town of Corydon, Indiana, has been exemplary in building human capital through the use of its public spaces; this, in turn, enhances public areas for the entire community.

The Town of Corydon, Harrison County, Indiana

Corydon—Indiana’s original state capital—has a variety of public spaces that offer opportunities to build human capital and for residents to invest back into the community. Projects encourage parents to read to their children, provide dictionaries to local youth, improve access to local recreational areas, and help students afford a college education through a scholars program. All of these programs focused on enhancing human capital take place in Corydon’s public spaces, from the historic town square to the nearby fairgrounds and throughout the parks and recreational areas. The local community foundation created an endowment whose funds are used to

increase the accessibility of public spaces in Corydon and around the county. This investment is targeted, in perpetuity, at “eliminating barriers to create a community where every person’s unique strengths and perspectives are valued” (Harrison County Community Foundation, 2014). These public spaces provide venues for community members to engage and enhance their minds and bodies through education and exercise.

Public Spaces Assets

Human capital assets are often thought of in terms of individuals. Each resident is endowed with a unique combination of education, skills, experience, health, and other assets. That said, groups of individuals can invest their human capital for the collective good of the community. Communities with a strong base of educated, skilled, and healthy individuals are better positioned to embrace opportunities. They are more open to innovation directed toward enhancing the quality of life for everyone, especially through public spaces. To do so, a community must ascertain what human capital assets are available and their role in enhancing public spaces.

Public Spaces Assets

Assets	Roles	Examples
Educational institutions	<ul style="list-style-type: none"> Spaces where educational opportunities are offered to gain knowledge, know-how, and expertise to form leaders and productive members of society 	<ul style="list-style-type: none"> Elementary schools Junior/senior high schools Community colleges Universities Technical institutions
Local educational, social, and recreational clubs and organizations	<ul style="list-style-type: none"> Groups of like-minded people come together to exercise, learn, socialize, and experience the broad range of activities that help people to be well-rounded and healthy 	<ul style="list-style-type: none"> Boy Scouts and Girl Scouts Boys and Girls Clubs of America Little League Soccer clubs Walking/hiking clubs Birding organizations such as the Audubon Society Friends of the library/park groups
Parks departments and foundations	<ul style="list-style-type: none"> Places for individuals to access programming for healthy living, cultural activities, and environmental learning 	<ul style="list-style-type: none"> State, county, and city parks Park boards and foundations
Community centers and shelters	<ul style="list-style-type: none"> Provide space for cultural activities, language classes, art/pottery sessions, and recreational courses such as yoga, aerobics, and dance 	<ul style="list-style-type: none"> Local community centers Homeless shelters Libraries

Strategies

Human capital strategy example: The local school district would like to take advantage of the numerous parks and public spaces in its community to augment educational opportunities for its students.

STRATEGY

Short term: Educational opportunities for local public schools through leveraging adjacent public spaces are identified and inventoried.

Medium term: Public schools begin using public spaces as outdoor classrooms, living laboratories, and venues for service-learning and organized recreational activities.

Long term: Joint public investments that create synergies between public spaces and local schools improve educational outcomes for students and increase use of and investment in public spaces.

POTENTIAL IMPACTS

Short term: Local teachers recognize the value of the educational opportunities.

Medium term: Programs are incorporated into the lesson plans of multiple disciplines, showing how public spaces can be used to teach social studies, English, mathematics, science, health, and physical education.

Long term: Public support for public spaces increases as a new portion of the population uses the space and enjoys outdoor benefits.

OUTCOME INDICATORS

Short term: Elementary, middle, and junior/senior high schools increase their use of public spaces.

Medium term: Additional support from the increased use results in increased funding from local, county, or state government, expanding programs that can be offered.

Long term: Public spaces are managed efficiently, and their network of support expands from the multiple uses by schoolchildren and local schools.

COLLECTION PROCESS

Short term: Collect data on the number and types of classes that are able to integrate usage of public spaces into their lesson plans.

Medium term: Collect numbers of schoolchildren participating in their classroom activities in the public spaces or parks.

Long term: Collect data on additional investments in the local public spaces and parks due to the activities that were carried out with the schools.

Conclusion

Human capital is integral to enhancing public spaces, because individuals' ability to be healthy, educated, and enlightened depends on experiences that are provided in these areas. Imagine a society with no public libraries for people to access information; no community centers where people can take dance and yoga classes; no public parks with green spaces and walkways. How will society build a community's human capital needed to solve

the complex problems of the future? How successful will society be if the spaces in which we congregate and get to know one another are removed? We need to ask these questions as we come to realize that public spaces provide many services to a community and become better when our human capital is enhanced.

References and Resources

Beaulieu, L. J. (2014). *Community vitality and sustainability: The community capitals framework*. Purdue Center for Regional Development Info Brief. West Lafayette, IN: Purdue Center for Regional Development.

Harrison County Community Foundation. (2014). *Projects and initiatives*. Retrieved from <http://www.hccfindiana.org/projects-initiatives/>

McCarthy, R. (2011). Evaluating the social, financial and human capital impacts of farmers markets. *marketumbrella.org*. Retrieved from http://www.marketumbrella.org/uploads/Evaluating_farmers_markets.pdf

Sheaks, L. (2014, January 14). Food stamp use doubled at Indiana farmers markets. *The Elkhart Truth*. Retrieved from <http://www.elkharttruth.com/article/20140115/NEWS01/701159979>

Secondary Data and Technical Resources

Title/Variable	Description	Source
Socioeconomic Data	Stats Indiana is a virtual one-stop shop for socioeconomic data at the state, regional, county, and metropolitan levels.	https://www.stats.indiana.edu/
County Health Rankings and Roadmaps	The County Health Rankings rank the health of nearly every U.S. county to illustrate what is known about what's making people sick or healthy. The County Health Roadmaps show what you can do to create healthier places to live, learn, work, and play.	http://www.countyhealthrankings.org/
Kids Count Data Center	Kids Count is a robust database covering a wide range of data directly related to children and youth. The Indiana Youth Institute relies on the data for its in-depth state level analysis (with county maps).	National: http://datacenter.kidscount.org/ Indiana: http://www.iyi.org/reports.aspx
Indiana State Education Data	The Stats Indiana education page covers a wide range of topics dealing with educational data in the state. The Indiana Department of Education page has data pertaining to education outcomes and demographics by school and system.	http://www.stats.indiana.edu/topic/education.asp http://www.doe.in.gov/idoedata



Introduction

One of the most remarkable features of migration to the United States over the last generation has been the dispersion of the foreign-born throughout the country. An increasing number of immigrants are opting to settle in the small towns of the Midwest and Southeast. These settlement patterns have made parts of rural America quite ethnically diverse. Some communities are adept at accommodating and profiting from this diversity, while others are not.

Social science research on ethnic conflict and prejudice has long shown that an individual's views of an out-group depend to a large degree on the kinds of signals and cues sent by local community leaders. Mayors, members of town councils, and other administrative officials do much to set the tone of public discourse, thereby framing the way that policies are made and disputes are settled. In small towns, ethnic diversity can breed a zero-sum mindset; what is good for "them" is bad for "us." Local officials who are aware of this possibility are better able to respond constructively to tensions between immigrants and the U.S.-born. Many small communities, however, have few open and neutral public spaces for such interethnic networking.

Extension staff in Clinton County, with collaborators in other counties and faculty in the Purdue University College of Liberal Arts, developed several workshops and forums to promote bilingual networking. For example, one session featured a discussion of key words and phrases in Spanish that would be helpful for emergency responders. Another brought community leaders

and law enforcement officials together to exchange views about policing. And the Community Health Workers (Promotoras de Salud) trained bilingual community members to help Latino community members understand their doctors' instructions and treatments. Additional programming has consisted of a Spanish mini-immersion experience comprising five workshops, a stay with a Hispanic host family, and visits to Latino businesses in the area.

Public Space Assets

- Workshops featured a discussion of keywords and phrases in Spanish that would be helpful for emergency responders.
- A forum brought together community leaders and law enforcement officials to exchange views about policing.
- A program facilitated a Spanish mini-immersion experience with five language workshops, visits to Hispanic businesses, and a host family assignment.
- A local health coalition offered training to certify medical interpreters and Community Health Workers (Promotoras de Salud) to help Latino residents navigate health care.



Amigo Hour, Frankfort, Indiana. Photo courtesy Purdue Extension Clinton County.

How Human Capital Enhanced the Value of the Public Space

As a result of the workshops, community leaders are educating individuals in their communities about Latino culture and the Spanish language as well as informing new residents about local services and

procedures. The act of learning has enhanced the community's **human** capital and provided opportunities for community members to increase their knowledge about cultures within their community. Combating prejudice and stereotypes through education allows the community to function more holistically and efficiently and with greater tolerance. The workshops and immersion experiences additionally strengthen **social** capital by forming opportunities for resident networking.

Future Plans and Opportunities

Purdue Extension's Learning Network of Clinton County continually offers a wide variety of programs and workshops, including:

- Summer English conversation partners
- English literacy-civics instruction
- High school equivalency test preparation (in Spanish)
- Basic, intermediate, and advanced computing (in Spanish)
- Personal finance workshops (in Spanish)
- Reality Spanish for All
- Spanish language and culture mini-immersion program
- Binational Health Fair
- USCIS citizenship test preparation course
- Bridging the Gap medical interpreter training

Contact the Learning Network for the most recent program offerings and schedules.



Amigo Hour, Frankfort, Indiana. Photo courtesy Purdue Extension Clinton County.

Resources

Learning Network of Clinton County

Provides information on upcoming workshops and current programs.

<https://lnocc.org/>

Purdue Extension Clinton County

Includes county contact information, events, and resources.

<https://extension.purdue.edu/clinton>



DEFINITION:

Social capital comprises all the connections among people and organizations in a community that foster shared trust, norms, and reciprocity. It's the glue that makes it possible to work together to build a high quality of life. Social capital includes the bonds people have with family, friends, co-workers, neighbors, and others that one might encounter in daily life. It also includes ties that bridge people and organizations within a community and linkages that connect to outside organizations and resources (Beaulieu, 2014).

A community with healthy social capital uses public spaces to host activities that strengthen bonds within the community and build connections with other communities. Public spaces provide a catalyst for social interactions and creative collaboration that strengthen social capital. Without a public venue, some groups might not be able to form their organization or sustain their activities. The more a space can be used by different groups, the more it fosters a broad sense of ownership, value, and pride in both the amenity and the community.

Public spaces also reflect a community's social capital. A vital public space indicates the community's ability to work together to envision, align resources, create, and maintain something of value.

What is Social Capital?

Public spaces such as neighborhood parks, community centers, libraries, and recreational facilities are shared by a diverse group of people. People of all ages, different races and ethnicities, and the full spectrum of socioeconomic backgrounds in a community convene in these places to engage in activities and share experiences and ideas. For much of our history, Americans have used public spaces to build social capital in communities. By providing gathering spaces for many purposes—from weddings to club meetings, exercise classes to art walks, rallies to field trips—thoughtfully designed and utilized public spaces can foster formal and informal interactions among people from a cross-section of community demographics.



Farmers Market, Bloomington, Indiana. Photo by Janis Boling.

How Social Capital Enhances the Value of Public Spaces: Making the Case

When you think about what makes your community a great place to live, you might think about the people you know and trust and with whom you have a shared history. You may also think of the things you enjoy doing with people in your community—

maybe going to the annual Fourth of July fireworks at the lake, the county fair, a holiday festival at the town's historic mansion, or playing in a sports league at the local parks and recreation facility. Social capital may be hard to quantify, but its value can be deeply felt.

Public spaces can be a catalyst for new relationships and cooperative endeavors. In Valparaiso, Indiana, visionary leaders led the development of a new downtown park and amphitheater. By using the strength of community, civic leaders sought out partnerships among arts, recreation, health, and downtown commercial business advocates to design and promote the park. The community has fully embraced the space, which now serves as the venue for the farmers market, a children's splash pad, free lunchtime workout classes, summer theater, a concert series, community vigils, wine and beer events, a winter ice festival, charity events, public addresses, and a tourist photo op next to a bronze statue of Orville Redenbacher sitting on a bench. The endeavor has been so successful that it is a source of pride in the community. Property values surrounding the park have increased, and the city has plans to expand the park to the adjacent city block.

Public spaces can be gathering places for diverse elements of a community. Orange County Homegrown, a group of local citizens, started a small farmers market in the town square of Orleans that has grown into a gathering place for community activity for a broader region. It has spurred a weekly jam session among intergenerational musicians. Members of the Amish community participate in the market. An ongoing book sale provides affordable reading for all ages and raises funds for the market.

While the market claims some economic development benefits to Orleans, its organizers

recognize that its social value is much greater and more enduring. A short video about the town and the importance of its square can be found at <http://www.youtube.com/watch?v=e1FpjB7USSQ>

Providing spaces for people to connect and form bonds is integral to developing productive relationships. A community that feels connected and inclusive strengthens its quality of life. The process of planning, building, funding, and maintaining public spaces can also strengthen social capital within and among business, civic, and community groups.

Public Spaces Assets

Every community has social assets. Organizations are social assets that can be leveraged to enhance public spaces. A few examples found in many Indiana communities are community foundations and service clubs. Departments in local, regional, and county governments—parks departments, planning commissions, and parks foundations—also play an important role in public spaces. Other assets within the social capital arena include the community's social, print, and broadcast media, chambers of commerce, festivals, events, and tourism bureau. Finally, several organizations might not make decisions directly about public spaces but still play an important role in the community; examples include K-12 schools, preschools, higher education, Scouts, 4-H, conservation groups, athletic teams and clubs, religious groups, and families. Each of these assets has a different role in the community.

