

EQUITY AND DISABILITY INCLUSION IN EUGENE, OREGON
PARKS: A COMPARATIVE ANALYSIS OF AMAZON PARK AND
UNIVERSITY PARK

by
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This study was conducted to investigate disability inclusion services at Eugene, Oregon neighborhood parks by comparatively analyzing Amazon Park and University Park. Research began with the collection of census data on Eugene's disability population demographics and with correspondence with City of Eugene staff to gather information about the parks. The researcher then conducted two physical park audits on each park and used the audit data to develop an online survey questionnaire for community members who use the parks, are involved in Eugene's disability community, or both. Analysis confirmed that Amazon Park, while not entirely accessible, is much more inclusive to the disability community than University Park. Further findings informed recommendations for University Park to increase use and equity for people with disabilities, such as investing in accessible play structures, establishing inclusive park messaging and programming, and developing park features to increase sensory experience. Other deliverables from this study include a public-facing pamphlet about disability inclusive parks and organizations in and near Eugene, a newly devised neighborhood park audit checklist focusing on disability inclusion, and a memo to the City of Eugene outlining the conclusions and recommendations from this study. [00]

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Introduction

Parks are essential to the culture and environment of cities. They offer communal green spaces for recreation that improve community members' mental and physical health (Thompson et al., 2011). Parks are also great spaces for community events and gatherings which strengthen social cohesion (National Recreation and Park Association, "Park and recreation is essential," n.d.-e). However, people with disabilities often face barriers such as insufficient public transit options and inaccessible paths of travel when accessing outdoor parks; and if individuals are able to travel to the park, often park features are not accessible to all (Williams et al., 2004). Like many facets of society, parks have been historically designed for people without disabilities and leave much to be desired for disabled community members. By constructing parks on steep hills, far from bus stations, with uneven surfaces, and by choosing inaccessible play structure equipment, park planners ostracize entire communities who cannot access the park or its features. If planned equitably, parks are a place for people of all ages and abilities to feel a sense of belonging (American Planning Association, n.d.-b).

The City of Eugene ("Equity & Inclusion," n.d.-d) is dedicated to creating a culture of belonging so "everyone feels safe and welcomed in [the] city" (para 2) and they "strive to provide universal access to buildings, programs, events, and meetings" (City of Eugene, *Accessibility*, n.d.-d , para 1). Ostensibly, neighborhood parks are considered in these policies. This study explored the inclusivity of two City of Eugene neighborhood parks by conducting a comparative analysis of Amazon Park and University Park. Amazon Park is known as "Eugene's first fully-inclusive playground for all ages and mobility" (City of Eugene, *Amazon Park*, n.d.-c, para 9). Although there are many neighborhood parks in Eugene that are underfunded and inaccessible to people with disabilities, University Park was chosen as the closest neighborhood

park to compare to Amazon Park. Because the parks lie within a mile of each other, community members could theoretically visit both parks. University Park is smaller than Amazon and has not been remodeled in over twenty years. There are many opportunities for improvement at University Park so people with diverse bodies and abilities may reap greater enjoyment when visiting the park. This study examines the features of a two-acre sized section, including the playground, of Amazon Park to uncover what makes it favorable for the disability community compared to other, similarly sized parks in the area, namely, University Park.

Research for this study focused on the marginalization people with disabilities face in park settings—such as physical access barriers and inequitable park programming or infrastructure—and it guided investigation into the inclusivity of Eugene Parks. A mixed-methods approach was applied to this study. Demographic data collection, correspondence with City of Eugene Staff, a literature review, physical audits, and survey responses from community members all combined to provide comparison of the accessibility and inclusivity of both parks—what works well and what needs improvement. This data was used to make a series of recommendations for the city of Eugene aiming to broaden inclusive design practices to serve underrepresented community members with disabilities. Since University Park is underdeveloped compared to Amazon Park and the former park will be renovated in the near future, most of the recommendations involve efforts to activate University Park by improving park planning efforts associated with infrastructure and messaging. Other outcomes from this research include a) a newly developed park audit tool titled, “Neighborhood Park Accessibility Audit,” which will be piloted by the researcher in the summer of 2025; b) a memo to the City of Eugene outlining key findings from the study, and c) a public guide with information about accessible recreation spaces for community members with disabilities.

Research Questions

This study explored the following research questions:

- 1) What do the park audit evaluation methods “Environmental Assessment of Public Recreation Spaces Parks and Trail” (EAPRS) and “Community Park Audit Tool” (CPAT) reveal about the equity of infrastructure for disabled communities at Amazon Park and University Park?
- 2) What do disabled community members value about Amazon Park and University Park when considering disability inclusion?
- 3) How does analysis of Amazon Park inform a park planning perspective on the presence of disability inclusion in University Park?
- 4) What improvements could be made to increase the inclusivity of University Park for people with disabilities?

Research Sites’ Background: Amazon Park and University Park

This section includes a short history of both Amazon Park and University Park and highlights key features of each park. Because of Amazon Park’s size and amenities (aquatic center, skatepark, walking trails, and recreation centers) it functions as a community park. University Park is relatively underdeveloped and is labeled as a neighborhood park. The recommendations suggested through this study for University Park could potentially invigorate the park and encourage new users to explore it. Both parks are located in Eugene, Oregon, and are owned and operated by The City of Eugene. Throughout this paper, “Eugene” and “the City” are used interchangeably to refer to The City of Eugene.

Amazon Park

Amazon Park is 99.18 acres in size and is home to many recreation opportunities. Because the park is so large, it expands into two other neighborhoods, Friendly Area Neighborhood and Southeast Neighborhood. The research area for this park has been scaled down to about two acres (See Figure 1), a comparable size and set of features as those within University Park. The research area exists entirely within the Amazon Neighborhood (See Figure 2).



Figure 1: Aerial view of Amazon Park research area boundaries.

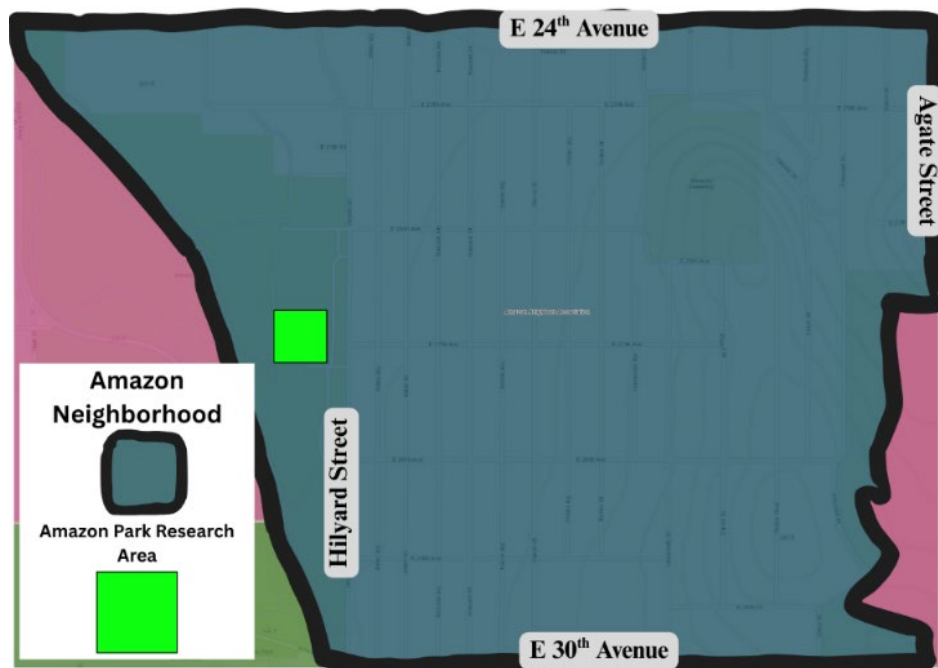


Figure 2: Amazon Neighborhood map.

Pictured above is the Amazon Neighborhood Association neighborhood boundary. Note that the Amazon Park Research Area shown on the map is the general location but is not drawn to scale.

In the early 1980s, Amazon Park Playground became one of the first fully wheelchair accessible play structures in the nation (City of Eugene, Amazon Park, n.d.-c, para 9). After the

playground was remodeled in 2017, the City named it the first fully inclusive playground in Eugene for people of all ages and mobility levels. Other important amenities in Amazon Park include: a large parking lot with Americans with Disabilities Act (ADA) parking spaces, a 2.1 mile shared-use trail, a skatepark, dog park, community garden, picnic tables, restrooms and water spigots, six sports recreation fields or courts, Amazon Pool, and Amazon Community Center (including an outdoor performance area). These amenities are near the research study area but will not be included in results or analysis as they are not directly within the research boundary.

Within the research area (see Figure 3) exist two large play structures, one being fully wheelchair accessible and the other not, a large climbing structure in the shape of a dinosaur, a smaller structure in the shape of a fire engine, swing sets with accessible swing seats, six picnic tables, restrooms, a water spigot, open grassy areas, and concrete walking paths. The park is often crowded with children running and climbing on the playground. The walking paths in the park are connected to larger trail systems or neighborhood routes and are used by walkers, runners, and commuters daily. The park is well known in Eugene, and it is a source of recreation for many residents. Being the only wheelchair accessible playground in Eugene, it is especially loved by children with mobility disabilities.

Another key inclusive aspect of Amazon Park is Hilyard Community Center, located near the park. Eugene's Adaptive Recreation Services is based at Hilyard Community Center, and it offers over 2,500 activities annually for children, teenagers, and adults with disabilities (City of Eugene, n.d.-b). Some of the programs include adaptive bike and equipment rental, fitness classes, sports, and social gathering events and clubs. Many of the programs offered are hosted on site at Hilyard Community Center or Amazon Park. Adaptive programming at parks is vital in

creating an inclusive outdoor space so people of any ability feel a sense of community and belonging.



Figure 3: Amazon Park playground.

The play structure in the foreground with the long green slide is the structure for 6-12 year-olds, and it is not accessible to wheelchair users. The structure in the background is safe for children aged 3-5, and it has ramp entrances, so children with mobility disabilities can access it.