Public Spaces Assets

Assets	Roles	Examples
Community foundations United Way Service clubs	<ul style="list-style-type: none"> Align diverse leaders around a shared vision Fund projects 	<ul style="list-style-type: none"> A service club hosts a luncheon to discuss the plan to enhance the county museum. The community foundation provides a matching grant to fund renovations.
Parks departments Parks foundations City/town/county governments Planning commissions	<ul style="list-style-type: none"> Acquire, plan, improve and maintain park facilities Organize programs for recreation, health, and conservation for the benefit of the general public 	<ul style="list-style-type: none"> A small town establishes a park board to oversee the development of a ball field.
Community media (social, print, broadcast)	<ul style="list-style-type: none"> Expand outreach of events and amenities 	<ul style="list-style-type: none"> A local paper lists all of the activities of the senior center.
Chamber of commerce Festivals and events Tourism bureau	<ul style="list-style-type: none"> Positive promotion of public facilities, events, and community Leverage partnerships 	<ul style="list-style-type: none"> A tourism bureau conducts research to identify events that bring tourists to the community. It gives monetary awards to the best events to expand and improve them.
K-12 schools, preschools, higher education Scouts 4-H Families	<ul style="list-style-type: none"> Partner to enhance educational programming 	<ul style="list-style-type: none"> An elementary school takes field trips to the art center. College interns conduct research projects at a nature preserve.
Conservation groups Athletic teams and clubs Arts organizations Religious groups	<ul style="list-style-type: none"> Utilize public facilities Advocate for support 	<ul style="list-style-type: none"> A hunting club hosts an annual charity event at the fairgrounds. A group of parents organizes a soccer league for boys and girls.

Strategies

Social capital strategy example: Several community groups collaborate to sponsor a new downtown public space initiative to revitalize the downtown district and enhance community cohesiveness.

STRATEGY

Short term: Groups collaborate to encourage the town council to increase community activities downtown.

Collaborating community groups sponsor a visioning session for public space possibilities.

Community leaders host a virtual town meeting to plan for the new downtown public space.

Medium term: Organizations collaborate to fund and implement the new public facility and activities.

Long term: The community foundation and other community-based groups support ongoing planning, fundraising, and maintenance for the new downtown public space.

POTENTIAL IMPACTS

Short term: Community members understand how convening and collaborating can result in a more cohesive and productive community.

Medium term: Volunteerism rises in the community.

The new public space investment yields positive socioeconomic impacts for the downtown area.

Long term: Downtown neighborhoods adjacent to the public space are safer, and quality of life improves.

OUTCOME INDICATORS

Short term: New organizations, groups, or collaborations form to implement the public spaces program.

Medium term: The number of volunteers and hours committed increases.

New gathering places are created and launched.

Long term: Crime rates decrease. Demographic changes indicate more inclusive neighborhoods in and adjacent to the downtown development.

COLLECTION PROCESS

Short term: Survey attendees at events in public spaces.

Medium term: Tap into community/county volunteer statistics. Inventory local businesses and organizations.

Long term: Analyze crime statistics near public spaces as well as demographic data.

Secondary Data and Technical Resources

Variable	Description	Source
Value of Volunteer Time, Independent Sector	National and state values for volunteer time; state profiles for economic value and impact of nonprofit sector.	http://independentsector.org/volunteer_time
Corporation for National and Community Service	National Service in Your State – Indiana.	http://www.nationalservice.gov/impact-our-nation/state-profiles/in
Bureau of Labor Statistics	Volunteering in the United States.	http://www.bls.gov/news.release/volun.toc.htm
Northeast Regional Center for Rural Development – Social Capital	Data on the estimated stock of social capital in each U.S. county for the years 1990, 1997, 2005, and 2009.	http://aese.psu.edu/nercd/community/tools/social-capital

Conclusion

Providing public spaces within a community allows people to interact and get to know each other. Once people interact, they are more likely to be willing to work together. The hope is that the provided space is conducive to making connections between community members so they might share ideas and experiences. Through high-quality public spaces, communities can provide educational opportunities, promote healthy living activities, and increase interactions among all community members, regardless of their age, ethnicity, or race. Providing public spaces that promote healthy social interactions among a wide range of the population helps community members organize and work together for a common goal, such as building a sculpture garden, fundraising for a new art center, building an extension to the library, organizing young parents into new groups, or planning a new dog park.

The aim is to create public spaces that encourage civic engagement, promote volunteerism, and create useable gathering spaces. These social capital assets, in turn, promote investment in public spaces that increase the same assets.

References and Resources

- Beaulieu, L. J. (2014). *Community vitality and sustainability: The community capitals framework*. Purdue Center for Regional Development Info Brief. West Lafayette, IN: Purdue Center for Regional Development.
- Bergh, M. (2012). *Community ecology: social capital in public space* (Electronic thesis). Retrieved from <https://etd.ohiolink.edu/>
- Blair, K.L., Almjeld, J., & Murphy, R. M. (2013). *Cross currents: Cultures, communities, technologies*. Boston, MA: Wadsworth, Cengage Learning.
- Curley, A.M. (2010). Neighborhood institutions, facilities, and public space: A missing link for HOPE VI residents' development of social capital? *Cityscape: A Journal of Policy Development and Research*, 12(1), 33-64.
- Hudson, A. (2012). Does residential access to public space contribute to higher levels of social capital? A case study in Southern Oregon. *SOU McNair Scholars Journal*, 8, 43-51.
- Ijla, A.M. (2012). Does public space create social capital? *International Journal of Sociology and Anthropology*, 4(2), 48-53.
- Sander, T.H. (2002). Social capital and new urbanisms: Leading a civic horse to water? *National Civic Review*, 91(3), 213-234.



Introduction

The Allen County Extension Gardens have been used as an educational tool for many audiences since 1987. Through the gardens, community members have learned about plant selection and maintenance for sustainable and environmentally friendly landscapes and gardens in the Fort Wayne area. Indiana University–Purdue University Fort Wayne and Ivy Tech utilize the gardens for courses throughout the year. The Extension Gardens also are used to certify Master Gardeners and Junior Master Gardeners in the community.

Another public service allows community members to rent a plot at the Extension Gardens site, so people who don't have room for a garden at their own home or apartment can benefit from growing their own food. Some community gardeners with plots at the Extension Gardens donate produce to local food banks. This community asset has exposed more than 20,000 citizens to displays of healthy gardens. It has allowed over 50 citizens to grow their own garden and 250 youth volunteers to be certified as Junior Master Gardeners.

Public Space Assets

- Certifies Master Gardeners and Junior Master Gardeners
- Supplies produce to a local food bank
- Increases community members' interactions through close proximity of rental plots, educational workshops, and educational garden walks

How Social Capital Enhanced the Value of the Public Space

Socially the gardens provide an opportunity for a network of people to work toward a common goal. The Master Gardeners team must operate efficiently

to maintain the gardens, coordinate garden educational activities, and organize the annual plant sale. Reaching that level of efficiency requires a sense of camaraderie among team members, which increases the **social** capital of the area. Social capital is also enhanced within the community through workshops and facilitated garden walks.

Through the educational programs, college students and other community members have become more knowledgeable about native plants and the techniques to properly manage them, which increases the community's human capital. Certification programs also increase citizens' knowledge, which further enhances **human** capital. By building native plant gardens, volunteers create habitat for native wildlife and arthropods, building up the **natural** capital of the area. Community members raise money through plant sales to fund the program. **Financial** capital is increased through both the plant sales and the produce donated to local food banks.

Future Plans and Opportunities

A team of 60 volunteer Master Gardeners maintains the 18 theme gardens on the property, provides community education, and raises money for operations through plant sales.

Resources

Purdue Extension Allen County Master Gardeners
Provides information on the Master Gardener and Junior Master Gardener programs.
<https://extension.purdue.edu/allen/pages/article.aspx?intItemID=3605#.U5CoHPldWQA>

Purdue Extension Allen County
Includes county contact information, events, and resources.
<https://extension.purdue.edu/allen/>



DEFINITION:

The values, norms, beliefs, and traditions that people inherit from the family, school, and community define the cultural capital of a community. Cultural capital also includes material goods produced at a specific time and place such as paintings and books, which have historical or cultural significance (Beaulieu, 2014).

What is Cultural Capital?

According to the American Planning Association (2011), one of the signs of a healthy community is its ability to simultaneously conserve its heritage and develop new cultural expressions of current times. A community's cultural assets offer significant benefits that include economic value, authentic experiences, and a strong sense of place (U.S. Department of Commerce, 2005). Richard Florida, who studies creative economies, points out that cultural assets contribute significantly to economic prosperity and help create social inclusion and a sense of authenticity in a community (Labkultur, 2010). Indiana's cultural assets are completely unique from any other place on this earth. Our public spaces are often where we celebrate that culture, as we attend festivals, visit museums, take in a play, enjoy the stops along a cultural trail, and include everyone in our efforts to enhance the cultural capital that we build in a community.



Hoosier Theater, Vevay, Indiana. Photo by Lee Lewellen.

How Cultural Capital Enhances the Value of Public Spaces: Making the Case

"There's no there, there." That phrase often resonates with people who have visited a place that looks and feels like a hundred other places. These places seem to have no soul. On the other hand, when there is a there, there, we can sense it almost immediately. Public spaces, especially those with cultural capital assets, have a there, there such as Washington, DC's National Mall and Indianapolis' White River State Park.

For some of these public places with cultural assets, economic value is easy to calculate. We can quantify the number of visitors who show up and how much money they spend. For others, economic value is a bit more difficult to demonstrate. How does one value sculptor Henry Moore's large bronze arch that looms at the entrance of the Bartholomew County

Public Library, or the Red, White, and Blues free concert series offered each summer on Lebanon's Courthouse Square? Regardless of whether a dollar figure can be placed on these cultural assets, few would argue that they provide significant public value to their communities.

Authenticity and sense of place are two more of

those know-it-when-you-see-it qualities that our cultural assets lend to the communities in which you can find them. The strip mall out by the interstate may add many things to a community, but authenticity is not among them. Delphi's Wabash and Erie Canal Interpretive Center, however, gives that small town a good, healthy dose of authenticity and a strong sense of place.

Public Spaces Assets

Civic leaders and interested citizens might ask: When do we know we have enough cultural assets? That's difficult to answer, like someone knowing when he or she has learned enough. Does every community need a Conner Prairie? Certainly not. Could every Indiana community find something about its culture to celebrate? Absolutely!

The dream for Indiana communities perhaps should be to always actively think about the next cultural asset to develop or encourage, especially those that are in our public spaces. Do we have a place to display pieces of art in our community? If not, we might not need to invest in a museum, but we could consider using our courthouse as a gallery. Do we have beautiful barns dotting our countryside? How about highlighting and promoting them as a barn trail?

Another important aspect of building cultural capital into our public spaces is to be aware of and sensitive to all members of our community, including the minority populations of our past and present.

The cultural assets dream for Indiana might be as simple as having an increasing number of communities actively consider the next part of their culture that they would like to celebrate, in small ways or even in big ways. The markers for whether we are achieving this dream could include observations on whether new festivals are occurring, new cultural centers are opening, additional trail maps are in circulation, public spaces are busier with cultural activities and events, and more publications like magazines and newspapers feature stories about our cultural assets.

Public Spaces Assets

Assets	Roles	Examples
Cultural, art, interpretive centers, museums, and theaters	<ul style="list-style-type: none">• Brings people together in public spaces	<ul style="list-style-type: none">• An art exhibit in the courthouse foyer provides a new use for this public space.• An interpretive center explains a local culture and its unique perspectives on everyday life.
Historical tours and trails (wine, barn, covered bridges)	<ul style="list-style-type: none">• Connects people to a community's cultural heritage	<ul style="list-style-type: none">• Organize a walking tour of historic and noteworthy sites.
Agritourism attractions	<ul style="list-style-type: none">• Makes private spaces occasional public spaces	<ul style="list-style-type: none">• Plan a progressive farm-to-table dinner to promote better rural-urban relations.
Ethnic populations	<ul style="list-style-type: none">• Helps integrate cultures new to the community with those that have been in the community a long time	<ul style="list-style-type: none">• Host an intercultural dialogue at the local library.
Community, ethnic, cultural, music festivals	<ul style="list-style-type: none">• Provides opportunities for celebration	<ul style="list-style-type: none">• Strive to infuse authenticity into festivals, considering what is special about the community's culture.

Strategies

Cultural capital strategy example: The local art community would like to establish an art gallery in the county courthouse.

STRATEGY

Short term: Local artisans, art groups, and art enthusiasts meet to discuss the need for a public venue to display art. An arts-community foundation is formed to support the vision of finding an appropriate place to display local artwork.

Medium term: Local public officials and members of the arts-community foundation meet to discuss what area in the county courthouse could house the gallery.

Long term: The arts-community foundation and other local groups support the ongoing planning, fundraising, and maintenance for the new art gallery in the county courthouse.

POTENTIAL IMPACTS

Short term: The organization of a local arts-community foundation helps to support and encourage local artisans.

Medium term: The opening of the art gallery in the county courthouse fosters diversity and community openness through the display of local art and more connectivity among community members.

Long term: Economic opportunities for local artisans develop if the artwork is for sale. Creating a space for local artists achieves a greater sense of community pride.

OUTCOME INDICATORS

Short term: A local arts-community foundation is established and meets regularly. It arranges to meet with local government officials to propose the art gallery in the county courthouse.