University Park

Named for its proximity to the University of Oregon, University Park is the only park in the South University Neighborhood. Eugene purchased the park from Lane County in 1944, and the original park construction started in the early 1950s. In 1981, the city added a small amphitheater and replaced asphalt paths with concrete, among other improvements (South University Neighborhood Association [SUNA], 2016). The South University Neighborhood Association (2016) confirms that neighbors find University Park's features are antiquated, and the park receives little activation, meaning on the average day, one or two families will be at the

playground, and the rest of the park does not receive much attention from community members outside the neighborhood. The park is bordered by E 23rd Avenue and E 24th Avenue, to the north and south, and University Street to the east. Directly west of the park is a small church (see Figure 4). This park location, especially the E 24th Avenue traffic thoroughfare, helps connect Amazon Neighborhood with South University Neighborhood.

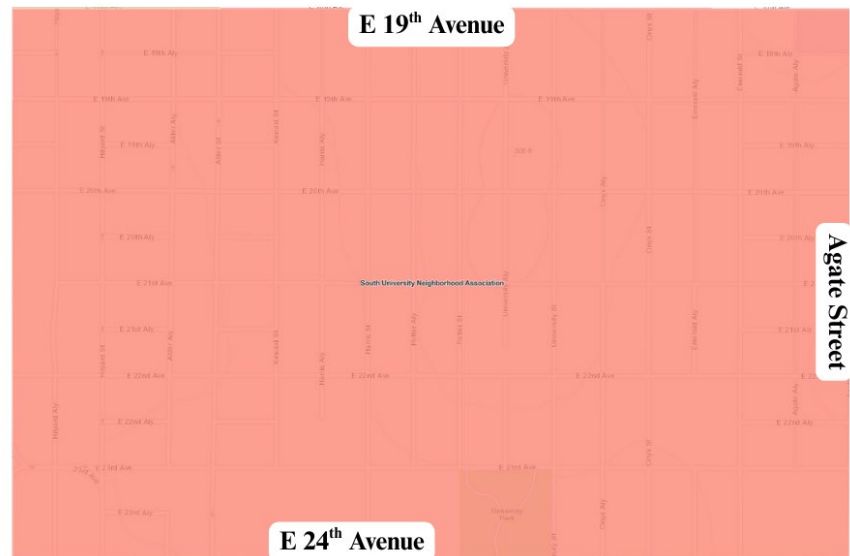


Figure 4: South University Neighborhood Map.

University Park is 2.81 acres and has a large grass field and large trees. Other features in the park include a small playground area—one swing set, one slide, one teeter-totter, and one merry-go-round—a small performance space with audience seating, a covered shelter, restrooms, a drinking fountain, four picnic tables, a little league field, a basketball court, an out-of-commission concrete wading pool, a free community library, and ample street parking (see Figure 5 and Figure 6). Because the park is in a high traffic area, SUNA (2016) believes that following renovation, the park has potential to be a magnet for the bordering neighborhoods of Fairmount, Amazon, South University, and Friendly Neighborhoods. Currently, University Park is consistently less utilized than Amazon Park.



Figure 5: Ariel view of University Park.



Figure 6: University Park playground, performance area, and sheltered picnic area.

Terminology

This section provides descriptions of important terms used throughout the study. The terms regarding ability, parks, and equity described in this section highlight many factors and perspectives to consider when communicating about disabilities. One framework of thinking is known as person-first language. Person-first language highlights the individuality and personhood of the person experiencing the disability rather than focusing on the disability itself. This is written as “a person with a disability.” However, some within the disabled community oppose person-first language because the separation of the personhood from the disability suggests the disability is a negative trait that must be removed from the person experiencing it. For example, many people in the Deaf community prefer identity-first language: “a disabled person.” Because there are varying perspectives, best practice when writing about adults in the disability community is to use both language frameworks, person-first and identity-first (National Institutes of Health 2023, para 8; see also Allen B.J., 2023). For this study, the terms “person with a disability” and “disabled person,” are used interchangeably throughout. Listed below are additional key terms used in this paper and their definitions.

Accessibility refers to the ability to access or benefit from an entity or system. Enhancing accessibility means enabling access for marginalized communities or improving the quality or characteristics of a place or thing to make it easier to approach, enter, or use (Solá et al., 2018). Research and development in accessibility brings benefits to everyone in the community by making buildings and outdoor spaces easier to maneuver and understand for people of any ability level (Centre for Excellence in Universal Design, n.d.).

Community Park is a term for a park that serves a broader purpose than neighborhood parks. They are indicative of the character of a community, and important events take place at

community parks. Community parks usually include walking paths, picnic areas, and varied athletic facilities depending on the size of the city. Community parks are typically five acres for every 1000 residents served (National Recreation and Park Association, 2017).

Disability The Americans with Disabilities Act (ADA), 1990, defines disability as “a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment” (Americans with Disabilities Act, 1990). There are a wide range of abilities and “disability” is an umbrella term for impairments, activity limitations, and participation restrictions. While not always the case, people with disabilities deserve to have the same ease of access to neighborhood and community parks as people without disabilities.

Disability Inclusion is an effort to develop infrastructure and programming that serves people with disabilities and their opportunities to participate equitably in society (Centers for Disease Control, 2019). In park planning this looks like recreation programming specifically for disabled people, as well as adaptable programming in activities involving people of all ability levels. Disability inclusion is also vital when designing playground spaces, park paths, and park access parking lots.

Equity is the quality of being fair and impartial, and it is distinct from equality. Equality is to provide the same for all, whereas equity involves adjustments to address systemic injustices (American Planning Association, n.d.-b). The adjustment process to ensure people of marginalized identities receive the support needed to balance centuries of injustice is ongoing and often requires addressing an individual’s specific needs. Providing equitable opportunities for the disabled community in park planning could look like wheelchair accessible play

structures, tactile play opportunities, and additional support for children with disabilities in recreational activities.

Neighborhood Park is a term for parks generally designed for active and passive recreation at the heart of a neighborhood. Depending on the size of the park and neighborhood, there will be play structures, sports fields, and walking paths at these parks. They are typically one to two acres for every 1000 residents served (National Recreation and Park Association, 2017).

Universal Design is an architectural concept aimed at creating environments that are usable by all people without specialized adaptation, whether in parks or other built environment settings (Centre for Excellence in Universal Design, n.d.). To create universal design in recreational programming, organizations must consider ways to make the program equitable and flexible by providing adaptive tools or directions.

Urban Green Space is a broad term that classifies an open area in cities with plant-life, vegetation, and elements of the natural environment (National Recreation and Park Association, *Park & Recreation Comprehensive Master Plan*, 2017). They are often considered parks but not always.

Literature Review: Neighborhood Parks, Ability and Access

Neighborhood public parks are a key component of the built environment of a city, and cities in the U.S. recognized this as early as 1850 (Cranz, 1982). Parks offer opportunities for community events, physical activity, and nature exposure. This makes them central in many public health efforts because park activities improve both mental and physical health (Bratman et al., 2012; Saitta et al., 2019). Furthermore, recent research suggests park-based physical activity improves physical, psychological, and social health outcomes in children and older adults with disabilities, and improvements in disability-related impairments is connected to park-based activity (Saitta et al., 2019). Parks give children room to play and are important for families who live in high density housing or homes without backyards. Public parks also help reduce local air temperatures through shading, enhancing wind patterns, and evapotranspiration, lessening the harmful health effects of climate change (Lasky et al., 2023).

However, not everyone receives the benefits of public parks. Inequities in park planning stem from racial segregation, wealth inequality, and inequitable city planning. Across the U.S., most parks have been built in wealthy, white neighborhoods. Residents in these neighborhoods have easy access to recreation space near their homes, while people living in low-income neighborhoods must travel to other areas to utilize a park that meets their needs (Ward et al., 2023). Furthermore, neighborhood parks that *are* built in low-income neighborhoods tend to be underfunded and do not receive the same recreation facilities, amenities, and programs as parks in high-income neighborhoods (McKenzie et al., 2013).

People with disabilities are more likely to be Black, Indigenous, and People of Color (BIPOC), and are more likely to be low-income. These intersecting marginalized identities mean disabled people are more likely to live in areas without easy access to green recreation spaces,

including parks (Adler & Stewart, 2010; Robinson et al., 2022). The poverty rate for adults with disabilities is more than twice the rate of adults without disabilities (Goodman et al., 2019).

People with disabilities may face challenges accessing green spaces because they live in an impoverished area without nearby parks, which is likely compounded by any physical mobility constraints their disability entails.

Additionally, people with disabilities may be physically unable to drive a car or have no access to a car, and public transportation varies greatly depending on the city. Public transit is not always reliable for wheelchair or mobility scooter users, contributing to difficulties disabled people face in reaching green recreation spaces (Rishbeth et al., 2022). Furthermore, cracks in pavement, stairs, loose gravel, fallen trees, and inadequate or confusing wayfinding signage are all examples of physical barriers preventing certain disabled populations from accessing a park.

Even if a park is physically accessible, a person with a disability may discover the park does not offer activities or infrastructure that accommodate the person's needs. Although public parks existed well before the 20th century, the disabled population was not considered in park records until the 1930s (Cranz, 1982). It was not until the recreation era of park planning (1965 and after) that park planners repeatedly mentioned people with disabilities in park literature. This was also the period when specific programming was first developed for disabled people.

Cognitive disabilities were considered last, with the first cognitive disability-inclusive programs beginning in the late 1960s, gaining more traction in the mid-1970s and after (Cranz, 1982).

Brown, Kaplan, and Quaderer (1999) reported that there are few differences between people with disabilities and people without disabilities in their preferred outdoor recreation experiences, with both identity groups preferring forest settings over open field settings. Similarly, Moore et al. (1996) reported similarities between individuals with or without disabilities in terms of their

motivations to visit national parks. A study titled *The National Survey of Recreation and the Environment* found that people with mobility disabilities faced considerably more constraints in participating in outdoor recreation activities than people without a disability, which accounts for the incongruity of the disabled population's desire to participate and their actual levels of participation (Williams et al., 2004).

Urban green spaces are especially important for children as they are great spaces for emotional, social, and physical developmental benefits, and playground areas are essential to this development (Dalpra, 2022). Children with disabilities receive the same benefits from parks as children without disabilities, but only if the park is inclusive and accessible. A 2024 study in Delaware evaluated park and playground accessibility and usability based on cross-sectional observation design of an evaluation index tool (Firkin, 2024). Researchers concluded that substantial improvements to design, construction, and maintenance of Delaware parks and playgrounds are necessary to better serve people with disabilities. Importantly, the study evaluated various elements of public space such as public transit, parking, pathways and trails, playgrounds, and messaging (Firkin et al., 2024). Another study evaluating playground accessibility is titled "Rethinking Play Environments for Social Inclusion in Our Communities" (Dalpra, 2022). This study resulted in an assessment tool with five categories of evaluating park playground accessibility: 1) access to information, 2) physical accessibility, 3) sensory accessibility, 4) access to play experience, and 5) participation and socialization. Researchers found that physical to all play components is not enough for a playground to be fully usable by all; the playground must have a wide range of equipment, with different game types and levels of challenge that can be used by everyone (Dalpra, 2022). Further studies about children's perceptions of playing on accessible playgrounds found that achieving inclusion is

complex and play on inclusive playgrounds compounded with occupational therapy is beneficial for children with disabilities (Wenger et al., 2021; Stout, 1988).

Parks have the power to bring a community together and strengthen social inclusion of underrepresented minorities by offering space for socialization and creative place-making (NRPA, Parks and Recreation in Underserved Areas, n.d.). Therefore, it is crucial for park planners to develop disability-inclusive policy in their parks. As the National Survey of Recreation and the Environment (Williams et al., 2004) points out, increasing access does not always mean “paving the wilderness” (p. 97). Instead, increasing access involves more than physical access improvements like specific programming and messaging geared to include people with disabilities. For example, a park and recreation agency can offer clubs and activities in neighborhood parks for people with cognitive and physical disabilities (NRPA, 2011). Outdoor yoga classes, social clubs, and music in the parks are great ways to engage the disability population and let the community know that all are welcome at parks. One successful disability inclusive program in Minneapolis, Minnesota is called “Sense Tents” (NRPA, 2011). There, park and recreation employees and volunteers create mobile tent units for park events; these Sense Tents include sensory tools that people with sensory processing disorders can use to regulate their senses. Some of the items included in these tents were foams, slime, scented crayons, a mini-trampoline, calming lights, noise-cancelling headphones, and headphones that play soothing music (Cohen, 2018). Sarah Thorsen, the Therapeutic Recreation and Inclusion Coordinator of Minneapolis Parks and Recreation, says their goal “is to make sure people feel comfortable,” and that the tents “can keep people engaged in our events and programing” (Cohen, 2018, para 6). These sense tents are a particularly great program for people with

invisible disabilities, or disabilities that are not immediately apparent, for whom disability-aimed programming does not always include.

Program planning can emphasize disability inclusion as park agencies strive to offer enjoyable programming for all members of their communities. Park planning efforts should strive to make public parks open and engaging for all community members. Ensuring neighborhood parks have inclusive programming is particularly important because some residents do not have the means to travel to community parks frequently or at all, meaning their only option for outdoor recreation is their local neighborhood park. Creating disability inclusive programming would strengthen the health, happiness, and resilience of communities, and it would correct the history of ignorance toward the disabled community in park planning (NPRA, n.d.-b).

Case Studies

The two case studies featured below are of parks that exemplify disability inclusion, specifically in the play areas, by providing accessible amenities and travel paths.

Harper's Playground



Figure 7: The original Harper's Playground in Portland, Oregon.

Harper's Playground (see Figure 7) is a nonprofit established in 2010 that creates "radically inclusive" accessible playgrounds with natural elements (Harper's Playground, 2024, para 2). The nonprofit was founded by Cody Goldberg after he experienced bringing his daughter to playgrounds that did not accommodate her walker. Goldberg conceptualized what an inclusive park would look like because of his firsthand experience taking his daughter to unaccommodating parks. The nonprofit now creates accessible playgrounds for people of all ages and abilities. The first Harper's Playground opened in Portland, Oregon in November 2012 (Harper's Playground, 2024). Some of its accessible features include fully wheelchair maneuverable ground material, ground-level objects that can be climbed, sat, and laid on, ramps to all areas in the park, large slides, and a large sand play area with a raised sand bed for wheelchair users. Harper's Playground is clearly more accessible than University Park; and, since every feature at the park is wheelchair accessible, it is more inclusive than Amazon Park as

well. Harper's Playground serves as an exemplary model of designing inclusive parks, raising construction funds, and rallying community support for projects. The City of Eugene could consider consulting with the nonprofit for help in designing an inclusive park, raising money for construction, and rallying the community behind the project.

Arc Park



Figure 8: Arc Park concept design.

A tour of Arc Park (see Figure 8) was conducted on May 15th, 2025. Arc Park is located in Springfield, Oregon and is a project of The Arc of Lane County, a grassroots advocacy organization committed to serving adults and children with disabilities and their families. The park is a destination for families who have not found an inclusive and equitable space in other parks in the area. Some features include a fully fenced playground, a sand play area, a sensory wall, a stage and amphitheater venue, large and accessible bathroom stalls with changing tables that can accommodate an adult, and accessible turf for wheelchair users (*Arc Park*, n.d.). The Arc of Lane County is still awaiting funding to complete construction of some park elements, but

the eventually there will be a larger play structure area for 6-12-year-olds, and a zip line that can accommodate people with physical and developmental disabilities.

To create this park, the Arc of Lane County team consulted children with disabilities and their parents to understand what inclusive design in parks truly looks like (Jo Ann Henderson, personal communication, May 15th, 2025). The community feedback informed all decisions of park concept plans. Harper's Playground and Arc Park are accessible and inclusive because constituents who truly understand the difficulties people with disabilities can experience when accessing parks were consulted in both parks designs. An opportunity to solicit similar input exists at both Amazon Park and University Park. At this time, the local disability community's feedback for community and neighborhood parks has not been solicited. As case studies, Harper's Playground and Arc Park demonstrate physical and metaphysical park characteristics that University Park, and to a lesser extent, Amazon Park are lacking.

Methodology

Four primary methods were used to collect data in this study: demographics, City park data collection, physical park audits, and community engagement. Detailed descriptions of each method are below.

Demographics

The first step of the research process was identifying the disability population in the research areas. Demographic information was gathered from U.S. Census block data. Data categories researched were people with a disability, people under 65 with a disability, residents living below the poverty level, people with a mobility related disability, people with a cognitive disability, and people who are deaf or hard of hearing. For neighborhood demographic information, census blocks do not exactly align with neighborhood boundaries defined by the city; therefore, demographic percentages are estimations based on census block overlap with neighborhood boundaries. For example, the census blocks that include Amazon Neighborhood boundaries (see Figure 2) overlap with parts of Southeast Neighborhood, and South University Neighborhood boundaries (see Figure 4) also include portions of the Fairmount Neighborhood.

City of Eugene Park Data Collection

The next research method employed was investigating the current disability inclusion efforts of Eugene's Park and Open Space and Recreation Services departments. Through staff interviews and evaluation of the City's University Park Renovation surveys, the City's attitudes about park accessibility and its plans for University Park were uncovered.

Staff Interviews

To learn more about the park research sites, two separate interviews with City of Eugene Park Planning staff were conducted. The first was on October 17th, 2024, with a Principal Landscape Architect at the City of Eugene who spoke about Amazon Park's remodel in 2017 and the wheelchair accessible play structure. This conversation aided the researcher in narrowing the focus of the study and prompted the selection of the two park research subjects. The second interview was on January 23rd, 2024, with a Landscape Architect at the City of Eugene who is the primary park planner for University Park. This interview focused on the planned renovation for University Park. Both interviews lasted approximately an hour.

Additionally, an interview with the Program Supervisor and Facility Manager at City of Eugene Adaptive Recreation Services acted as a trial run through of the eventual community engagement survey comparing Amazon Park and University Park for this project. The interview used the same questionnaire as the online survey employed, and it was useful in revising the survey to be more comprehensible for participants. This interview also served to gather more information about the City's Recreation Services department, specifically the Adaptive Recreation Services.

City Neighborhood Surveys

The City of Eugene (2023) released a series of three surveys between April 10 and October 19, 2023 to learn about the neighborhood community's priorities for the University Park renovation that will be funded by the 2018 bond and levy for parks and recreation. The City's community engagement efforts also included one public workshop and one public open house; and, in the summer of 2023, the City conducted additional outreach to under-represented communities. Data from these City surveys about University Park's remodel was instrumental to

this project. Survey responses were combed through carefully by the researcher to understand what community members desired from the renovation, and if the renovation plans put forward by the city truly aligned with the community's survey responses. Any responses including the words "disability," "disabled," "access," or "diversity" were flagged for analysis and discussion. Any response comparing University Park with Amazon Park was also noted.

Physical Park Audits

Two physical park audits were completed on both parks by the researcher on January 20th, 2025. The first park audit tool, "Environmental Assessment of Public Recreation Spaces Parks and Trail" (EAPRS), is an observation assessment for parks and playgrounds used to evaluate features of parks and their functionality and condition. Brian E. Saelens, Ph.D., authored this document in 2006, and it has proven to be dependable in park evaluations across the country (Saelens et al., 2006). This evaluation method was created to evaluate community parks, therefore, many sections in the audit did not pertain to the smaller neighborhood park study areas selected for this research, for example, Section 1C "Swimming/wading pools." When a section of the audit was inapplicable, the researcher noted the park did not have that feature and the section was skipped. For this project, the abbreviated tool was used instead of the full audit tool. Any section of the EAPRS that did not apply was skipped.

The second audit method was the "Community Park Audit Tool" (CPAT), which is concise and has straightforward rating systems. It was created by developers at the University of South Carolina in 2012 to be "user-friendly with definitions and instruction built into the tool" (Active Living Research, 2012, para 2). The tool has four sections—Park Information, Access and Surrounding Neighborhood, Park Activity Areas, and Park Quality and Safety. Both audit tools were essential to examine the two park research sites analytically. The tools provided

evaluation methods with concrete scoring guides that allowed the researcher to directly compare the parks quantifiably, thus serving as important tools when analyzing the parks' accessibility and inclusion services and discussing the results. These methods are quantitative and ground the park evaluations in specific scoring guidelines.