Secondary Data and Technical Resources

Resource	Description	Source
Indiana Department of Natural Resources Historic Preservation and Archeology	Promotes the conservation of Indiana's cultural resources through public education efforts, financial incentives including several grant and tax credit programs, and the administration of state and federally mandated legislation.	http://www.in.gov/dnr/historic/
Indiana Fairs and Festivals Directory	Public festivals.	http://www.indianafestivalandfairs.com/
Indiana Landmarks	Historic sites.	http://www.indianalandmarks.org
Museums	Indiana museums.	http://en.wikipedia.org/wiki/List_of_museums_in_Indiana http://www.visitindiana.net/museum.html http://www.indianamuseums.org
National Historic Landmarks Program (National Park Service)	Listing of National Historic Landmarks by state.	http://www.nps.gov/nhl/designations/listsofNHLs.htm
Stats Indiana	Demographic data.	www.stats.indiana.edu

Medium term: The newly named space is considered for other culture-related events.

Traditional and social media cover cultural events and assets more frequently.

Long term: Community leadership gains greater understanding of the value of having cultural assets as part of the community's public spaces.

COLLECTION PROCESS

Short term: Take and make available minutes from the local arts-community foundation meetings.

Medium term: Place a guest register at the courthouse exhibit to encourage visitors to share their contact information, general comments, and impressions.

Long term: Conduct a three- to six-month follow-up survey of guests from the register to document the exhibit's impact: Were they encouraged to purchase art from local artists? Were they inspired to try their hand at art? Would they be willing to display their work in the local exhibit?

Conclusion

Cultural assets in our public spaces—sculptures on the grounds of our libraries; festivals in our town squares; paintings hanging on our courthouse walls; the diversity of our communities—help our communities have a “there, there.” They give our residents a sense of pride and tell our visitors about who we’ve been, who we are, and who we are becoming. Communities that invest their time and, as needed, their money, will reap the rewards now and in the future.

References and Resources

Beaulieu, L. J. (2014). *Community vitality and sustainability: The community capitals framework*.

Purdue Center for Regional Development Info Brief. West Lafayette, IN: Purdue Center for Regional Development.

Jackson, M.R., Hodgson, K., & Beavers, K.A. (2011). Community heritage and culture: How the arts and culture sector strengthen cultural values and preserve heritage and history. In *American Planning Association Arts and Culture Briefing Papers 02*.

Retrieved from <https://www.planning.org/research/arts/briefingpapers/values.htm>.

U.S. Department of Commerce and the President's Committee on the Arts and the Humanities. (2005). *A position paper on cultural and heritage tourism in the United States*. Retrieved from

http://www.pcah.gov/sites/default/files/05WhitePaperCultHeritTourism_2.pdf.



Introduction

From the 1840s to the 1910s, the town of Lyles Station was inhabited primarily by freed slaves. This settlement took its name from Joshua Lyles, who provided land for a railroad station, which allowed the town to flourish. Unfortunately, in 1913 Lyles Station flooded, damaging many of the town's public and private structures. The population began to decline, and the settlement deteriorated.

In 2003 the Lyles Station Historical School and Museum opened to celebrate the area's unique history influenced by an early rural, African American settlement. The museum's 20th century atmosphere showcases the community's railroad and farming roots. It serves as an educational tool as well as a small community center that is the site of the New Beginnings Festival and art shows.

Public Space Assets

- Education on an African American settlement founded in early 1800s
- Community's heritage preserved in the renovated Lyles Station School
- Museum includes a heritage classroom, gift shop, meeting facilities, and period garden

How Cultural Capital Enhanced the Value of the Public Space

Within Lyles Station lies the manifestation of a rare cultural history of rural African American settlements. Preservation of this heritage for future generations increases the community's **cultural** and **human** capitals. Adults and children walking through this museum learn about a part of the nation's heritage that is not well represented. Absorbing the information and appreciating the art that is part of their heritage enhances the community's **human** capital. The space that the museum provides for events also increases its **social** capital.



Lyles Station Historic School and Museum, Princeton, Indiana.
Photo courtesy Gibson County Visitors & Tourism Bureau.

Future Plans and Opportunities

The Lyles Station Historic Preservation Corporation (LSHPC) manages the Lyles Station Historic School and Museum. LSHPC is dedicated to preserving the heritage of the Lyles Station community by restoring artifacts and buildings as well as displaying oral, written, and physical history.

Resources

Lyles Station Historical School and Museum
Museum website outlines the history of Lyles Station, upcoming community events, and information about venue rental.

<http://lylesstation.org/>

Purdue Extension Gibson County

Includes county contact information, events, and resources.

<https://www.extension.purdue.edu/gibson>

DEFINITION:

Monetary resources and services that are available to invest in community programs, projects, and assets (Beaulieu, 2014).

What is Financial Capital?

A thoughtfully designed and well-maintained high-quality public space can have significant economic impact on a local community.

Financial capital serves as the means to pay for investments in public spaces, from site selection and preparation to construction, maintenance, and future enhancements. The impacts that result from

high-quality public spaces can be observed in increased home values, greater business activity, expanded job opportunities, increased tourism, and additional capital investments. Other impact may result from the community recognizing the intrinsic value of public spaces or, more specifically, the value that public spaces create as gathering places or exemplars for good land stewardship. Decision makers and other community members need to be willing to invest in public spaces; and financial capital—in the form of banks, credit unions, foundations, venture capital, loan funds, tax abatements, philanthropy, grants, cost share arrangements, etc.—needs to be available.

How Financial Capital Enhances the Value of Public Spaces: Making the Case

Often the biggest barrier to enhancing the value of public spaces is how to pay for it. Everyone's heart may be in the right place, and everyone may agree

on the concept put forth, but paying for it can be an obstacle. Financial capital is one way.

Financial capital can be public or private. Public dollars are typically generated through taxes and fees by government agencies and then reinvested in public institutions, projects, etc. Private dollars, those not originating from public institutions,

can also be invested in public spaces. While volunteerism (investing sweat equity) and philanthropy (donation of land, equipment, or funds) can go a long way toward enhancing the value of public spaces, some level of financial investment is required. Engraved bricks can be sold, buildings can be named for a fee, and philanthropic gifts can be given and invested in

the spirit of generating financial capital.

Whether public or private, the investment of financial capital should be made with return on investment (ROI) in mind. ROI is most often thought of as interest or capital gains in a monetary sense; however, investments in public spaces should also take into account economic indicators associated with quality of life, such as the local job market, and quality of place, including natural resources benefits. As with any investment, one must also consider risk and opportunity costs. Risks associated with investments in public spaces might include lack of available financial capital, lack of demand for goods and services, and underestimated management and upkeep costs. Opportunity costs are related to the opportunities foregone by investing in one project or space over the other. Given finite resources on hand to invest in financial capital on behalf of the public, what opportunities are more pressing or represent a greater potential return than others? This is when political, social,



Old State Bank, Vincennes, Indiana. Photo by Lee Lewellen.

and cultural capital exerts its influence over decision making. It's a perfect time to effectively account for all of the potential impacts and create buy-in among stakeholders.

Sources of and access to financial capital varies depending on the individual, association, community, or institution seeking the capital to invest. Community foundations, relatively common in Indiana compared to elsewhere in the United States, might be a good start. Parks and recreation boards, plan commissions, and other public entities that oversee public spaces have budgets, but these are usually fully invested in maintenance and basic improvements. Enhancing the value of the public space might require looking internally, at sources within the community—banks, foundations, community groups, individuals, government, civic groups—or externally to state or federal agencies or nongovernmental organizations. The challenge is to think creatively about how the public space might impact the community and whether some aspect might fall within the source's purview or interest. The investment might not be in the space itself, but what occurs in the space. Both types of investment will enhance value.

This brings us to control. Public funds are under the control of the institution that owns or disseminates the funds. This is important because it plays a role in the type of investments made in public spaces. For example, the local community might be seeking to enhance green space access, but federal funding might be available only for sewers and stormwater management. Or the state might have funding available for roads, but the community wants to build a community center. Local public funding, garnered through taxation, fee collection, or the use of bonds, offers the most control, but its quantity might be more limited than funding from federal or state government. Private funds are an often untapped resource, but they, too, can limit control. Private donors might have a particular use of public space in mind, and their concept might not closely align with the parks and recreation commission, historical society, plan commission, or other entities that have decision-making control over that particular public space.

Given all of this information, let's take a look at two examples of enhancing public spaces.

Indiana State University Community Gardens, Terre Haute, Indiana

Beginning in 2008 Indiana State University (ISU) expanded its campus by purchasing property that included abandoned, dilapidated homes near the university. All the homes except one were torn down and the property leveled. As a part of an urban renewal project, topsoil was brought in and garden plots developed. Today community members "rent" (at no charge) more than 100 garden plots, and 10% of the produce is donated to local food pantries. Partnerships among ISU, Purdue Extension, Ivy Tech's Agriculture Program, and White Violet Center center around a steering committee that provides counsel on operations and education to participants. Purdue Extension Vigo County has hosted educational workshops covering such topics as cover crops, fall gardening, and pest management.

Salt Creek Trail, Nashville, Indiana

In 2004 five prominent citizens started the Salt Creek Trail Committee. Their vision was to create a trail system in Nashville to attract families to move to the area, promote health and wellness, and increase economic development. Partnerships among the town council, county commissioners, parks and recreation, YMCA, and Brown County State Park were developed to create a plan for a trail system that would benefit Nashville citizens. Nine years later, financial capital in the form of grants from the Indiana Department of Transportation and Indiana Department of Natural Resources and easements were secured for Phase 1. Phase 1 starts at the YMCA and retirement community, and ends at the CVS Pharmacy and other businesses. The trail system has immediate benefits: people, young and old, use it to exercise; it provides passage to local businesses that might not otherwise be available due to lack of transportation; and land that sat vacant is now generally maintained.

For each of these examples of public spaces, think about the following:

- What types of financial capital were being used?

- What were the pros (benefits) and cons (costs) associated with the investment?
- How might you calculate the return on investment?
- What role did other community capitals play in project development, and how did the project impact these capitals?

Public Spaces Assets

Financial capital assets are typically thought of as a liquid financial instrument that can be converted to other resources, like money to buy land for a public space investment. Here we consider the sources of financial assets (including land) and their role in the acquisition, provision, and stewardship of these

Public Spaces Assets

Asset	Roles	Examples
Available public funds (local, state, federal)	<ul style="list-style-type: none"> • Allocation of public funds to enhance local public spaces 	<ul style="list-style-type: none"> • County provides matching funds for federal grant. • City seeks increased economic impact from public-space investment. • Town makes strategic investments in infrastructure that support accessibility, aesthetics, design, and connectivity.
Financial institutions, chambers of commerce, and local businesses	<ul style="list-style-type: none"> • Serve as source of financing or business plan development, or engage in public-private partnerships 	<ul style="list-style-type: none"> • Local chamber assists parks and recreation board with creating a business plan for public-space enhancements that include commercial space. • Bank offers low-interest loan available for public-space investment. • Tourism board identifies key public spaces that attract visitors from outside of county.
Community foundations, individual donors, other fundraising/philanthropic activities (i.e., “friends” groups)	<ul style="list-style-type: none"> • Source of private funding and sweat equity for development, management, and investments in public spaces 	<ul style="list-style-type: none"> • Philanthropist donates money to preserve and protect an historic building located in a downtown park. • Land trust provides public access to land holdings coupled with recurring funding to cover maintenance, updating, and enhancement costs.
Economic Development Districts and other regional development organizations	<ul style="list-style-type: none"> • Provide a regional organizational structure that seeks to invest resources locally with regional impact 	<ul style="list-style-type: none"> • Development district obtains and invests funding in development of a regional community center.
Education, health, and other community service institutions	<ul style="list-style-type: none"> • Offer financial and in-kind support for creating multidimensional public spaces, those that offer educational, health, and other benefits that complement the core mission of the space 	<ul style="list-style-type: none"> • A joint funding mechanism is formed to focus on creating multiuse public spaces on hospital or school grounds, which provide active and passive recreational opportunities for residents.
Landowners, homeowners, neighborhood associations, and other land stewards	<ul style="list-style-type: none"> • Ensure that properties are managed properly, connectivity to public/private spaces is maintained, and access to communal spaces, though regulated, offers recreational and natural amenities 	<ul style="list-style-type: none"> • Homeowners association invests in a greenway that connects neighborhood to a shopping complex and a public park. • Investments in public spaces are targeted at all types of neighborhoods.

financial assets; and offer examples of how these local actors might conduct themselves.

Strategies

Financial capital strategy example: Interested community members and local leaders convene to examine the current and potential future outlays of financial and nonfinancial capital required to develop and sustain high-quality public spaces.

STRATEGY

Short term: Community members and public officials understand the return on investment of public-space enhancement.

Medium term: Community members and public officials cultivate “ownership” of public spaces through investments of time and money into the development, improvement, and management of high-impact public spaces.

Long term: Costs of maintenance and enhancements are covered using a diverse mix of funding strategies, and a balance sheet is maintained.

POTENTIAL IMPACTS

Short term: All community stakeholders recognize the value and economic impact of investments in public spaces.

Medium term: Public spaces are better maintained and offer a wider variety of opportunities to learn, work, and play.

Long term: Public spaces achieve financial sustainability.

OUTCOME INDICATORS

Short term: Community members increase their use of the public space.

Medium term: Quantity of private and public investments increase over time from initial baseline.

Long term: Property values and other indicators of return on investment increase.

COLLECTION PROCESS

Short term: Collect visitor data over time.

Medium term: Collect and analyze data on funding sources.