Community Engagement Survey

To more qualitatively evaluate inclusivity for disabled people relevant to this study an online community survey was released on April 13th, 2025, and closed on May 20th, 2025, and resulted in 65 responses. Community engagement is a cornerstone in park planning research; for neighborhood parks to function as intended, they must fulfill the recreation desires of the individuals who use them. Qualitative analysis is a way to understand the lived experiences of the community, and narrative is an especially powerful tool for the disability community who use storytelling to describe the challenges they face in an ableist society. The survey was distributed through University of Oregon School of Planning, Public Policy and Management (PPPM) listervs, which reaches approximately 400 current students. PPPM is the degree granting unit of the researcher, and the students, faculty, and staff in this school are engaged in public service in government and nonprofit entities with a strong emphasis on hands-on community engagement processes and projects. Other organizations who serve people with disabilities throughout Eugene were also contacted and asked to distribute the survey such as ARC of Lane County, Lane Council of Governments, Circle of Friends School, and Allies LLC. Based on the cumulative follower count of these organizations' social media pages, the survey promotion materials likely reached 1,000 community members or less (depending on who viewed the posted information).

Posters advertising the survey were posted at various high-trafficked locations around Eugene. Some key poster locations include bulletin boards at Sundance Natural Foods, Co-Op Family Center, and the local YMCA, all within a mile of the two parks. These local community centers are known for their positive impact in Amazon Neighborhood and South University Neighborhood by providing safe spaces for neighbors to socialize and strengthen community. Around University of Oregon's campus, posters were placed in the Clinical Services building which serves autistic students and families and provides disability inclusive support systems. Posters were also presented on digital screens at Hendricks Hall, the School of Planning, Public Policy, and Management department building and Lawrence Hall, the School of Design department building.

The survey was formatted using Qualtrics, and there were four sections, totaling 19 questions. Section One asked about participants' relationship to disability. Sections Two and Three asked about participants' experience with Amazon Park and University Park respectively. Section Three asked about the creation of a park accessibility audit checklist and what survey participants think should be included in this newly created park audit.

The goal of this survey was to uncover what park users and people with disabilities value about Amazon Park and University Park concerning access to, from, and throughout the park and the inclusivity of park features. Results from the survey informed analysis of perceptions of park accessibility and were used to develop the Neighborhood Park Accessibility Audit Tool (see Appendix C).

Results

Below are the results from each of the four methods employed in this study. They are listed in the same chronological order as the research methods described above.

Demographics

This section provides information on Eugene, Oregon's population demographics and gives context about the two park research subject neighborhoods: Amazon Neighborhood and South University Neighborhood.

Based on the 2020 census, 16.2% of people living in Eugene have a disability, or over 28,000 people. The most common disability type as categorized by the United States Census Bureau (2025) is "independent living difficulty," followed by "cognitive difficulty," and "ambulatory difficulty." Disabled people under the age of 65 account for 11.2% of Eugene's population, roughly 20,000 people (U.S. Census Bureau, 2023). Population demographics of the park research area neighborhoods are especially important data sets to contextualize this research. Amazon Park is in the Amazon Neighborhood and University Park is in the South University Neighborhood. The parks are within a mile of each other but are distinct landmarks in their respective, unique neighborhoods. Typical perceptions of residents in these neighborhoods are that they are older and wealthy. However, many students attending the University of Oregon also rent homes or apartments in these neighborhoods, and students often use the parks. Given the burden and stress of student life, it is vital they have outdoor spaces to rest and move. This is especially important for students with disabilities considering they face unique hardships within the education system (Wearmouth, 2021).

U.S. Census block data was used to gather disability demographic information; note that values for both neighborhoods are estimates because census blocks do not exactly align with

neighborhood boundaries (refer to Figures 2 and 4 for Neighborhood map boundaries as designated by the City). Data from census blocks in Amazon Neighborhood suggest 35% of Amazon residents live below the poverty level, compared to only 16.8% of people in Eugene as a whole (U.S. Census Bureau, 2025). About 10% of Amazon residents have a mobility related disability or experience confusion or memory loss, and about 15% are hard of hearing (U.S. Census Bureau, 2025). Amazon's Neighborhood Association prides itself on being a quiet community, disconnected from noisy college student parties (Amazon Neighborhood Association, n.d.). It is a walkable neighborhood and has amenities like schools and a small shopping center with restaurants, a grocery store, and a bookstore. Housing in this neighborhood is predominantly single-family dwellings.

In the South University Neighborhood, 32.2% of residents live below the poverty level (U.S. Census Bureau, 2025). According to city data, over 10% of South University Neighbors have either a physical disability or confusion and memory problems, and 15% of people are hard of hearing (U.S. Census Bureau, 2025). South University Neighborhood Association is an active organization in the community. Neighbors pride themselves on historic buildings, homes, and schools, and the diverse population of college students living next door to seniors. South University Neighborhood has the lowest square footage of park land than any other neighborhood in Eugene (City of Eugene, 2025).

Since both neighborhoods are near the University of Oregon (UO) campus and are home to college students, it is important to also understand the University of Oregon's disability demographics. University of Oregon sent out a survey to the incoming first-year undergraduate class of the 2023-2024 school year, and 46.5% of respondents reported having a disability or being neurodivergent (University of Oregon, 2023). Some disability categories included in the

survey were chronic health conditions, cognitive disabilities, mobility-related disabilities, neurodivergence, and mental health illnesses. The inclusion of mental health illnesses is a broader definition than that used in this research and by most disability organizations, accounting for the high occurrence of disability; nonetheless, this survey data indicates the importance of disability inclusion for university constituents on campus, throughout Eugene, and in the specific neighborhoods of the park sites under study.

City of Eugene Park Data Collection

Below are the findings from the data collection of City staff correspondence and from a review of City community outreach efforts concerning Amazon Park and University Park. This section is split into three subsections: Staff Interviews, City Neighborhood Surveys, and University Park Renovation Plans.

Staff Interviews

The meetings with the landscape architects from the City of Eugene were instrumental in learning about the unique features of Amazon Park and University Park. The first interview focused on Amazon Park. The park's playground remodel in 2017 was an effort from the City to ensure inclusive play areas for people with mobility restrictions. However, only one of the two play structures is wheelchair friendly. The accessible playground is designed for two–five-year-olds, and the non-accessible play structure is designed for six-twelve-year-olds. The turf which surrounds most of the play area is wheelchair maneuverable, unlike wood chips. Efforts to ensure the park engages multiple senses included the addition of musical play instruments; unfortunately, the instruments were removed in 2021 due to vandalism and inappropriate use during quiet hours which disrupted neighbors.

Related to accessibility, the park planner recognized the importance of universal design in park planning as a concept and conceded that, in practice, it is extremely difficult to design a space as completely universal. For example, musical instruments may have been an inclusive addition for children who are blind and enjoy auditory play components, yet, they could have been simultaneously overwhelming for a neurodivergent child easily overstimulated by loud noises.

The second interview with city staff was hosted at University Park—also functioning as a park tour, and the planner gave an overview of the park renovation scheduled to begin late 2025 or 2026. Important improvements related to disability inclusion and accessibility are described below in the section titled “University Park Renovation Plans.” The park planner pointed out the current ADA non-compliant features of the park such as the steep hill grades, the cracked pavement on the sidewalks and the basketball court, the lack of a van-accessible parking spot, and the outdated playground equipment with wood chips, albeit the wood chips are ADA compliant but not accessible. Wheelchairs and walkers cannot gain enough traction to move properly through wood chips and wheels often sink into the chips and get stuck. The park planner noted that at one time there was a full play structure, but it was beginning to break. Because the structure was so old, the City could not order replacement parts, so the entire structure was removed. An important caveat that the renovation planning team must work through is that the renovation project is currently over budget and behind schedule.

The third interview with the Adaptive Recreation Services staff member was informative about disability services offered at various parks in Eugene. A popular service is Adapted Bike and Equipment rentals whereby patrons can rent all-terrain wheelchairs, three-wheeled bikes, tandem bicycles, and hand cycles. The interviewee’s answer to the trial run of the community

survey offered insight into how University Park can be improved. For example, it was noted that a different ground infill material besides wood chips, better lighting for use after dark, low grade sloped paths, and paths that access all areas of the park without leading to dead ends would be beneficial for park users with disabilities.

City Neighborhood Surveys

To engage with the public about improvements for University Park, a series of three community surveys and workshops was organized by the city in the summer of 2023. Neighbors of South University Neighborhood and nearby Neighborhoods were invited to participate (City of Eugene, 2023). The City was interested in getting feedback from people who live near the park, use the park, or care about the park. The first survey focused on needs, priorities, and vision of the park. In this survey, respondents identified their most important concerns such as basic amenities, playground condition, restroom condition, and shade trees. The second survey concerned two concept designs for the renovation. The third survey was shaped around the draft final concept plan for renovation (City of Eugene, 2023). Although city staff did not identify accessibility as a priority in the analysis and results of the surveys, many respondents mentioned accessibility and their desire for improved disability inclusion throughout all three surveys. In the first survey, 364 participants responded to the question “What change would draw you to University Park more frequently?” Of these, eleven respondents specifically included language about accessibility, ADA, or disability in their answer. For example, respondents wrote, “increasing accessibility for wheelchair users,” and “I’d love this park to be improved to be even more accessible to people with physical disabilities or who use mobility aids, including a built-in accessible parking area, accessible picnic tables and benches and accessible paths” (City of Eugene, 2023, pg. 23, pg. 26). Another respondent wrote, “We don’t choose to visit often

because the playground isn't appealing to my children, compared to Amazon Playground" (City of Eugene, 2023, pg. 10). These responses show that neighbors care about accessibility in parks and may be more likely to choose Amazon Park for their recreation needs.

University Park Renovation Plans

The 2018 City of Eugene Parks and Recreation Bond and Levy designated funds for future renovation of this park, which will begin in 2025 or 2026 (City of Eugene, n.d.-f). Information about the park's renovation was gathered through a tour with University Park's lead park planner (January 23, 2024) and by overviewing the City's neighborhood community outreach surveys described above. An ADA compliant van parking spot will be added to East 23rd Street at the northwest corner of the park, the top of a hill. To make the path to the parking spot ADA compliant, the renovation will involve ground material infill to lessen the grade of the hill to under five percent. This new path will offer an accessible route to the amphitheater, the playground, the restrooms, and basketball court. The path will be eight feet wide to accommodate the park maintenance and garbage trucks. Currently, park maintenance must drive over a curb and through the grassy field to reach trash receptacles, then make a three--point turn in the basketball court, potentially disrupting park users, to depart and exit the park the way they came in. The new path will solve this problem, and the grade will be ADA compliant for people who use wheelchairs and other mobility-aiding devices. There will be a designated entrance and exit for the trucks.