Secondary Data and Technical Resources

Variable	Description	Source
Community foundations	Contact information for all community foundations in Indiana.	https://www.inphilanthropy.org/
Indiana Transfer of Wealth Update	This report estimates the potential wealth transfers that might take place in Indiana counties. It explains the methodology and identifies data sources to update using more recent data.	http://www.waynecountyfoundation.org/documents/IndianaTransferofWealthUpdate.pdf
Government financial and tax reports	State law requires local governments to submit reports to the State of Indiana. A significant number of those reports related to taxing, budgeting, and spending are now collected and made available for public viewing through Gateway. Explore by unit or by report type.	https://gateway.ifionline.org/default.aspx
Indiana Office of Community and Rural Affairs	OCRA offers several programs that can lead to enhancement of public spaces including Stellar Communities, Main Street, and Community Development Block Grants.	http://www.in.gov/ocra/

Long term: Collect and analyze data on assets and liabilities (revenue and cost trends) over time.

Conclusion

Many have heard the classic phrase, “You have to spend money to make money.” Although the objective of public spaces is not to make money per se, goals associated with financial capital investments in public spaces should be aimed at enhancing their positive social, environmental, and economic impact. This is a key point. The development or improvement of public spaces is accomplished using public or private dollars; these monies could have been invested in other goods or services. Therefore the public space project should strive for impact that has breadth and depth and the greatest return on investment. These returns may be a mixture of direct and indirect benefits. Be prepared to look well beyond simply covering maintenance costs.

References and Resources

- Beaulieu, L. J. (2014). *Community vitality and sustainability: The community capitals framework*. Purdue Center for Regional Development Info Brief. West Lafayette, IN: Purdue Center for Regional Development.
- Boardman, A.E., Greenberg, D.H., Vining, A.R., & Weimer, D.L. (2010). *Cost-benefit analysis: Concepts and practice* (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Elmer, V., & Leigland, A. (2014). *Infrastructure planning and finance: A smart and sustainable guide for local practitioners*. New York, NY: Routledge.
- Flora, C.B., Flora, J.L., & Fey, S. (2004). *Rural communities legacy and change* (2nd ed.). Boulder, CO: Westview Press.
- Green, G.P., & Haines, A. (2002). *Asset building and community development*. Thousand Oaks, CA: Sage Publications.
- Lewis, M. (2002). How cities use parks for economic development. In *American Planning Association city parks forum briefing papers* (3). Retrieved from <https://www.planning.org/cityparks/briefingpapers/economicdevelopment.htm>.
- Project for Public Spaces. (2014). *Resource articles>funding*. Retrieved from <http://www.pps.org/reference/reference-categories/parks-articles/funding/>.
- Robinson, S.G., & Leithe, J.L. (1990). *Building together: Investing in common infrastructure*. Washington, DC: The National Association of Counties of the United States (NACo) and the National Association of Home Builders (NAHB).
- Walls, M. (2013). *Paying for state parks: Evaluating alternative approaches for the 21st century*. Washington, DC: Resources for the Future. Retrieved from <http://www.rff.org/RFF/Documents/RFF-Rpt-Walls-FinancingStateParks.pdf>.

Introduction

To make downtown Logansport more appealing, the revitalization organization Logan's Landing envisioned turning a parking lot into a green space. To raise funds for the project, members of the local community were paired with professional dancers in an annual Dancing With Our Stars competition. Before and after the performance, community members paid to vote for their favorite duo. Once the dance competitions raised the funds, park construction started, and the organization commissioned a statue for the space. A local artist, James Galbreath, created a 13-foot dancing couple out of steel to stand in the park. To honor those couples who assisted the organization in fundraising, stars with the names of dancers from the 2010 and 2011 competitions were placed in the sidewalks of the Market Street Pocket Park. The completed park won the 2012 Indiana Main Street Design of Downtown Public Improvements Award.

Public Space Assets

Local revitalization organization, Logan's Landing, spearheaded the downtown revitalization project

Funded by proceeds from an arts-themed fundraiser, Dancing With Our Stars

Provides additional green space and a public art attraction in downtown Logansport

How Financial Capital Enhanced the Value of the Public Space

Through strategic fundraising and solicitation of donations, Logan's Landing was able to fund this project in its entirety. Market Street Pocket Park's original purpose was to increase economic development and investment opportunities in the community. The park has positive aspects in addition to financial benefits. Placement of a local



Market Street Pocket Park, Logansport, Indiana. Photos courtesy Logan's Landing.

artist's statue there showcases and increases the **cultural** capital of the area. People can relax on the raised barriers around the flowerbeds in the park, which also increases **social** capital by providing a place for community members to meet.



Future Plans and Opportunities

Logan's Landing is continuing to utilize the Dancing with Our Stars competition as a fundraiser for other community art projects such as additional statues, pocket parks, benches, and arches throughout the downtown area.

Resources

Logan's Landing

Summarizes the organization's mission, current projects, and the Dancing with Our Stars competition.

<http://www.loganslanding.com>

Purdue Extension Cass County

Includes county contact information, events, and resources.

<https://www.extension.purdue.edu/cass>

**DEFINITION:**

The ability to influence and enforce rules, regulations, and standards. Access to individuals and groups with the power to influence decisions. Participating in civic discourse on difficult public issues (Beaulieu, 2014).

What is Political Capital?

Political capital consists of several dimensions, which are reflected in the planning, implementation, and management of public spaces. The first relates to individuals who are in positions of power and influence in the community. A second dimension has to do with the ability to gain access to individuals and organizations with the resources to influence important decisions. A third refers to efforts that are made to develop new leadership in the community, and/or expand citizens' engagement in discussions of important community matters through the use of various strategies such as deliberation forums (Beaulieu). Indicators of political capital include organized groups working together to determine the distribution of community resources and how they are used (Emery et al., 2006). Communities with high political capital are able to plan, implement, and manage public space initiatives through diverse stakeholder involvement and with continuous citizen participation.

How Political Capital Enhances the Value of Public Spaces: Making the Case

Public spaces are reflections of political capital in a community. In many cases, public officials manage them for public use, and they are the locations where people have the right to vote, demonstrate, participate in volunteer activities, and comment on proposed changes important to their lives and livelihoods. Ed McMahan of the Urban Land Institute outlines in *The Secrets of Successful Communities* (2013) how prospering communities



Wabash County Courthouse, Wabash, Indiana. Photo by Lee Lewellen.

with a high quality of life display common characteristics, including involvement by a broad cross-section of residents in decision-making processes as well as strong leaders and committed citizens. Public spaces represent the intersection of the community where diverse and sometimes conflicting interests meet, due to the nature of an event or a decision-making process. Similarly, political capital acts as the lens through which the other community capitals combine. Investments made in any of the community capital assets will enhance and strengthen political assets as well (Piercea et al., 2013). The case study of Riverside Park Amphitheater in Rushville, Indiana, demonstrates how the community leveraged political capital to build a new amphitheater, which created opportunities for investment and improvement in several other community capitals. The project has contributed to a more attractive community and enhanced the quality of life for area residents.

Think about the following questions in the context of developing a public space with political capital:

- What types of political capital were invested for this project?
- What role did the other community capitals play in project development?
- How has the project impacted the other community capitals?

Public Spaces Assets

Political assets exist in diverse forms within each Indiana community. These assets include the people and organizations that establish policy, make day-to-day management decisions, and support volunteer

efforts for public spaces. The table below includes a general listing of common public space political assets, the roles they play in Indiana communities, and an example of how the political asset can enhance the value of public spaces.

Public Spaces Assets

Assets	Roles	Examples
Elected officials	<ul style="list-style-type: none"> Establish policy for public spaces Allocate resources (staff time, funds) 	<ul style="list-style-type: none"> The mayor creates a city sustainability advisory board that leverages community political assets through strategic board appointments.
Government staff	<ul style="list-style-type: none"> Implement programs Manage resources 	<ul style="list-style-type: none"> Departments of Public Works and parks staff work with middle school students to organize a tree-planting day in a new park. Prior to the event local Master Gardeners conduct education programs with the students on tree planting, care, and overall environmental benefits.
Civic clubs	<ul style="list-style-type: none"> Organize volunteers Lead local initiatives Fundraising Networking 	<ul style="list-style-type: none"> A civic club launches a fundraising initiative to support construction of a bike and pedestrian bridge connecting a neighborhood on a busy street to the town center.
Universities	<ul style="list-style-type: none"> Research Capacity building 	<ul style="list-style-type: none"> A university graduate course in service-learning organizes and hosts a community visioning session for a brownfield redevelopment project.
Corporate leaders	<ul style="list-style-type: none"> Organize volunteers Lead local initiatives Fundraising Networking 	<ul style="list-style-type: none"> A company organizes and funds an annual day of service for its employees with local organizations and government offices to improve community public spaces. Employees are paid for the day to serve in the community on projects that match their skills and interests such as repairing structures, painting, etc.
Corporate and community foundations	<ul style="list-style-type: none"> Fundraising Capacity building 	<ul style="list-style-type: none"> A community foundation launches a matching grant program for community placemaking initiatives, encouraging innovative ideas and public/private partnerships.
Hospitals	<ul style="list-style-type: none"> Organize volunteers Lead local initiatives Fundraising Networking 	<ul style="list-style-type: none"> A hospital sponsors a new fitness trail in a public park. The hospital and parks department convene a community committee to develop the trail.

Economic development and business associations Chambers of commerce	<ul style="list-style-type: none"> • Marketing • Capacity building 	<ul style="list-style-type: none"> • The chamber of commerce hosts an economic development forum focusing on regional tourism and public spaces assets.
Nonprofit organizations	<ul style="list-style-type: none"> • Manage programs • Fundraising • Capacity building • Lobbying 	<ul style="list-style-type: none"> • A local nonprofit organization launches a new collaborative program with city government to educate, design, and implement green alleyways. It is part of a green infrastructure plan to reduce stormwater runoff and urban heat island effects as well as increase community access through attractive native plantings, lighting, and seating in otherwise underutilized public spaces.
Neighborhood associations	<ul style="list-style-type: none"> • Bridge between elected officials/government staff and community residents 	<ul style="list-style-type: none"> • A neighborhood association forms a steering committee and collaborates with city government offices and a nonprofit beautification organization to develop, fund, and maintain a new pocket park in an adjacent abandoned lot.
Boards and commissions	<ul style="list-style-type: none"> • Liaison between government offices and community residents • Provide policy recommendations • Oversee and approve use of public spaces 	<ul style="list-style-type: none"> • The area plan commission hosts a series of town hall meetings to gather public input on a long-range transportation plan that will allow for multiple modes of travel (i.e., Complete Streets) and connect public spaces.
Consulting firms	<ul style="list-style-type: none"> • Research • Marketing • Planning • Facilitation 	<ul style="list-style-type: none"> • A local government office hires a consulting firm to produce a master plan and facilitate public input to maximize access from neighborhoods to public parks and community spaces as part of a community health and wellness initiative.

Strategies

Political capital strategy example: Community and corporate leaders prioritize a local initiative for public spaces to support planning, implementation, and long-term maintenance of programs.

STRATEGY

Short term: Public meetings introduce the value of placemaking for public spaces.

Medium term: Civic engagement opportunities enable citizens to have meaningful roles in all stages of public spaces programs.

Long term: Public and private funds and resources are allocated to organized placemaking programs for public spaces.

POTENTIAL IMPACTS

Short term: Local leaders and citizens understand the value of public spaces.

Medium term: Public spaces projects allow for residents to become more involved in local decision-making processes.

Long term: Public and private funding and resources for local public spaces projects increase.

OUTCOME INDICATORS

Short term: Committees are formed to address local public spaces programs.

Medium term: Public space initiatives are planned, implemented, and managed through diverse stakeholder involvement and with citizen participation.

Long term: Co-management arrangements are formalized to perpetuate shared decision making between government agencies and community-based parties.

COLLECTION PROCESS

Short term: Collect participant/partnership listings from public meetings.

Medium term: Compile funded projects from grant reports, and partnership listings and project examples from government offices, nonprofit organizations, and corporate giving/engagement programs.

Long term: Collect case studies and best practices from journal articles and presentations.

Secondary Data and Technical Resources

Resource	Description	Source
Indiana government	Information and links for Indiana elected officials, Indiana Legislature, and Indiana courts.	http://www.in.gov/democracy.htm
My Local Government (myLocal.IN.gov)	Search for county-based profiles, statistics, and links including townships, cities, government sites, and school corporations; main site includes links for community-based programs and local government resources.	http://www.in.gov/mylocal/
Indiana Secretary of State, Election Division	Election results, statistics, maps, voter information, poll worker training.	http://www.in.gov/sos/elections/
Indiana General Assembly, Legislator Information (Who's Your Legislator)	Enter address for state senator, state representative, and congressional legislators.	http://district.iga.in.gov/DistrictLookup/
Value of Volunteer Time, Independent Sector	National and state values for volunteer time; state profiles for economic value and impact of nonprofit sector.	http://independentsector.org/volunteer_time
Regional Decision Maker	Decision Support System for Regional Planning.	http://prodgis.agriculture.purdue.edu/RDM/
Local Decision Maker	Decision Support System for Comprehensive Planning, includes county comprehensive plans, planning offices and GIS websites.	http://ldm.agriculture.purdue.edu/

Conclusion

Successful public spaces programs build stronger communities when political assets are leveraged to enable shared decision making between local leaders and community residents. Leaders can support this process by providing access to resources as well as making connections to the people and groups who make decisions about and have interest in public spaces projects. Resident involvement through board appointments, public meetings, volunteer opportunities, and study focus groups helps to ensure that public spaces and related programs reflect community needs and have buy-in from diverse groups and interests.