Of particular importance to neighbors concerning the park renovation is a new playground. The playground equipment will all be replaced, besides possibly the teeter-totter. The playground area will be expanded, and new wood chips will be added. Although wood chips are ADA compliant, they are not wheelchair accessible. Further park renovation improvements

include the addition of a wheelchair seating area in the amphitheater, grassy area infill of the old wading pool, repaving and painting the basketball court, and removing dead trees.

During the site tour (January 23, 2024), the planner noticed a few other potential ADA improvements that could be considered. For example, there is no accessible path from the sidewalk to the softball field seating area, which must be included in the renovation to comply with ADA standards. The concrete picnic tables under the sheltered area do not have a large enough overhang of table to accommodate a wheelchair user. These tables will be replaced; however, there was discussion during the tour about cutting the bench seating to make more space for a person in a wheelchair and moving these old tables to the basketball area for additional accessible picnic areas.

Concurrent to the park renovation, the City of Eugene Street Department is designing a renovation project for East 24th Avenue (City of Eugene, n.d.-a). The city will repave East 24th Avenue from Harris Street to Agate Street. With grant funding from Oregon Department of Transportation (ODOT), the city recently approved the addition of protected bike lanes (buffered from car lanes with bollards) and removal of the on-street parking from 24th Avenue between the cross streets Hilyard and Agate. Another aspect of the street renovation is the addition of an ADA compliant crosswalk across 24th Avenue, connecting Miami Lane with University Park. Currently, the crosswalk at the edge of University Park leads to the direct center of the alley, Miami Lane. Additionally, the tactile pavement bumps and colored rectangle crossing signs for pedestrians who are visually impaired are not sufficient to meet ADA requirements. This crosswalk will be redone as part of the 24th Avenue renovation, which may contribute to increased safety when accessing University Park.

Park Audits

The park audits were completed on Monday, January 20th, 2025, on a sunny day with temperatures around 40 degrees Fahrenheit. Each park was audited twice, once using the Environmental Assessment of Public Recreation Spaces (EAPRS) tool and once using the Community Park Audit Tool (CPAT). Each audit took less than one hour to complete. This section is organized by audit type and details the important findings from each audit in chronological order as they appear in the audit tools. The audit results from the Amazon Park audit are directly compared to the University Park Audit.

EAPRS

EAPRS has three main body sections, numbered one through three, and each section is broken into smaller subsections by park feature. EAPRS uses scaling systems to rate each park feature. The two scales discussed in this results section are shown in Tables 1 and 2 below.

Rating	1	2	3
Meaning	Poor	Fair	Excellent

Table 1: PEX rating scale.

Rating	1	2	3
Meaning	Not at all	Somewhat	Mostly to Extremely

Table 2: NATE rating scale.

Section One of the EAPRS is titled “Physical Activity Elements.” A key finding from section 1B is that Amazon Park and University Park have a similar amount of open space; Amazon has five distinctive grassy areas in the site research boundary while University has six. Amazon’s open spaces are slightly larger than University’s. The condition of open space was determined by evaluating the quality of the ground surface at each open space and averaging that for one park rating. Though there were no obvious obstructions at either park, the condition of both parks’ open spaces was rated “fair” because of mud and the presence of some holes and

uneven ground. From a disability inclusive lens, mud is a significant obstacle for people with mobility difficulties. It should be noted that the audits were done during winter, which is a rainy season in Eugene. On top of this, Amazon Park is a wetland, making the park prone to wet, muddy conditions, and University Park deals with drainage issues because of the park is located on a hill.

Section 1C is titled “Swimming/wading pools.” Amazon Park does have a pool near the playground area, however, since it was not comparable to University Park, it was not included in the research boundaries and was therefore not evaluated. University Park does have a defunct wading pool, but as it is not operational, the cleanliness was not rated, and the condition was marked “poor.” Another key finding came from Section 1E “Sidewalks (adjacent to park; not in park).” Amazon Park’s nearby sidewalks on Hilyard Street were the only sidewalks rated, and they received an “excellent” on PEX scaling because there were very few cracks or obstructions, and they are relatively flat with adequate curb cuts. University Park was evaluated on the three streets with sidewalks bordering the park (E 23rd Ave, E 24th Ave, and University Street), and it received a “poor” on the PEX scale. The sidewalks surrounding University Park are cracked in many places, with concrete rising due to trees under the surface. There is also a significant hill that makes the sidewalks steep, and a person would have to be especially mindful of where they are walking to avoid tripping or falling, especially someone with mobility disability or vision impairment.

Section 1F is titled “Play equipment features,” and findings indicate there are significant disparities between Amazon Park’s and University Park’s playground features. See the evaluation Table 1 and 2 of each park below.

Aspect	Presence	Condition	Cleanliness
1. Playset or structure	Yes	3	3

2. Things to hang from (part of playset)	Yes	3	2
3. Things to hang from (non-playset)	Yes	2	2
4. Things to slide down (part of playset)	Yes	2	3
5. Things to slide down (non-playset)	Yes	2	2
6. Functional stairs, ladders & ramps	Yes	1	2
7. FUN things to climb	Yes	3	3
8. Things to stand or walk on	Yes	3	3
9. Swings	Yes	3	2
10. Blacktop games	No		
11. Spring toy or teeter-totter	No		
12. Imaginary play structure	Yes	2	2

Table 3: Amazon Park play equipment features EAPRS evaluation table.

Aspect	Presence	Condition	Cleanliness
1. Playset or structure	No		
2. Things to hang from (part of playset)	No		
3. Things to hang from (non-playset)	No		
4. Things to slide down (part of playset)	No		
5. Things to slide down (non-playset)	Yes	2	2
6. Functional stairs, ladders & ramps	No		
7. FUN things to climb	No		
8. Things to stand or walk on	No		
9. Swings	Yes	2	3
10. Blacktop games	No		
11. Spring toy or teeter-totter	Yes	2	2
12. Imaginary play structure	No		

Table 4: University Park play equipment features EAPRS evaluation table.

Out of the 12 aspects of play equipment features on the audit tool, Amazon Park has ten of them, while University Park has only three. The three features that University Park does have are outdated and rusting in spots. The slide, merry-go-round, and teeter-totter are all inaccessible to people with mobility limitations, and the ground infill material, wood chips, are not wheelchair maneuverable. Not only are the features inaccessible for people with disabilities, but the equipment may also not be safe for children who can access it because of the wear and tear it has received over time.

The next section of note was 1G, which included athletic fields, athletic courts, and designated skate areas. The research boundary for Amazon Park does not include any of these; however, there is a skate area less than a quarter mile from the site boundary, so the skate area was evaluated for additional data. Its surface condition received a “fair” rating on the PEX scale, and its cleanliness received a “somewhat” on the NATE scale. There is also a basketball court within a quarter mile of the Amazon Park’s site boundary, and it was evaluated as being in fair condition and optimally clean. University Park has both a softball field and basketball court. The softball field received a ground condition scoring of “adequate quality” or “fair” on the PEX scale, and the basketball court received a score of “nonfunctional” or “poor” on the PEX scale. The softball field is well kept, however it is too small to meet little league regulation size because a paved path encroaches into the outfield, and there is no direct or paved path to get to softball field seating, meaning it is not ADA compliant because someone in a wheelchair could not easily access it. The basketball court received a low rating because there were many cracks and weeds growing through the pavement. A basketball would not bounce properly because of these hinderances, and a person using a wheelchair would not be able to efficiently maneuver around the court.

Section 2 of EAPRS is titled “Aesthetics,” and the two parks were rated equally across most categories in this section. The landscaping at both parks received an “excellent” cleanliness score on the PEX scaling, and a “fair” condition score on the PEX scaling. Section 2 H9 titled “sculpture or other art” is interesting to note because neither park has many art features, but both have art incorporated in small ways that serve as other functions. For example, the dinosaur play structure at Amazon Park is brightly colored and can be used as a climbing structure. This part of the park has a short concrete wall barrier surrounding it and is the only part of the park with

wood chips as the ground infill material, making it completely inaccessible to people using wheelchairs. At University Park, there is a concrete wall with art painted on it, and the wall doubles as seating.

The third and final section of EAPRS is titled “Amenities.” The starkest differences between the park research sites were paths, with Amazon Park exhibiting flat, even paths, and University Park having cracked, uneven pavement with steep grades. Another significant difference is that Amazon Park has a large, designated parking lot while University Park has only street parking. There are many ADA parking spots at Amazon Park, and there are none at University Park.

CPAT

This section details the results of the CPAT evaluations of Amazon Park and University Park. Like the last section, important findings are listed chronologically and the results from each section of Amazon Park’s audit are directly followed by the results from the same section of University Park’s audit for easier direct comparison. This tool is much shorter than the EAPRS, and it confirmed and emphasized the EAPRS findings.

Section 1: Park Information and 2: Access and Surrounding Neighborhood of the CPAT resulted in similar evaluations between both Amazon Park and University Park. The biggest differences noted were Amazon Park has a parking lot while University Park has on-street parking, the sidewalks in South University Neighborhood surrounding University Park are extremely uneven, and in the comment area it was noted that the City has received complaints about people camping in both parks overnight, perhaps contributing to feelings of unsafety at the parks.

Section 3: Park Activity Areas was an informative section when comparing the two parks. See Tables 3 and 4 below for important findings from this section.

# of Areas	Area 1 (3-5 yr structure)	Area 2 (6-12 yr structure)	Area 3 (other climbers)
(#: 3)			
Useable	Yes	Yes	Yes
Good condition	Yes	Yes	Yes
Distinct areas for different age groups	Yes	Yes	No
Shade cover for some (>25%) of the area	Yes	Yes	No
Colorful equipment (i.e., 3+ colors)	Yes	Yes	Yes
Benches in/surrounding area	Yes	Yes	Yes
Fence around area (i.e., half or more)	No	No	No
Separation or distance from road	Yes	Yes	Yes
Comments: Inaccessible dinosaur structure, fairly inclusive play features otherwise.			