References and Resources

- Balassiano, K. (2013). The Mechanics of Sustaining Spaces for the Public. *Planning Practice & Research*, 1-14.
- Beaulieu, L. J. (2014). *Community vitality and sustainability: The community capitals framework*. Purdue Center for Regional Development Info Brief. West Lafayette, IN: Purdue Center for Regional Development.
- Callaghan, E.G., & Colton, J. (2008). Building sustainable & resilient communities: A balancing of community capital. *Environment, Development and Sustainability*, 10(6), 931-942.
- Cheng, A., & Sturtevant, V. (2012). A framework for assessing collaborative capacity in community-based public forest management. *Environmental Management*, 49(3), 675-689.
- Cooperative State Research, Education, and Extension Service. (2009). 2009 *Community sustainability and quality of life portfolio annual report*. Retrieved from http://192.73.224.129/business/reporting/part/par_qlra.pdf
- DeVita, M.C. (1997). Places for people. *Project for Public Spaces – Community Involvement*. Retrieved from <http://www.pps.org/reference/devitatpl-2/>
- Emery, M., Fey, S., & Flora, C. (2006). Using community capitals to develop assets for positive community change. *CD Practice*, (13). Retrieved from <http://srdc.msstate.edu/fop/levelthree/trainarc/socialcapital/communitycapitalstodevelopassets-emeryfeyflora2006.pdf>
- Glaser, M.A., Yeager, S. J., & Parker, L.E. (2006). Involving citizens in the decision of government and community: Neighborhood-based vs. government-based citizen engagement. *Public Administration Quarterly*, 30(1/2), 177-217.
- Ling, C., Hanna, K., & Dale, A. (2009). A template for integrated community sustainability planning. *Environmental Management*, 44(2), 228-242.
- McMahan, E. (2013). The secrets of successful communities – part 1: Have a vision for the future. *Planners Web*. Retrieved from <http://plannersweb.com/2013/07/the-secrets-of-successful-communities-part-1/>
- Moon, J. (2007). The contribution of corporate social responsibility to sustainable development. *Sustainable Development*, (15), 296–306.
- Orvell, M., & Meikle, J. L. (2009). *Public space and the ideology of place in American culture*. Amsterdam, Netherlands and New York, NY: Editions Rodopi.
- Piercea, J., Johnson, B. J., & White, S.S. (2013). Social, creative, human, and political capital effects on sustainability initiatives in Kansas counties: A research note. *Community Development*, 44(2), 188-199.
- Project for Public Spaces. (1997). *Public-private partnership increases and diversifies use*. Retrieved from <http://www.pps.org/reference/successbushnellpark-2/>
- Roseland, M. (2012). *Toward sustainable communities: Solutions for citizens and their governments* (4th ed.). Gabriola Island, BC: New Society Publishers.



Introduction

Rushville had lacked entertainment since its community band dissolved. So former City Councilman and future Mayor Mike Pavey approached Mayor Bob Bridges with a proposition to build an amphitheater at the former Riverside Driving Park that would host live entertainment. To the community partners who envisioned a new amphitheater, the reworked old cultural site was a perfect spot to erect a new social/cultural hub. In response to the project committee members' convincing pitches, local businesses and individuals supported this project with money, time, and labor.

As a shining example of how political capital can be leveraged to enhance a public space, the Riverside Park Amphitheater was built with the help of many partners: the City of Rushville, Heart of Rushville, Riverside Park

Organizing Committee (RPOC), Rushville City Council, Rush County Chamber of Commerce, Rushville St. Patrick's Committee, County Emergency Response Team, Rush County Community Foundation, Rushville Police Department, Clean Green Rush, and many other businesses, companies, and private citizens. Through the strong collaboration by community partners, the Riverside Park Amphitheater was successfully completed in 2005. The site now serves as a venue for concert series, fundraising events, and celebrations such as weddings.



Riverside Park Amphitheater, Rushville, Indiana. Photo courtesy Rush County Economic & Community Development Corporation.

Public Space Assets

- Through city council and mayoral leadership, built in less than a year with extensive partnerships, diverse funding, and broad community support
- Located at the historic site of the former Riverside Driving Park
- Utilized for cultural and entertainment purposes

How Political Capital Enhanced the Value of the Public Space

Projects cannot be successfully completed without collaboration by community members, organizations, and companies. As a result of extensive collaboration, the community groups

developed sound partnerships. Through the volunteer network that manages the park, volunteers continue to increase their leadership capabilities, thereby increasing the community's **political** capital.

As a result of extensive collaboration, other capitals in the Rushville area were also enhanced. By initiating the planning process,

members of the community were involved in meetings and partnerships that caused them to interact more with other community members, thus increasing the community's **social** capital. With the amphitheater's successful completion, thousands of

people gather there each year to share in concerts, which also increases the **social** capital of the community. Its **cultural** capital was enhanced by creating a new site for **cultural** events and by modeling the building after a previous historical site, the South Main Street Covered Bridge. Finally, as a result of building the venue, further investment in the form of walking trails has increased the **built** capital of the area.

Future Plans and Opportunities

The RPOC seeks out sponsorships to fund summer concerts. Funding, concert attendance, and the volunteer network continue to grow every year, resulting in the recruitment of nationally and internationally recognized performers. To keep the amphitheater in use, the City of Rushville mows and maintains the area.

Resources

Riverside Park Amphitheater

For updates on the Riverside Park Amphitheater, visit its Facebook page at

<https://www.facebook.com/pages/Rushvilles-Riverside-Park-Amphitheater-Concert-Series/68068081492?ws&nr>

Rush County Economic & Community Development Corporation

Provides county and community information including resources for economic development, business relocation, and quality-of-life initiatives.

<http://www.rushcedc.org/>

Purdue Extension Rush County

Includes county contact information, events, and resources.

<https://www.extension.purdue.edu/rush>



Taylor's Dream Boundless Playground Fort Wayne, Indiana

COMMUNITY CAPITALS Case Study

Introduction

Indiana's first Boundless Playground project was initiated because of the dream of 11-year-old Taylor Reuille. Taylor recognized that children with disabilities were not able to fully utilize traditionally constructed playgrounds. As a result of this disparity, Taylor, with the help of community members, pursued funding for a fully accessible playground where children with and without disabilities could play together.

The Pepsi Refresh Project sponsored by CVS Pharmacy awarded the Boundless Playground project \$70,000 due to the city and its community members' dedication to winning the contest. Winning a national contest spurred individuals in the community to raise additional funds to reach \$1.4 million. Organizations such as the Downtown Optimist Club of Fort Wayne, Land and Water Conservation Fund, Boundless Playgrounds, YMCA, and the AWS Foundation donated much of the funds, while the rest came from various other corporations, foundations, civic groups, and individuals. When complete, the Taylor's Dream Boundless Playground at Kreager Park included three separate pods within the park, each one with equipment tailored to a specific age group's learning needs and all of them built with the goal of accessibility.

Public Space Assets

- Provides a space that is accessible to all children
- Contains equipment specially made to accommodate wheelchairs
- Utilizes a turf surface made of recycled materials and ADA-compliant
- Directs all runoff to be filtered through rain gardens, a bioswale, and retention ponds



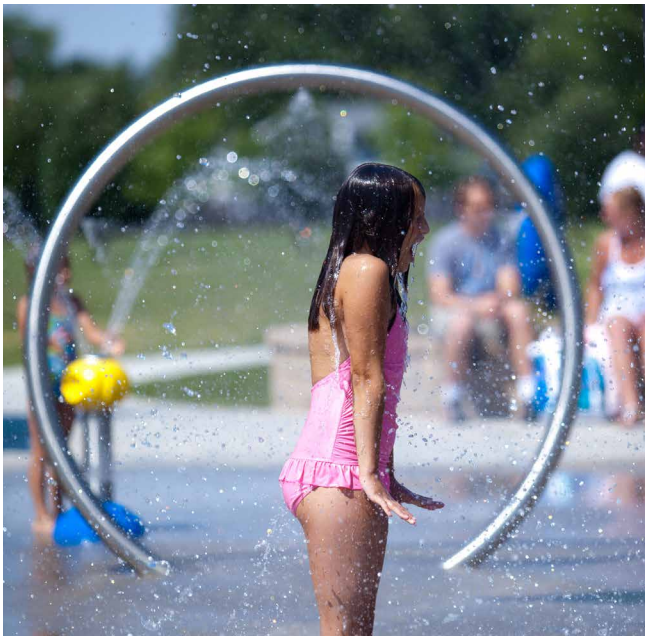
Taylor's Dream Boundless Playground, Fort Wayne, Indiana. Photo courtesy City of Fort Wayne.

How Community Capitals Enhanced the Value of the Public Space

The park's three different pods of activity—the Alpha, Beta, and Gamma pods—feature significant built capital. The Alpha pod for 2-5 year-olds creates opportunities for parallel play and repetitive activities. Equipment includes accessible swings, stationary buttons to provide equipment for developing balance, a shapes and colors activity panel to facilitate increasing cognitive ability, and many other developmental play pieces.

The Beta pod for 2-12 year-olds contains equipment for planning and gathering practices. It includes a Tyrannosaurus rex skeleton to increase lower body strength, a Quattro seesaw for balance while in motion, and NEOS 360, a piece of equipment for team or individual play that engages children in a 360-degree game of visual or auditory Simon Says. The Gamma pod for 5-12 year-olds contains the Helix for balance and problem solving, a rock climber for problem solving during body movement, and the AERO glider with spaces for two wheelchairs, which enhances social interaction.

Another accessible play area is the splash pad, with several button- and touch-activated water features. Additional park features include stainless steel slides with canopies, so individuals with electronic



Taylor's Dream Boundless Playground, Fort Wayne, Indiana. Photo courtesy City of Fort Wayne.

medical devices can use them; rubber cushions with synthetic recycled grass coverings under all the equipment; accessible ramps that connect all three pods; a water fountain for service dogs; and accessible restrooms built with green technology.

As a result of the **built** capital, the community's **human** capital is increased by making more learning opportunities available to children with and without disabilities. Therapy guides for each pod on the Fort Wayne Parks and Recreation Boundless Playground website explain how each piece of equipment enhances a child's development. **Social** capital is increased due to the enhanced inclusivity of the park, which increases the number of people using it and therefore opportunities for interaction. **Social** capital and **political** capital were also enhanced when the community came together to collectively raise \$1.4 million through hundreds of donations. To filter all the runoff from the splash pad, playground, and parking lot, builders installed two rain gardens that drain into a quarter-mile bioswale, which drains into two retention ponds. As the water moves through the structures, it is filtered through plants and soil to remove pollutants, which enhances the **natural** capital. **Cultural** capital is increased because of the new community park that heralds inclusivity through its ADA-specific designated spaces and, as a result, enhances the culture of the community.

Future Plans and Opportunities

Local CVS Pharmacy and Pepsi employees "adopted" Taylor's Dream Boundless Playground and clean it three times a year. Fundraising for the park continues with the goal of installing another pod of activities, more picnic areas, and additional play equipment for existing pods.

Resources

Accessible Playground Toolkit, Indiana Department of Natural Resources, Division of Outdoor Recreation
Ideas and information to help Indiana communities create accessible playgrounds for all users.

<http://www.in.gov/dnr/outdoor/files/or-IDNR-Accessible-Playground-Toolkit-2010.pdf>

National Center on Accessibility

NCA was established through a cooperative agreement between Indiana University and the National Park Service. NCA has emerged as a leading authority on access issues unique to park and recreation programs and facilities.

<http://www.ncaonline.org>

Taylor's Dream Boundless Playground

City of Fort Wayne Parks and Recreation website for Taylor's Dream Boundless Playground.

http://www.fortwayneparks.org/index.php?option=com_content&view=article&id=31&Itemid=36

Taylor's Dream: A Boundless Playground

Article by Alec Johnson in LandscapeOnline.com describing the fundraising campaign, equipment, and other features of the boundless playground.

<http://www.landscapeonline.com/research/article/15422>



Kris Parker, author

"This was a real team effort if ever there was one." —John Seibert, Valpo Parks

Introduction

The results of a 2002 HyettPalma downtown vibrancy study of the City of Valparaiso highlighted a bright future for the downtown based on enhancing its brand as a dining and entertainment district. The original HyettPalma study was part of a statewide pilot program in partnership with the Indiana Association of Cities and Towns (IACT), which significantly reduced its cost to the city. The study cost was shared among several entities, including the Greater Valparaiso Chamber of Commerce, Porter County Community Foundation, Valparaiso Community Festivals and Events, Valparaiso Redevelopment Commission, and Indiana Department of Commerce Community Planning Fund. One of the priorities identified in the study was to improve the grounds around the central courthouse to provide a more welcoming and versatile gathering space for events and general usage.

Political capital:

Leadership from mayor, unity among departments in city government, rebounding after failed collaboration with county



Rendering courtesy City of Valparaiso, Indiana.

Vision

The city's parks and recreation department (Valpo Parks) developed a plan for the design and maintenance of the area around the courthouse, but Porter County, which owned the property, did not come to agreement on the proposed partnership. Determined to achieve their goals for a downtown gathering space, the city and Valpo Parks began exploring other options. A blighted building two blocks away began the vision for Central Park Plaza. As the project gained momentum, it became clear that the site needed to be even larger to achieve the expanding vision. It grew to encompass an adjacent parking lot property as well.

The Team

Building the park required a team effort internally within city government and collaboration across the community. Under the leadership of the mayor and two successive parks superintendents, the Central Park team included project management, civil engineering, redevelopment, parks and recreation, the clerk-treasurer, and police. Valparaiso City Festivals and Events, the chamber of commerce, and the downtown restaurant association were key partners.

Natural capital: Parking lot to green space, rain gardens, water conservation, stormwater absorption design elements, use of street for expansion



Photo courtesy City of Valparaiso, Indiana.

Design

The design for Central Park Plaza emerged over four years, from a modest plaza to a full-block park with an expanded permanent amphitheater. While the predominant social and cultural vision for the park was as a place to host events and gatherings, there was also an environmental purpose. Having green space in a downtown setting provides human as well as ecological benefits.