Table 5: CPAT Section 3 field 12a: Playground activity area, Amazon Park results.

# of Areas	Area 1
(#: 1)	
Useable	Yes
Good condition	No
Distinct areas for different age groups	No
Shade cover for some (>25%) of the area	Yes
Colorful equipment (i.e., 3+ colors)	Yes
Benches in/surrounding area	Yes
Fence around area (i.e., half or more)	No
Separation or distance from road	Yes

Table 6: CPAT Section 3 field 12a: Playground activity area, University Park results.

Section 4 is “Park Quality and Safety,” and this section affirmed the results of the EAPRS. Important additions to the findings were that neither restroom at the parks has a family

stall or a changing table. There are handrails in one restroom stall at each park. University Park has more shade cover than Amazon Park—particularly in the playground areas. Neither park has sufficient lighting after dark, although University Park becomes even darker than Amazon Park once the sun sets.

Community Engagement Survey

The last method employed in this study was an online community engagement survey asking questions about users' experiences with Amazon Park and University Park. This section details the results from the survey. The survey questionnaire was divided into four sections. The first section collected basic demographic data, asking participants about disability status and their involvement in the disability community. Of 65 respondents, 24% responded as having a disability. Twenty-eight people, or 47% responded as being involved in Eugene's disability community or as being close with someone who has a disability.

Some responses to the question "Is there anything else the researcher should know about your experience with disability or with parks?" are included below.

- Respondent 1: "Very few [parks] have accessibility. A lot are hard to manage because of narrow sidewalks, sidewalks uprooted by rooting or broken concrete/or people who don't generally yield. There isn't a lot that people with disabilities can participate in either. Not enough swings, slides, etc."
- Respondent 2: "Very little accommodating and universal parks that everyone can enjoy."
- Respondent 3: "Parks in Eugene seem somewhat accessible, but having walked around with someone with mobility issues, the ground is not always quite as level as would be ideal."

The above responses detail the difficulties people with disabilities may face while using parks in Eugene. Considering there were zero participants with disabilities who answered this question in relation to their positive experiences with Eugene parks, it can be inferred that the disability community's park and recreation needs are not being met.

The following two sections of the community engagement survey were about Amazon Park and University Park respectively. The questions for both parks were the same, save for one question about University Park's planned renovation. Each question response is organized by first stating the results from user's experience with Amazon Park, then stating the results from the same question about University Park.

Overall, respondents to this survey were more familiar with Amazon Park than University Park. Out of 46 responses to the question, "How frequently do you visit Amazon Park," the most common answer was "less than once a month" with 16 responses. As indicated in Table 7, nine respondents indicated visiting the park two-four times a week followed by once a week with six and every other week (five responses). Once a month (four responses) and never (three responses) were the least common answers. In comparison, the most common answer to the question "How frequently do you visit University Park?" was "never" with 47% of participants selecting this answer. This means only 23 survey respondents reported ever having visited University Park. "Less than once a month" and "once a month" were the next most common answers with 30% and 9% of respondents selecting these options respectively.

How frequently do you visit this park?				
Frequency	Amazon		University	
	Percentage	Respondent #	Percentage	Respondent #
Daily	7%	3	2%	1
2-4 times/week	20%	9	5%	2
Once/week	13%	6	2%	1
Every other	11%	5	5%	2

week				
Once a month	9%	4	9%	4
< Once a month	35%	16	30%	13
Never	7%	3	47%	20
Total		46		43

Table 7: Respondents frequency of visiting the parks.

The next question for each park asked “What mode of transportation have you used to access [this] park? (Select all that apply).” Forty-six people answered the question in relation to Amazon Park, while only 30 people answered the question about University Park. The two most common answers for both parks were “walking” with 75% of Amazon Park responses and 53% of University Park responses, then “personal automobile” with 59% for Amazon Park and 47% for University Park. Since participants could select multiple answers for these questions, the total percentages add up to more than 100%. Respondents who selected “other” wrote that they travel by scooter (two respondents) and rollerblades (one respondent). See Table 8 below for a breakdown of all responses.

What mode of transportation have you used to access this park? (Select all that apply)				
Mode	Amazon		University	
	Percentage	Respondent #	Percentage	Respondent #
Walking	75%	33	53%	16
Biking	45%	20	37%	11
Personal Automobile	59%	26	47%	14
Rideshare	2%	1	N/A	0
Other	7%	3	N/A	0

Table 8: Transportation modes used to reach the parks.

When asked how far participants must travel to reach Amazon Park, the most common answer was “less than one mile” with 25% of respondents, and University Park’s users most common answer was “about 1 mile” with 23% of respondents. Six people responded that they travel more than five miles to reach Amazon Park, while only three people said they travel more than five miles to reach University Park.

The next question for each park asked about ease of travel to and from the park. Many respondents (76%), agreed that traveling to and from Amazon Park is easy, noting that Amazon Park is on the bus line and has multi-use paths and trails on flat terrain. One respondent said there are many curb cuts that make their journey to the park easy. Two respondents who disagreed that it is easy to travel to and from Amazon Park both cited challenges with finding parking as an explanation. Nine survey participants selected “It depends,” stating that their travel mode affects how easy it is to travel to and from the park.

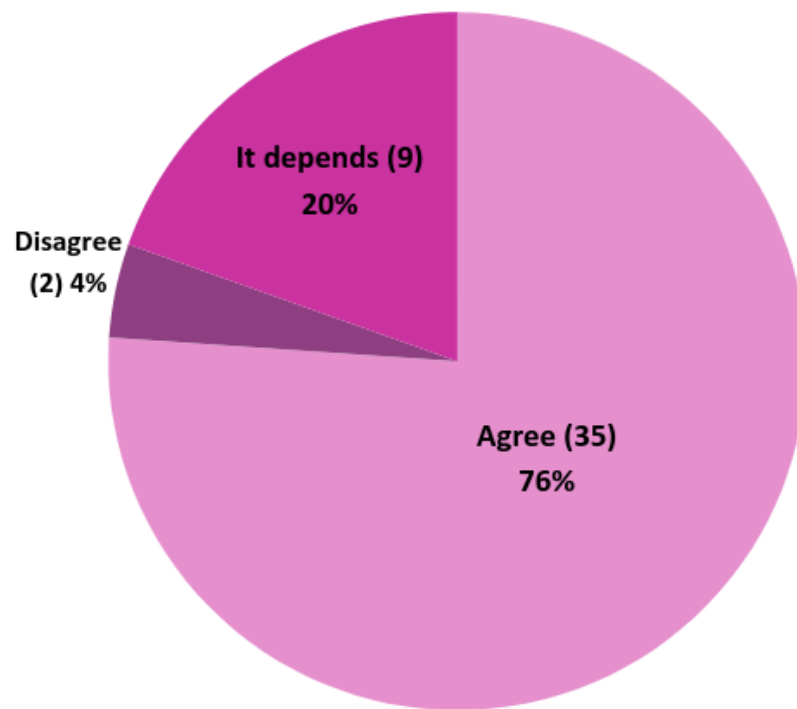


Figure 9: Respondent perceptions of ease of travel to and from Amazon Park.

Seventy percent of respondents agreed traveling to and from University Park is easy, while 15% disagreed and 15% selected “it depends.” Respondents who agreed it is easy to access stated:

- Respondent 1: “Parking is ok but not all that accessible. Reaching it is not challenging by bus, car, bike.”

- Respondent 2: It's easy but we don't use it since Amazon is so close to us."
- Respondent 3: "Car is easy, bike is more complicated."

One respondent who disagreed said it is "impossible to find parking," and participants who selected "it depends," stated "24th [Avenue] can be hard to cross with lots of traffic," "it's a commute to get there," and "walking alone is easy, walking with strollers is difficult because the sidewalks are very uneven, cracked, etc." See Figure 10 below for the graphic representation.

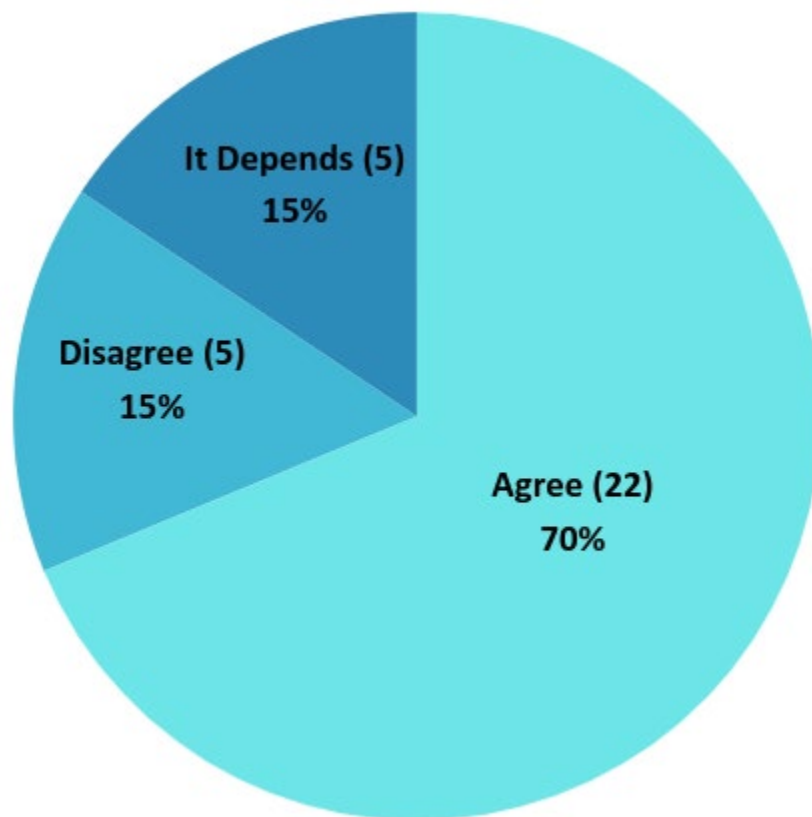


Figure 10: Respondent perceptions of ease of travel to and from University Park.