Enhancing the natural amenities of the parcel was central to the design. Save the Dunes planted native plant rain gardens with educational signage. Catacomb silva cells, an underground frame that allows for high-quality soil and expanded tree root growth, help absorb rainwater runoff in this low-lying area. The city engineering and public works departments were involved, because a sewer main goes right under the park. The decision to recycle splash pad water in an underground pool was made at added cost to conserve water. Tree planting and turf decisions also took into account water usage and maintenance requirements.

Closing the adjacent road creates additional space for large events and twice-weekly farmers markets. During events the street is used for food vendors, large party tents, car shows, or additional crowd control. Temporary barriers can be installed to make ticketed events possible or to cordon off adult-only beer gardens. These flexible design features have allowed for mixed usage of the park by a wide range of audiences without additional land ownership or infrastructure.

Amenities

Central Park Plaza is anchored at the south end by a large brick amphitheater with restrooms and a brick patio in front. The new regional hospital purchased naming rights for the amphitheater on a three-year contract, with the funds directed toward ongoing park maintenance. The center of the plaza features a seasonal splash pad with fountains for safe water play for young children. A local family business that

Built capital: Amphitheater, restrooms, lawns, plaza, splash pad, statue, gateway



Photo courtesy City of Valparaiso, Indiana.

manufactures firefighting nozzles and equipment internationally sponsored the splash pad as a good fit with its mission. Another family business, which had humble beginnings downtown before growing into larger facilities on the edge of town, sponsored a brick entryway for the park featuring a bronze statue of Valparaiso's famous native son, Orville Redenbacher. Other features include an artistic sculptured bike rack, electronic marquee sign, parking cut-outs, and a speaker system that plays music daily.

Funding

Central Park Plaza opened in 2011 with a final price tag of \$3.5 million. The story is one worth telling. From humble beginnings, the project grew as more people took ownership of the vision. Determined not to incur debt or bonds, the mayor and parks superintendent strategized to find the right balance of private fundraising, grants, redevelopment funds, and corporate sponsorship. Their key message was an enhanced quality of life that could attract talent and keep young people in the region—a fundamental economic development strategy.

Financial capital: City budgets aligned from all departments, no debt, lead corporate sponsor with naming rights, two additional major sponsors, scope increased to give a better value proposition, maintenance built into capital campaign, sponsors seeking extension of contracts

Strong corporate relationships fostered through the award-winning Valpo Chamber allowed project leaders to approach funders in a thoughtful way,

aligning their unique business goals with their desire to leave a legacy and contribute to the quality of community life. The decision to court a major sponsor for the naming rights, which was tied to a three-year maintenance agreement, was key. However, at the time there was only one likely corporate partner. Valpo Parks Superintendent Seibert recalls the intensity of the moment he approached the donor, knowing that the fate of the project could hinge on it. “There was no plan B,” he said. “We had to get it right.” The funder saw the value proposition in the vision, and after a successful run has sought to renew its naming rights contract.

Usage and maintenance

Valpo Parks maintains and oversees bookings for Central Park Plaza. The department has a key partnership with the nonprofit Valparaiso Community Festivals and Events (VCFE), which hosts major events such as the Popcorn Festival, Brewfest, and farmers market. In 2013, VCFE rented and re-booked 90 days of events at the park, with other private groups and organizations booking an additional 70.

Turf maintenance, trash pickup, venue size control, street closures, and security coverage are some of the biggest issues that Valpo Parks has confronted, although thoughtful planning, flexibility, dedicated staff, and a maintenance budget have allowed the park to be successful through this growing stage. Valpo Parks and VCFE have carefully monitored event size, incrementally testing the capacity to host larger crowds.

Arts, Culture, and Community

From headlining artists to local orchestras and weekly buskers, musical performances have been the main attractions at Central Park Plaza, often in conjunction with larger events. The bigger acts so far have included Blue Öyster Cult, Rusted Root, and Gin Blossoms.

Cultural capital: Festivals, movies, music, theater, car shows, food, farmers markets, wine and beer

The park has allowed many longstanding festivals and events to grow, and it has inspired several new ones. One unexpected hit has been free summer Shakespeare in the Park performances by a local theater company. Record crowds attended the inaugural performance in an overwhelming show of interest in the arts by a wide diversity of attendees. Free family movie nights during the summer are a weekly draw as well.

For years prior to the park’s creation, a small farmers market limped along in a separate venue, plagued by lack of parking, electricity, and welcoming space for booths and patrons. Since moving to Central Park Plaza, the twice-weekly event has continued to attract increasing numbers of unique vendors and shoppers, including young families, foodies, and those who work or live downtown. The splash pad and stage provide entertainment that keeps people engaged longer and builds a stronger sense of community.

Human capital: Exercise and health opportunities, leadership skills, organizing capacity, collaboration



Rendering courtesy City of Valparaiso, Indiana.

As a public amenity, the park fulfills a mission of serving the full diversity of Valparaiso residents. It provides a well-lit, safe hangout space for teens in the summer; and a gathering place for group exercise, community vigils, speakers, and anyone who wants to try their hand at singing or dancing on a big stage.

Outcomes

The process of quantifying the quality-of-life impacts resulting from this investment in the community is in its beginning stages. However, it is already clear that the park's impact can be measured in different ways, depending on the stakeholder group. For example, property values adjacent to the park have increased, which has benefited property-owners. Increased demand for housing and apartments near downtown has led to the revitalization of aging properties and decreased vacancy in second-floor apartments. Higher property values have also led to higher property

taxes for businesses adjacent to the park, and a few that did not benefit from increased foot traffic and visibility have left.

The resulting churn has opened the door for several new businesses that complement the park and build on the city's brand as a dining and entertainment hub.

Social capital: Increased diversity, groups engaging, people interacting, organizations partnering

The strongest testament to the value of the Central Park Plaza is the decision to build Phase 2, to be completed in 2015. An \$8 million addition to the park, with expansion to the west, will house a large multiuse pavilion and adjacent building for winter ice-skating and summer events. The growing numbers of events and attendees reflect the value that Central Park Plaza brings to the greater community. Phase 1 exceeded expectations, elevated a need, and inspired community involvement to even greater vision.



Photo courtesy City of Valparaiso, Indiana.



Case Study and Project Development Questions Using the Appreciative Inquiry Process

Define

- What is working well in the community?
What do people like?
- What does the community want more of?
- Decide what needs to happen to be successful.
- Do something immediately to take a step closer to that future.
- Celebrate successes.

Discover (Map Assets)

- *Worksheet 1: Asset Inventory by Community Capital – Asset Map for Community*
- Identify the community assets by capital.
- Which assets allow the project to occur (i.e., readiness factor)?
- Which assets will lead to project completion and success?

Dream

- *Worksheet 2: Dream Elements by Community Capital – Sample Projects (Project Goals)*
- Identify the project goal or dream for the future.

Social capital example:

Several community groups collaborate to sponsor a new downtown public space initiative to revitalize the downtown district and enhance community cohesiveness.

Design and Deliver

- *Worksheet 3: Strategies, Potential Impacts, Outcome Indicators, and Collection Methods by Community Capital*
- Develop strategies for moving the program forward.
- Work on strategies for implementation.

Design and Deliver – Strategies

- *Short term:* knowledge, skills, motivation, awareness
- *Medium term:* behavior, practices, policies, procedures
- *Long term:* situations (environment; social, economic and political conditions)

Social capital example – Strategy:

Short term:

- Groups unite to petition town council to increase community activities downtown.
- Collaborating community groups sponsor a visioning session for public space possibilities.
- Community leaders host a virtual town meeting to plan for the new downtown public space.

Medium term:

Organizations collaborate to fund and implement the new public facility and activities.

Long term:

The community foundation and other community-based groups support the ongoing planning, fundraising, and maintenance for the new downtown public space.

Design and Deliver – Potential Impacts

- How systems or institutions change in response to implementing a particular strategy.

Social capital example – Potential Impacts:

Short term:

Community understands how convening and collaborating can result in a more cohesive and productive community.

Medium term:

- Volunteerism rises in the community.
- The new public space investment yields positive socioeconomic impacts for the downtown area.

Long term:

Downtown neighborhoods adjacent to the public space are safer, and quality of life improves.

Design and Deliver – Outcome Indicators

- Something we can measure to determine change.
- May be statistics like average household income or per capita income.
- Select indicators that require the least work to collect but provide meaningful information on the impact of the strategy.

Social capital example – Outcome Indicators

Short term:

New organizations, groups or collaborations form to implement the public spaces program.

Medium term:

- The number of volunteers and hours committed increase.
- New gathering places are created and launched.

Long term:

- Crime rates drop.
- Demographic changes indicate more inclusive neighborhoods in and adjacent to the downtown development.

Design and Deliver – Collection Process

- Who will collect the data?
- How?

Social capital example – Collection Process:

Short term:

Survey attendees to public spaces events.

Medium term:

- Community/county volunteer statistics.
- Inventory of local businesses and organizations.

Long term:

Crime statistics near public spaces; demographic data analysis.

Planning Team

- *Worksheet 4: Developing a Public Spaces Committee Using the Community Capitals*
- Who is involved in the planning process?
- What types of capital do they represent?
- Are community stakeholders involved?
- Who should be involved in the planning process?



Sample Outline of a High-Quality Public Spaces Action Plan

This outline provides a starting point for completing a high-quality action plan for your public spaces project. After your community has concluded the Enhancing the Value of Public Spaces workshop and follow-on meetings, reference the curriculum resources, worksheets, and activities to populate the plan components below. Purdue Extension staff can provide the technical expertise to guide completion of the plan. A high-quality public spaces action plan can be used in a multitude of ways, including updates for comprehensive planning efforts, parks and recreation master plans, and fundraising initiatives.

I. Executive Summary

Paragraph description of your public spaces project.

- Curriculum Resource Reference: Secondary and Technical Resources tables in the Community Capital documents.

II. Introduction

a. Project Team

- List the team members and partners working on the public spaces project and their roles in its development and completion.
- Include the following:
 - Names and affiliations of plan authors
 - Names and affiliations of planning team
 - Date plan completed
 - Mailing address and contact information
- *Curriculum Resource Reference:* Worksheet 4.

b. Public Spaces Project Area

- Describe the jurisdictional boundaries of your project site, including fringe areas. Fringe areas are service areas that lie just outside of the jurisdictional area. Include a map of the project area with a north arrow and description of the approximate scale.

c. Community Description

- This section introduces the users of the public spaces (who does this space serve?) and describes where these public spaces are located.
- The description can include information to show the need for the public spaces project such as demographic data for the area's population, unique natural resources, existing buildings, or other infrastructure needed to enhance the community.

d. Public Spaces Vision

- This is a brief statement of what you would like your public spaces project to look like upon completion.
- Curriculum Resource Reference: Worksheet 2; Sample Strategies and Community Examples from the Community Capitals documents.

III. Public Spaces Action Plan

a. Goal 1

- A well-written goal should be specific, measurable, attainable, realistic, and timely and should be aligned with your vision. Goals provide a way to plan and measure progress and also include:
 - **Strategies**
 - What are you going to do to make your project happen?
 - Usually divided into short, medium, and long term
 - Short term – knowledge, skills, motivation, awareness
 - Medium term – behaviors, practices, policies
 - Long term – situations (environmental, social, economic, political)

- **Impacts** – Describe what will change after you implement your strategies.
- **Target Outcomes** (short, medium, long term) – What will you measure to show change?

b. Goal 2, etc.

c. Goal 3, etc.

- Curriculum Resource Reference: Appreciative Inquiry Chapter; Worksheets 2 and 3; See Strategy Examples in Community Capitals sections for examples.

IV. Public Spaces Assets

- Describe the following assets in each capital for your project area.
- A sample entry from the Enhancing the Value of Public Spaces curriculum is entered in italics as a reference.
- *Curriculum Resource Reference:* Public Spaces Assets; Secondary Data and Technical Resources section in each of the Community Capitals sections; Worksheet 1.

a. Built Capital

Assets	Roles	Examples
Buildings	<ul style="list-style-type: none"> • Gathering places for learning, government services, social interaction, recreation, civic engagement activities, and purchasing goods/services • Including: historic structures that have the potential for restoration and/or repurposing • Restored structures • New construction 	<ul style="list-style-type: none"> • Libraries • Community centers • State/local park buildings • Picnic shelters • Farmers market areas • Restored public buildings <p>Community example: The Hanna Community Center in Lafayette was initially a school used to segregate African American children from white children. Now as a community center, it is a driving force for cultural events and brings diverse cultures together.</p>

b. Natural Capital

Assets	Roles	Examples
Parks, forests, and other natural areas	<ul style="list-style-type: none"> Wildlife habitat Recreation, physical exercise; sense of peace, tranquility, and reflection 	<ul style="list-style-type: none"> Natural areas of regional importance and significance are preserved for future generations and for wildlife corridors.

c. Human Capital

Assets	Roles	Examples
Educational institutions	<ul style="list-style-type: none"> Spaces where educational opportunities are offered to gain knowledge, know-how, and expertise to form leaders and productive members of society 	<ul style="list-style-type: none"> Elementary schools Junior/senior high schools Community colleges Universities Technical institutions

d. Social Capital

Assets	Roles	Examples
Service clubs	<ul style="list-style-type: none"> Align diverse leaders around a shared vision Fund projects 	<ul style="list-style-type: none"> A service club hosts a luncheon to discuss the plan to enhance the county museum. The community foundation provides a matching grant to fund renovations.

e. Cultural Capital

Assets	Roles	Examples
Historical tours and trails (wine, barns, covered bridges)	<ul style="list-style-type: none"> Connects people to a community's cultural heritage 	<ul style="list-style-type: none"> Organize a walking tour of historic and noteworthy sites.

f. Financial Capital

Asset	Roles	Examples
Community foundations, individual donors, other fundraising/ philanthropic activities (i.e., "friends" groups)	<ul style="list-style-type: none"> Source of private funding and sweat equity for development, management, and investments in public spaces 	<ul style="list-style-type: none"> Philanthropist donates money to preserve and protect an historic building located in a downtown park. Land trust provides public access to land holdings coupled with recurring funding to cover maintenance, updating, and enhancement costs.

g. Political Capital

Assets	Roles	Examples
Government staff	<ul style="list-style-type: none"> Implement programs Manage resources 	<ul style="list-style-type: none"> Departments of Public Works and parks staff work with middle school students to organize a tree-planting day in a new park. Prior to the event local Master Gardeners conduct education programs with the students on tree planting, care, and overall environmental benefits.

V. Supply Analysis

Describe existing and future public and private facilities and programs available for public use associated with the project. Include maps identifying facilities, land use, growth patterns, and types of development.

VI. Accessibility and Universal Design

- *Resource:* Indiana Department of Natural Resources Division of Outdoor Recreation (IDNR – OR) Planning Guidelines for Five-Year Parks and Recreation Master Plans.
- National Center on Accessibility: <http://www.ncaonline.org>
- Reference ADA (1990), ABA (1968), Rehabilitation Act (1973), and Universal Design.

VII. Public Participation

- Describe your public participation process for public spaces planning.
- Document input methods including dates, times, advertising used, number of participants in each method, number of public attendees at each meeting, and a synopsis of comments received.

- Hosting the *Enhancing the Value of Public Spaces* workshop and follow-on meetings meets the criteria for the IDNR-OR non-random public input method.
- *Resource:* IDNR-OR Parks and Recreation Master Plan FAQ document for more detailed discussion of public participation.

VIII. Needs Analysis

- Describe community needs and priorities for the public spaces project.
- Document the method(s) used.
- *Resource:* Indiana Department of Natural Resources Division of Outdoor Recreation (IDNR – OR) Planning Guidelines for Five-Year Parks and Recreation Master Plans.

IX. Priorities and Action Schedule

- Outline specific actions and associated timelines.
 - A **Gantt Chart** (below) can be used to track activities or deliverables against time.
 - Access the linked Excel Gantt Chart sample worksheet to get started.
 - A **Priority Action Schedule** (below) can be used to identify project priorities, dates, action items, people or entities responsible

Gantt Chart

	A	B	C	D	E	F	G	H	I	J	K	L	M
1	Public Spaces Priorities and Action Schedule												
2	Activity/Deliverable	January	February	March	April	May	June	July	August	September	October	November	December
3	Activity 1												
4	Activity 2												
5	Activity 3												
6	Activity 4												
7	Activity 5												
8	Activity 6												

Priority Action Schedule

	Date	Action	Responsible Party	Cost Estimate	Potential Funding Source
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					

- for specific actions, cost estimates per action, and potential sources of funding
- Access the linked Excel Action Schedule sample worksheet to get started.

X. Evaluation Plan

- Describe how progress will be measured, including outcome indicators and collection processes.
- *Curriculum Resource Reference:* Worksheets 3; see Strategy Examples in Community Capital sections for examples.

Resources

Indiana Department of Natural Resources Division of Outdoor Recreation

Site provides guidelines for planning outdoor recreation in Indiana, including sample Five-Year Parks and Recreation Master Plans.

<http://www.in.gov/dnr/outdoor/2603.htm>

National Center on Accessibility

NCA was established through a cooperative agreement between Indiana University and the National Park Service. NCA has emerged as a leading authority on access issues unique to park and recreation programs and facilities.

<http://www.ncaonline.org>

TOOLKIT





Marketing Flyer

Enhancing the Value of Public Spaces Workshop

WHEN	[Date], 10 a.m. to 3 p.m. Lunch provided. Please see attached agenda.	
WHERE	[Address]	
WHO SHOULD ATTEND	Decision makers and local leaders who oversee and manage community public spaces — parks board and planning commission members, public officials and their staff, and members of organizations whose mission involves providing services related to programs or management for public spaces — are encouraged to attend to work toward the completion of a high-quality action plan for a community public spaces project. Please bring a laptop for collaborative work.	
COST & REGISTRATION	The workshop is FREE. Lunch will be provided to attendees. Contact [Name of County] County Extension Office by phone at [###-###-####] or email [address@purdue.edu]. Please register by [date] and indicate any dietary preferences.	
WHY	<p>Public spaces are essential to communities' social, economic, and environmental sustainability. They are the shared resources such as parks, farmers markets, and town centers that define a sense of place; and where residents interact socially, explore nature, and purchase goods and services. Public space management decisions made by public policymakers, private business owners, and residents impact the well-being and livelihood of the community as a whole.</p> <p>A Purdue University Extension program, <i>Enhancing the Value of Public Spaces</i>, addresses public spaces and their role in enhancing the quality of place by helping regions, communities, and neighborhoods plan and prepare for a sustainable future. The workshop utilizes the community capitals framework and appreciative inquiry process to demonstrate how high-quality public spaces improve a community's quality of place, with emphasis on Indiana examples and best practices. The curriculum provides tools for data collection, strategic planning, and an array of resources for implementing projects. Workshop attendees will work toward the completion of a high-quality action plan for a public spaces project in their community.</p> <p>For more information, please contact any of the following Enhancing the Value of Public Spaces team members:</p>	
FACILITATORS & CONTACT INFO	<p>Kara Salazar Sustainable Communities Extension Specialist Purdue Extension and IL-IN Sea Grant salazark@purdue.edu</p> <p>[County Host Name] [Information about the county that is hosting.]</p>	<p>Dr. Michael Wilcox Assistant Program Leader / Economic and Community Development / Purdue Extension and Senior Associate / Purdue Center for Regional Development wilcox16@purdue.edu</p>

It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran.

Purdue University is an Affirmative Action institution. This material may be available in alternative formats.

PURDUE
UNIVERSITY

PURDUE
EXTENSION
1-888-EXT-INFO • www.extension.purdue.edu

LOCAL FACES
COUNTLESS CONNECTIONS

Order or download materials from
Purdue Extension • The Education Store
www.the-education-store.com



Sample Press Release 1

Purdue Extension program helps enhance public spaces

Local decision makers can learn to harness the power of public spaces in a Purdue University Extension program. **Enhancing the Value of Public Spaces** offers continuing education and resources tailored to regional, community, business, and neighborhood leaders interested in building sustainable communities.

Public spaces play a vital role in all our lives. They are the paths we bike on, the public parks we play in, and the town centers where we shop. Decisions about how to design and manage these spaces can have long-term impacts on the social, economic, and environmental health of our communities.

The training program provides a framework for collecting data on community assets and using that data to plan public spaces improvements. Purdue Extension specialists and educators will introduce best practices for improving public spaces and provide sample projects already underway in Indiana.

Extension Educators also will help participants design their projects and give them the tools they need to put their plans into action. Participants will begin working on a strategic plan for a public space project tailored to their community.

“This program will help regions, communities, and neighborhoods preserve and enhance assets that define the area,” says Kara Salazar, sustainable communities Extension specialist for Illinois-Indiana Sea Grant and Purdue University Extension. “The program will also help community leaders charged with managing public spaces and implementing new projects to build communities that are more resilient to economic and environmental changes.”

To learn more about Enhancing the Value of Public Spaces and other Purdue University and Illinois-Indiana Sea Grant sustainability programs and resources, contact Kara Salazar at 765-496-1070 or salazark@purdue.edu.



Sample Press Release 2

Workshop focuses on enhancing public spaces

Public officials and residents in [NAME] County can learn how to improve public spaces and build more sustainable communities at a workshop hosted by a Purdue University Extension program. The workshop will take place on [DATE] from 10 a.m. to 3 p.m. at the [LOCATION]. Lunch will be provided.

Participants will work with Purdue Extension specialists and educators to learn more about the vital role that parks, town centers, and other public spaces play in the long-term economic, social, and environmental health of communities. Collaborative activities will also introduce participants to best practices for improving public spaces, and give them the tools they need to plan and implement projects tailored to their community. Participants are encouraged to bring laptops for this portion of the workshop.

“The resources and strategies provided in the workshop will help community leaders charged with managing public spaces and implementing new projects to build communities that are more resilient to economic and environmental changes,” says Kara Salazar, sustainable communities Extension specialist for Illinois-Indiana Sea Grant and Purdue University Extension.

This and similar workshops held throughout the state are part of the Purdue Extension program, Enhancing the Value of Public Spaces. The program provides continuing education and resources for regional, community, business, and neighborhood leaders in Indiana.

To register for the free workshop, contact [EXTENSION EDUCATOR] at [PHONE NUMBER]. Please indicate any dietary preferences while registering.

To learn more about Enhancing the Value of Public Spaces and other Purdue University and Illinois-Indiana Sea Grant sustainability programs and resources, contact Kara Salazar at 765-496-1070 or salazark@purdue.edu.



List of Potential Public Spaces Program Participants

Built Capital

Americans with Disabilities Act (ADA) committee

Chamber of commerce members

Developers

Engineering department

Greenways

Housing representatives: Rural Development or Housing and Urban Development (HUD), depending on community

Industrial leaders

Local businesses

Parks and recreation department

Planners and members of the plan commission

Public works department

Realtors

Restaurant owners

Street department

Utilities

Planners and members of the plan commission

Production agriculture representatives: small, part-time, mid-sized, and large operations

Soil and Water Conservation Districts

Stormwater programs

Watershed groups

Human Capital

Adult and Youth Leadership

- 4-H council members and leaders
- Big Brothers/Big Sisters
- Boy Scouts/Girl Scouts
- Chamber of Commerce members and local business organizations
- Community or county leadership programs
- FFA
- Junior Achievement
- YMCA/YWCA

Education (formal and informal)

- Camps
- Child-care providers – preschool, before and after school
- Educators – preschool, elementary, middle, high school, higher education
- Homeschool leadership
- Nature centers
- School administrators
- School board members
- School counselors

Natural Capital

Agricultural leaders

Commercial landscapers

Conservation organizations

Golf course managers

Landowners

Natural Resources Conservation Service representatives

Parks and recreation department

Health

- Hospital administrators, board members, and other health care providers
- Housing authorities
- Medical professionals, perhaps county health nurses
- Mental health association representatives or executive directors
- Red Cross representatives
- School health nurses or school counselors
- Senior citizen organizations/agencies
- Service agencies
- Social-service agencies

Lifelong Learning Activities

- Camps
- Community centers
- Parks and recreation representatives
- Program users and potential users
- Libraries

Social Capital

Civic organizations, such as Rotary, Jaycees, etc.

Community or county leadership programs

Farmers market operators

Media representatives

Neighborhood organizations

People who know many people in the community

Senior citizen groups

Cultural Capital

Arts councils

Historical associations

Museums

Representatives of cultural and religious groups, boards, or commissions

Tourism organizations

Financial Capital

Bank officials

Community foundations

Endowments

Funding agencies

Representatives of infrastructure and development groups

Political Capital

Business leaders

City council members

Congressional delegation

County commissioners

County council members

Economic development council members

Economic development directors

Elected/appointed officials

Mayors

Representatives of political groups

Town board members

University partners



Enhancing the Value of Public Spaces Agenda

DATE _____

LOCATION _____

9:30 AM. . . . Registration open

10:00 AM. . . . Welcome, introductions, and overview of workshop

10:30 AM. . . . Enhancing the Value of Public Spaces

- Public Spaces, placemaking
- Community capitals and Indiana public spaces examples
- Appreciative inquiry process

11:15 AM. . . . Activity

11:45 AM. . . . Working lunch

12:15 PM. . . . Case study

12:45 PM. . . . Planning for public spaces

- Define
- Discover (Worksheet 1)
- Dream elements (Worksheet 2)
- Design and deliver (Worksheet 3)
- Planning team (Worksheet 4)

2:45 PM. . . . Next steps and resources

- High-quality action plan
- Set next meeting time
- Determine who to invite (Worksheet 4)
- Goal – Revisit high-quality action plan using appreciative inquiry process
- Purdue resources

3:00 PM. . . . Conclude

Registration Form

Enhancing the Value of Public Spaces Workshop Registration

WOULD YOU LIKE
A CERTIFICATE OF
COMPLETION?

PHONE

EMAIL

AFFILIATION

NAME

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15

It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran.
Purdue University is an Affirmative Action institution. This material may be available in alternative formats.

PURDUE
UNIVERSITY

PURDUE
EXTENSION
1-888-EXT-INFO

LOCAL FACES
COUNTLESS CONNECTIONS
www.extension.purdue.edu

Order or download materials from
Purdue Extension - The Education Store
www.the-education-store.com

	NAME	AFFILIATION	EMAIL	PHONE	WOULD YOU LIKE A CERTIFICATE OF COMPLETION?
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran. Purdue University is an Affirmative Action institution. This material may be available in alternative formats.



Order or download materials from
Purdue Extension - The Education Store
www.the-education-store.com



Suggested Workshop Ground Rules

- Listen actively. Respect others when they are talking.
- Everyone will participate, but none will dominate—honor a two-minute time limit for statements and responses.
- Speak from your own experience instead of generalizing (“I” instead of “they”; “we,” and “you”).
- Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks. Focus on ideas.
- Participate to the fullest of your ability. Community growth depends on the inclusion of every individual voice.
- The goal is not to agree; it is to gain a deeper understanding.
- Be conscious of body language and nonverbal responses. They can be as disrespectful as words.
- Information shared during the workshop can be shared with others unless a participant asks that it be kept confidential.
- Place cell phones on vibrate or silent.
- Take breaks as needed, but please enter and exit as quietly as possible.
- Others?