The next set of questions asked about what features at the park are easy or difficult to use. See the graph in Figure 11 below for a comparison of respondents who listed features at Amazon Park as difficult to access with respondents who listed features from University Park as difficult to access.

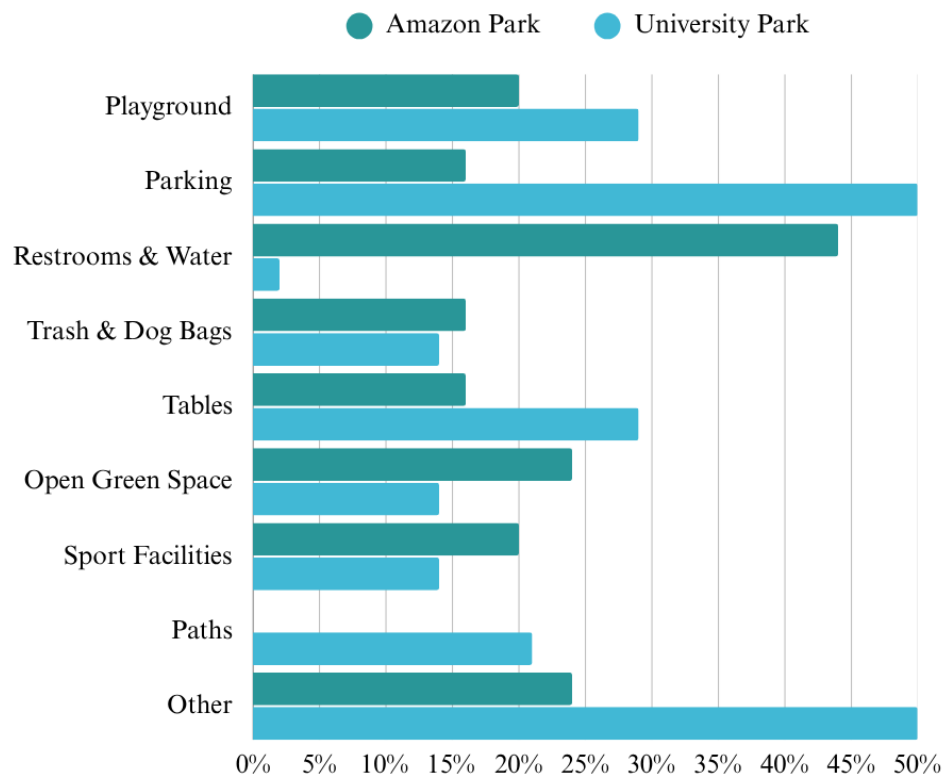


Figure 11: Graphic representation of difficult features to access.

The question respondents answered was “Once at the park, what park features are difficult for you to access? Select all that apply.”

As shown above, there was a higher percentage of respondents who recorded difficulties accessing University Park’s playground, parking, tables, paths, and the “other” category. For people who wrote about “other” features being difficult to access at Amazon Park, the write-in responses included the dinosaur play structure, the stiff buttons on the water fountains, and one respondent who wrote “sometimes people aren’t good about leaving spaces open for others, especially the wheelchair accessible tables and places they can scoot up to.” For people who selected “other” difficult to access features at University Park, some of the write-in responses included the performance area, the steep hill in the park, and the lack of paths to open green areas.

A higher percentage of respondents reported difficulties accessing restrooms and water fountains, open green space, and sport facilities at Amazon Park compared to University Park. The restrooms and water fountains are closed for the winter months at both parks, which could be an explanation for the high percentage of respondents who have difficulties using them. One respondent noted their desire for more restrooms and water fountains. A couple respondents wrote that they are unsure where Amazon Park's sport facilities are located, so the distance from the playground to the sport facilities could be an access barrier. A respondent also wrote of Amazon Park that "it can be really wet and mushy in the open green spaces sometimes. And not all of the sports fields are particularly accessible on paved pathways."

The next question about each park was "Are you aware of, or have you or someone you know participated in, any disability inclusive programs at [this] park?" In relation to Amazon Park, 47 people answered this question and six people responded being aware of disability inclusion programs, while 41 had no awareness. The people who had knowledge of disability inclusion programs wrote in about Hilyard Center and the adaptive bike program there, some camps for children with disabilities, autism events, and a "Shakespeare in the Park" program. Thirty-eight people answered the same question about disability inclusive programs at University Park, and only one respondent answered "yes," although they did not write in what the program was.

Then, each park section asked participants if they would like to share anything else about their experience with each park. About Amazon Park, respondents answered:

- Respondent 1: "It would be helpful if the park had fencing to help prevent elopement."

- Respondent 2: “It’s one of our favorites because it’s a little more inclusive than others we frequent.”
- Respondent 3: “I really enjoy the plethora of paths because as someone with ADHD it keeps my walks around the park interesting and new.”
- Respondent 4: “It has a few ADA accommodations but needs major work still.
- Respondent 5: “I go there with my seven-year-old who has autism. He loves it.”
- Respondent 6: “I used it more when I didn’t live up the hill.”
- Respondent 7: “I use it for my commute.”
- Respondent 8: “I like it. I’m glad that they set aside wetlands and vernal pools even though these areas are not very accessible even for people without disabilities.”

Respondents said of their experience with University Park:

- Respondent 1: “This park feels pretty forgotten. If it was up to date (filled in bark, safety on playground, etc.) this would absolutely be a park my family would use. It's very close to friends' houses but we never choose it because it's too run down.”
- Respondent 2: “Bicycle/pedestrian/wheelchair conflicts need to be addressed. Paths are too narrow to share.”

University Park’s section ended with the question “What features of University Park would you most like to see improved through a park renovation?” Participants were asked to specifically consider which types of improvements would be most beneficial for people with disabilities. This question had multiple choice formatting with the option to select as many answers as desired. Results from this question are shown in Table 9 below.

Aspect	Percentage	Respondent Count
Playground	53%	17
Restrooms	44%	14
Defunct wading pool	41%	13

Parking	31%	10
Other	31%	10
Walking Paths	25%	8
Shelter/covered area	16%	5
Landscaping	13%	4
Basketball court	9%	3
Performance area	6%	2
Softball field	3%	1

Table 9: Features at University Park respondents want to be more inclusive.

Respondents who select “other” wrote that they would like to see improvements to bike parking, fencing, lighting, playground infill material, and a couple participants mentioned they would like more picnic areas and trash cans. Some of survey respondents’ concerns will likely be addressed by the renovation since the City plans on making significant accessibility improvements, however, other concerns may not be addressed.

The last set of questions in this community survey asked about the creation of a park accessibility audit checklist and what survey participants think should be included in this newly created park audit. Most respondents (over 50%) selected the following park features as important components of accessible parks: playgrounds, restrooms and drinking fountains, walking paths, picnic areas, parking, and open grassy areas.

Discussion

This section uses quantitative and qualitative analysis of the results from this study to synthesize information and directly compare Amazon Park and University Park. This comparison informs the researcher of what can be done at University Park to make the park more inclusive. This section also answers the study's four research questions introduced at the beginning of this paper.

Access To and From the Parks

Eugene is known as a city with ample opportunities for outdoor recreation and urban green spaces, and many residents are involved in outdoor recreation like hiking, rock climbing, and water activities. However, many outdoor hobbies require expensive gear and are not attainable to everyone. Free urban green spaces like community parks and neighborhood parks easily accessible to community members are vital to facilitate environmental equity in Eugene. An essential research component of this study was assessing the ease of access to and from Amazon Park and University Park.

The community park survey was informative about park users' experiences getting to and from the parks. Whether or not a survey respondent agreed that reaching either park was easy was dependent on mode of travel and starting location. People making longer commutes (more than two miles) were more likely to disagree that traveling to the parks is easy. Park users noted that parking can be difficult at both parks, possibly discouraging people from driving to the parks.

The planned renovation of 24th Avenue and installation of protected bike lanes will likely make travel by bike to University Park safer and more accessible while potentially exacerbating the ability to drive to the site and find parking. Additionally, bike lanes can also be used by

wheelchairs and mobility scooters under Oregon law, so people who wheel to the park can use this safer and improved lane. Families and sports teams who drive to University Park for little league games may find parking to be an issue following the 24th Avenue renovation. Little league games draw activation to the park, and parking on 23rd Avenue in particular fills up quickly. The addition of one ADA van-compliant parking space may help some parking needs; however, it will only have the capacity to help one vehicle with accessible parking.

Two challenging aspects for pedestrians traveling to and from University Park are the cracked, uneven pavement of the neighborhood sidewalks and the steep hill on which the park is located. Fortunately, University Park's renovation will fix the uneven pavement and steep grades within the park, but it will not alleviate any pedestrian difficulties going to and from the park concerning neighborhood sidewalks and hills. Addressing this issue may require a combined effort from the City's Parks and Open Space Department, the City's Street Department, and South Eugene Neighborhood Association to identify the most significant sidewalk obstructions near University Park. The Street Department is responsible for the maintenance of sidewalks, and staff from this department fill gaps and repair broken and cracked sidewalks, so their contribution to sidewalk accessibility is key. In the meantime, volunteers from South Eugene Neighborhood Association could consider spray painting large cracks and obstructions in sidewalks to make potential hazards more visible.

People with disabilities traveling by transit may face unique challenges when accessing University Park as well. Lane Transit District (LTD) is the public transit entity that serves Eugene, and it is committed to helping people with disabilities "continue active and independent lives" (Lane Transit District, n.d.-a, para 1). Every LTD bus has a low-floor design that can lower, or a ramp, and LTD is committed to providing reasonable modification for those with

disabilities. There is an LTD bus stop on 24th Avenue, directly across from University Park, but it is not currently connected to a bus route (Lane Transit District, n.d.-b). The nearest functional bus station is about three blocks from University Park, and it is serviced by LTD's 28 bus line and 81 bus line. However, reaching the park from the bus stop requires traversing cracked sidewalks and crossing busy 24th Avenue.