References and Resources

Gorski, P., *Guide for setting ground rules*. Retrieved from <http://www.edchange.org/multicultural/activities/groundrules.html>

University of Wisconsin-Madison, Office of Quality Improvement, *Facilitator tool kit: A guide for helping groups get results*. Retrieved from <http://oqi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf>



Problem Solving vs. Appreciative Inquiry

Handout for Group 1

1. Each member of your group: Identify three to five major problems with your public space that your community currently faces. Write these on a piece of paper. Do not discuss your list with anyone at this point.
2. Have each person in the group identify the list of problems on his or her list. Once everyone has shared their list, briefly discuss the various problems that were identified. This represents the “what is” state of the needs assessment process.
3. As a group, come to agreement on the most pressing problem facing your community’s public space from the list your group generated.
4. Given the consensus issue chosen by the group, consider the question of “what should be?” In other words, in place of the top problem that the group has identified, what would they prefer to find in their community?
5. Identify as a group what you believe the causes of the problem are.
6. Discuss possible solutions to the problem. Select two or three solutions your group feels are most viable.



Problem Solving vs. Appreciative Inquiry

Handout for Group 2

1. Discovery phase: Identify the peak moments of excellence in your community regarding the development, management, and maintenance of your community's public space—times when people were able to most effectively experience it. That is, discuss the “best of what is” in your community's public space, even the small victories that your community has experienced.
2. What were the conditions that made these accomplishments possible?
3. Dream phase: Envision what might be in your community with regard to this public space. What are the achievable dreams you have for your community that can be built on its past or current accomplishments?
4. Design phase: Create a strategy to carry out the dreams that your group identified in the earlier phase. What can be done to build on the current qualities of the community, and what aspects of the community need to be strengthened to achieve your group's vision and hope for the future?
5. Delivery/Debrief phase: Identify the specific steps your group would like to take to put your dreams into action. What innovations or experimentations will your group undertake to reach your shared vision or dreams?



Worksheets

The following worksheets use the appreciative inquiry process and community capitals framework with the case studies and to develop a high-quality action plan for public spaces.

Worksheets can be downloaded as supplemental Excel files.

[illegible]








Based on "Figure 6. Mapping Assets by Community Capital" from Emery, Fey and Flora, 2006.

Worksheet 1 - Discover

[illegible]

Based on "Figure 6. Mapping Assets by Community Capital" from Emery, Fey and Flora, 2006.

Worksheet 2 - Dream

Workshop 3: Strategies, Potential Impacts, Outcome Indicators and Collection Methods by Community Capital								
		CAPITALS						
Plan Elements								
		built	natural	human	social	cultural	financial	political
STRATEGIES	Short:							
	Medium:							
	Long:							
POTENTIAL IMPACTS								
OUTCOME INDICATORS								
COLLECTION PROCESS								

Based on "Issue 13: Monitoring Progress" from *Interv. Fed and Urea*, 2006, "Community Capital Framework using Associative Inquiry" (O) Practice, Community Development Society.

Worksheet 3 - Design/Delivery

[illegible]

Based on "Figure 5. List of Indicators to Planning Process" from Emery, Fry and Flora, 2006, "Community Capital Framework using Generative Inquiry," CD Practice, Community Development Society.

Worksheet 4 - Define/Debrief

Discover: Asset Inventory by Community Capital

Based on "Figure 6. Mapping Assets by Community Capital" from Emery, Fey and Flora, 2006.
 "Community Capitals Framework using Appreciative Inquiry," CD Practice, Community Development Society.

Dream: Dream Elements by Community Capital

[illegible]

Based on "Figure 6. Mapping Assets by Community Capital" from Emery, Fey and Flora, 2006. "Community Capitals Framework using Appreciative Inquiry," CD Practice, Community Development Society.

Worksheet 3:

Design/Delivery: Strategies, Potential Impacts, Outcome Indicators, and Collection Methods by Community Capital

Worksheet 3. Strategies, Potential Impacts, Outcome Indicators and Collection Methods by Community Capital

		CAPITALS							
Plan Elements	STRATEGIES	Short:	built	natural	human	social	cultural	financial	political
		Medium:							
		Long:							
	POTENTIAL IMPACTS:								
OUTCOME INDICATORS:									
COLLECTION PROCESS:									

Based on "Figure 13. Monitoring Progress" from Emery, Fey and Flora, 2006. "Community Capitals Framework using Appreciative Inquiry," CD Practice, Community Development Society.

Define/Debrief: Community-based Public Spaces Initiative Planning Team

PURDUE
EXTENSION

[illegible]

Based on "Figure 5. List of Invitees to Planning Process" from Emery, Fey and Flora, 2006. "Community Capitals Framework using Appreciative Inquiry," *CD Practice*, Community Development Society.



Purdue Resources and Next Steps

The following Purdue University programs can provide additional technical assistance, strategic planning, and community development support as next steps for your local public spaces initiatives. Please contact the respective program leads or your workshop facilitators to learn more about resources or program scheduling.

Grant Writing Workshop

The two-day Beginner's Guide to Grant Writing program is a great skill builder for the beginner or intermediate grant writer. Even grant writers with years of experience describe the workshop as helpful and enlightening. A person of any skill level can come with an idea and, by the end of the first day, be ready to write from a proposal outline with all the resources needed to expand it into a full proposal. Participants return a month later for the second day of the workshop with their full proposal ready for peer review. They learn strategies to find funding, and have the opportunity to polish their proposals and then get feedback from grant-writing professionals.

Classes are scheduled throughout Indiana. For locations, dates, and more information, please contact your local Purdue Extension office.

Rebuilding Your Local Food System Extension Program

The Rebuilding Your Local Food System Extension program enables communities to better understand their local food system and engage multiple groups in a dialogue about rebuilding it. The program also assists them with a strategic plan for implementing their rebuilding strategy. We work with communities to construct a team of stakeholders to represent the diverse interests for local food: growers, consumers, wholesale buyers, local decision makers, food security providers, health care leaders, entrepreneurs, and others. This stakeholder group explores and maps its community's current local

food assets, understands its supply-and-demand data, and works together for a community food plan.

Contact Jodee Ellett, Purdue Local Foods Coordinator (jellett@purdue.edu) for program information.

Strategic Doing

Strategic Doing enables people in loosely joined, open networks to think and act strategically. Instead of broad visions, they pursue measurable strategic outcomes. Instead of focusing on problems and deficits, they define new opportunities by connecting their assets. Instead of looking for a visionary leader, they recognize that leadership in open networks is a shared responsibility. Civic leaders across the country are discovering that Strategic Doing provides the ideal platform on which to develop and guide collaborations. By guiding complex conversations with simple rules, Strategic Doing provides a pathway to results. You will learn to discover opportunities by “linking and leveraging” your assets; define clear outcomes that you can measure; and keep your strategy on track with simple action plans and regular follow-up.

Visit <https://www.pcrd.purdue.edu/signature-programs/strategic-doing.php> for resources, videos, presentations, and program scheduling information.

Stronger Economies Together (SET)

Stronger Economies Together (SET) is an exciting initiative launched in 2009 by USDA Rural Development in collaboration with the four Regional Rural Development Centers (RRDCs) and their land-grant university partners. SET's purpose is to strengthen the capacity of communities/counties in rural America to work together in developing and implementing an economic development blueprint that strategically builds on the current and emerging economic strengths of their region.

For more information on SET, visit <http://www.srdc.msstate.edu/set>

Contact Bo Beaulieu (lib@purdue.edu) assistant director, Purdue Extension Economic and Community Development and director, Purdue Center for Regional Development, for state programming information.

Regional Decision Maker

Regional Decision Maker is a decision-support system for regional planning developed by the Purdue Center for Regional Development. Topics in the series of interactive online spatial decision-support systems include education, economics, demographics, land use/land cover, transportation, and governance processed from governmental agency data.

<http://prodgis.agriculture.purdue.edu/RDM/>

Tipping Points and Indicators

The Tipping Points and Indicators Research and Extension program empowers land-use planners, natural resource managers, and watershed stakeholder groups to identify and mitigate land use and climate impacts, thereby sustaining Great Lakes communities and ecosystems. Research conducted in five states and Canada has identified land-use tipping points resulting from increased runoff volume and nutrient and pollutant runoff during storm events. Tipping Points and Indicators was

designed for use as a facilitated, data-driven tool for community visioning discussions and public involvement in the decision-making process for natural resources planning and implementation projects. The Tipping Points and Indicators facilitation process results in an action plan that includes an overview of the current community status and whether the community is nearing or exceeding Great Lakes tipping points; and provides customized education strategies, sample policies, and sample ordinances to improve current conditions. The five modules include:

1. *Community visioning* links natural resources management actions to community values.
2. *Community overview* gives a community the ability to see where it is now and where it will be in the future, identifies assets, and determines threats to sustainability.
3. *Tipping points* identifies actions of highest priority with data and tipping points models.
4. *Action strategies* provides a framework for discussing and selecting ordinances, best management practices, and action strategies.
5. *Final action plan* includes customized community scenario maps and tailored action strategies.

Visit <http://tippingpointplanner.org/> to request a Tipping Points and Indicators workshop for your community.



Purdue Extension *Enhancing the Value of Public Spaces* Program

Workshop Feedback and Evaluation

Thank you for completing this survey for Purdue Extension's Enhancing the Value of Public Spaces program. Your participation is voluntary, and all responses are anonymous. Your input is appreciated and will benefit future implementation of the program.

Date:

Workshop Location:

1. Please tell us how the workshop met or did not meet your expectations in the areas listed below.
Check one rating per item (row).

	Did Not Meet Expectations	Met Expectations	Exceeded Expectations
Presentation of information			
Opportunities for learning about public spaces issues			
Facilitation of activities			
Encouragement of discussion			
Building connections to resources			

2. How would you rate your general knowledge about the following topics based on what you learned during the Enhancing the Value of Public Spaces workshop?
Check one rating per item (row).

	About the Same	Somewhat Better	Better	Significantly Better
How public spaces influence residents' quality of life				
The environmental, economic, and social impacts of planning, implementing, and maintaining public spaces				
Important issues related to public spaces				
Tools and decision-making processes related to public spaces				



3. How useful was this program in providing new knowledge to help you make decisions and take action to develop new or enhance existing public spaces in your community?

Check one rating per item (row).

	Not Useful	Somewhat Useful	Useful
Make decisions			
Take action			

4. How likely are you to use information from this program for future public spaces planning efforts? *Circle one.*

1 2 3 4 5
Not likely Somewhat likely Very likely

5. When do you plan to use what you learned from this program? *Circle one.*

Probably never 12 months 6 months 3 months Immediately

6. Describe how you plan to use what you learned from this program. For example, what is your most significant takeaway message, tool, or process from this workshop that you can apply in your community?

7. Describe the supports in place (for example, community capital assets) that encourage you to help develop a high-quality plan for public spaces using the materials/curriculum you learned about in the workshop. How can Purdue Extension support your efforts to develop a high-quality plan?

8. Describe any barriers (for example, lack of community capital assets) you face as you move to implement a high-quality plan for public spaces in your community. What, if anything, could Purdue Extension do to reduce these barriers?

9. Additional comments:



Certificate of Completion

ENHANCING THE VALUE OF PUBLIC SPACES WORKSHOP

First name Last name

has completed the Purdue University Extension workshop held [date] at [location]
and is awarded this

CERTIFICATE OF COMPLETION

Kara A. Salazar
Sustainable Communities Extension Specialist
Purdue Extension and IL-IN Sea Grant

Dr. Michael D. Wilcox
Assistant Program Leader,
Purdue Extension Economic and Community Development and
Senior Associate, Purdue Center for Regional Development

It is the policy of the Purdue University Cooperative Extension Service that all persons have equal opportunity and access to its educational programs, services, activities, and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability or status as a veteran.

Purdue University is an Affirmative Action institution. This material may be available in alternative formats.

PURDUE
UNIVERSITY

PURDUE | **LOCAL FACES**
EXTENSION | **COUNTLESS CONNECTIONS**
1-888-EXT-INFO • www.extension.purdue.edu

Order or download materials from
Purdue Extension - The Education Store
www.the-education-store.com



High-Quality Public Spaces Action Plan Outline

I. Executive Summary

II. Introduction

a. Project Team

b. Public Spaces Project Area Description

c. Community Description

d. Public Spaces Vision

III. Public Spaces Action Plan

a. Goal 1

- **Strategies**
 - Short term
 - Medium term
 - Long term
- **Impacts**
 - Short term
 - Medium term
 - Long term
- **Target Outcomes**
 - Short term
 - Medium term
 - Long term



b. Goal 2

- **Strategies**
 - Short term
 - Medium term
 - Long term
- **Impacts**
 - Short term
 - Medium term
 - Long term
- **Target Outcomes**
 - Short term
 - Medium term
 - Long term

c. Goal 3

- **Strategies**
 - Short term
 - Medium term
 - Long term
- **Impacts**
 - Short term
 - Medium term
 - Long term
- **Target Outcomes**
 - Short term
 - Medium term
 - Long term



IV. Public Spaces Assets

a. Built Capital

Assets	Roles	Examples

b. Natural Capital

Assets	Roles	Examples

c. Human Capital

Assets	Roles	Examples

d. Social Capital

Assets	Roles	Examples

e. Cultural Capital

Assets	Roles	Examples



f. Financial Capital

Assets	Roles	Examples

g. Political Capital

Assets	Roles	Examples

V. Supply Analysis

VI. Accessibility and Universal Design

VII. Public Participation

VIII. Needs Analysis

IX. Priorities and Action Schedule

a. Gantt Chart

b. Priority Action Schedule

X. Evaluation Plan