Park Features and Design

The park audits and the community engagement survey informed the researcher that Amazon Park is overall more inclusive to people with disabilities than University Park. Amazon Park's equity of infrastructure is more inclusive for disabled people because the playground has options for people with mobility limitations, sensory disabilities, and children of varying ages. While Amazon Park is not flawless considering the inaccessible dinosaur play structure and only one of the two large play structures being wheelchair accessible, it has many more opportunities for play and recreation for people who have additional accessibility considerations. Conversely, University Park's playground area is outdated and not accessible by wheelchair, and cracks in pavement and on the basketball court make the park difficult to maneuver. The steep paths of University Park make it difficult to access, and other ADA infractions like a lack of wheelchair seating at picnic tables, the baseball bleachers, and the basketball court sidelines all create an exclusive environment that disenfranchises people with disabilities. An explanation for the vastly different amenities at Amazon Park versus University Park is Amazon Park's status as a community park. Because Amazon Park has this label, it has more resources allocated to it (S. Weber, personal communication, October 17th, 2024). It also shares space with Hilyard Center, where the Adaptive Recreation Services of Eugene is based.

Although community parks are larger than neighborhood parks and families may be more likely to travel to these parks, it is inequitable to only have accessible and inclusive features at community parks. As evidenced by Rishbeth et al. (2022) and Robinson et al. (2022), some families may not be able to travel across town to access a larger community park, their only option being their local park. For some South University Neighborhood residents, an extra mile of travel to reach Amazon Park may not be difficult, but for others, that extra mile can be physically taxing, time-consuming, or even unsafe. For example, the City's community engagement survey about University Park's renovation received responses from community members who want to see increased accessibility for wheelchair users (City of Eugene, 2023), and the community engagement survey for this study confirmed that people want the City to invest in accessible equipment at University Park. University Park is just one example of a Eugene neighborhood park needing significant improvements to become inclusive—unfortunately, there are many more inaccessible neighborhood parks like it throughout Eugene. To deny these neighborhood parks accessible features and inclusive play equipment is to deny children and adults with disabilities the freedom to explore and play in their neighborhood.

The planned park renovation of University Park is expected to significantly improve access to the park. For example, the designated ADA van parking spot may allow families with accessibility considerations to have a consistent, accessible place to park when using University Park. The path from the ADA van parking spot through the park will be compliant with ADA grade steepness, alleviating access difficulties for people with mobility disabilities. As evidenced by this study's community engagement survey, there is demand for inclusivity in every park amenity at University Park. The planned renovation will contribute to increased accessibility of the playground, walking paths, basketball court, shelter, and performance area. Slighter

improvements to accessibility will likely include parking because of the addition of an ADA van-compliant parking space, the defunct wading pool will be filled in and become an open grassy area, and an accessible path will be added to reach the softball field seating. The renovation does not include plans to renovate the water spigots, trash receptacles, restrooms, or access paths to open green spaces.

Improving access for people with disabilities improves access for all (Centre for Excellence in universal Design, n.d.). The plans for University Park's renovation will make travel within the park more physically accessible (S. Weber, personal correspondence, January 23rd, 2024). However, to truly include people of all abilities, disability inclusive messaging and recreation programming, and further outreach to the disability community is imperative to creating an equitable and inclusive park.

Study Limitations

This study was completed to the best of the researcher's capacity, but time constraints and other factors limited the full scope of the project. Below is a discussion of those constraints.

Neither EAPRS and CPAT had specific questions on ADA compliancy, accessibility for people with disabilities, or disability inclusion. For example, both tools had a section on park paths, but neither had a rating system evaluating the grade of the paths. This shortcoming in the park audit tools called for the creation of an audit tool that specifically evaluates park accessibility for people with disabilities. To more easily assess the accessibility of parks in Eugene, the researcher determined that a more robust park accessibility audit tool would be beneficial. To address this need, this study culminated in a new accessibility park audit tool which was developed after reviewing research by Dalpra, 2022 and Firkin et al., 2024. These studies both used evaluation tools to assess playground accessibility. The Neighborhood

Accessibility Audit Tool developed from this study's comparative analysis of Amazon Park and University Park differs in that it was developed specifically for neighborhood parks in Eugene, and it evaluates other park features besides playgrounds. Other evaluation categories include access to and from the park, paths, sport facilities, picnic areas, and park messaging. The four sections of evaluation are 1) physical access to the park and park information, 2) physical accessibility within the park, 3) sensory accessibility, and 4) access to play and recreation experience. The questionnaire includes a comprehensive review of accessibility concerns reflected in the community engagement survey created for this study, and a numerical evaluation guide is in development as part of this new audit tool. See Appendix C for the audit tool in its current draft. The researcher hopes to use this audit tool in future studies of neighborhood parks.

Another obstacle in this study was surveying people from the correct demographic. The target demographic was people in the disability community who use Amazon Park and University Park. This was a difficult demographic to survey, with a possible explanation being that people with a disability may not use University Park because they find it inaccessible. Furthermore, this study was under a time constraint which limited the researcher's capacity to collect data. The study began in October 2024 and ended in June 2025, however the bulk of the research took place between January 2025 and May 2025, and the community survey was only active for about six weeks. This condensed time frame made it difficult to build relationships with and collaborate with Eugene's disabled community members. Additionally, there was no incentive offered for completing the community engagement survey beyond thanking individuals for their contributions to the study.

Lastly, the researcher does not have a physical disability nor identify as having a cognitive disability. This personal relationship with disability may have prevented the researcher

from identifying further findings at Amazon Park and University Park related to access and disability inclusion. Considering the researcher has never lived with a long-lasting disability, the researcher does not claim to understand the full experiences and existence of people in the disability community.

Recommendations

Below are a series of recommendations for the City that could potentially invigorate University Park to be more inclusive of people with disabilities. These recommendations could also be applied to other neighborhood parks in Eugene. The recommendations are organized using a cost-benefit analysis, starting with the easiest to implement solutions and ending with the most complicated or expensive solutions to implement.

more expensive solutions.

Immediately Responsive Solutions:

1. Add rubber mats over the playground wood chips as paths to the play structures.
2. Partner with the City of Eugene Public Works department to identify major cracks and obstructions in the sidewalks surrounding University Park to be spraypainted with a bright color so hazards are more noticeable.
3. Designate a public art wall in the park where people can paint and draw to express themselves creatively and create a sense of belonging in the park.
4. Create a seasonal event with pop-up sensory activities to draw activity to smaller neighborhood parks by providing disabled community members with inclusive tools, activities, and games. See the case study of Minneapolis' Parks and Recreation Department in references below (Cohen, 2018; National Recreation and Park Association, 2011).
5. Update the Parks and Open Space page on City of Eugene's website with inclusive messaging. This can be as simple as adding the sentence "All people are welcome at Eugene parks."

Midrange Solutions:

6. The City should consider creating or adopting an audit evaluation tool for assessing the accessibility of Eugene parks. This tool would inform City staff of the parks that need improvement, and which areas of each park need the most attention to becoming accessible. An example of an accessible park audit checklist can be found in Appendix B.
7. Update park welcome signs with inclusive messaging. This can be as simple as adding the sentence “All people are welcome at Eugene parks” in at least 24-point size font.
8. Eugene should consider implementing community surveys or public feedback sites to uncover what the disability community values about Eugene parks. This could be in the form of a QR code on park signs directing visitors to a community feedback form.
9. Connect with Eugene’s disability community substantially by building relationships and collaborating with disability organizations in the area. This would be a great way to develop a disability inclusion advisory board with disabled community members who can provide feedback and ideas about Eugene parks.

Long Range Solutions:

10. Post renovation, University Park will be more physically accessible for people with disabilities. Recreation Services, Adaptive Recreation Services, other disability advocacy organizations in the area, and the South University Neighborhood Association could take advantage of this by programming inclusive activities at University Park like outdoor theater, movie nights, sports programming, outdoor yoga, and nature walks.
11. Park features that engage multiple senses such as a community garden, sensory touch walls, or musical instruments should be implemented at University Park and other neighborhood parks.
12. Long term investment in accessible play equipment: Playgrounds are a social learning space where children grow autonomously. Inequitable playgrounds prohibit children with disabilities from exploring their surroundings. Implementing wheel-friendly turf, sensory walls, outdoor musical instruments or spaces for other creative expression, and spacious play structures with ramp entrances, will ensure all children in Eugene belong at the parks. One opportunity exists in consultation with the nonprofit Harper’s Playground for help in designing an inclusive park, raising money for construction, and rallying the community behind the project.

Conclusion

This study investigated the accessibility and disability inclusion services of Eugene neighborhood and community parks by comparatively analyzing Amazon Park and University Park. Through demographic research, city correspondence, park audits, and a community engagement survey, features at each park were evaluated for their accessibility. Then, potential improvements to make the parks fully inclusive were identified. Amazon Park performed better across all categories of evaluation concerning disability inclusion efforts. However, University Park's renovation will significantly improve the accessibility of the park. The researcher recommends further efforts to include the disability community at Eugene parks and specifically at University Park. These recommendations range from immediate solutions like rubber mats over the playground wood chips and updating park messaging, to longer term solutions like adopting an accessible park audit tool, implementing inclusive recreation programming at University Park, and investing in inclusive park features like accessible play structures. This project also culminated in a park accessibility audit tool and a public facing pamphlet with information for disabled people in Eugene looking for accessible parks (found in Appendix A and Appendix B respectively). Assessing the disability inclusion of all Eugene parks was out of the bounds of this research. However, recommended suggestions for researchers who wish to continue next stages of this research in Eugene are listed below.

Recommendations for Further Study

1. Connect with Eugene's disability community substantially by building relationships and collaborating with disability organizations in the area.
2. Following University Park's renovation, analyze the improvements to the park through community engagement outreach to ensure the park is more accessible as intended. This analysis could include the changes implemented through the 24th Avenue street renovation.

3. Create a new community engagement survey with a participation incentive. Members of the disability community should be the target demographic and be collaboratively involved in creation of the survey. The survey or series of surveys should be about park accessibility in Eugene.
4. There is opportunity to create a community park version of the survey asking about the disability community's experience with the larger parks. A survey about neighborhood parks should remain autonomous since community parks and neighborhood parks have different resources allocated from the City and may serve distinct neighborhood members
5. Audit all parks in Eugene with a park accessibility audit tool.
6. Synthesize data collection across all parks for comparison and analysis to identify which parks need the most improvement to become accessible and enjoyable for people with disabilities.

Appendix A: Additional Photos of Amazon Park and University Park

Figure 11: Amazon Park accessible play structure.



Figure 12: Amazon Park inaccessible play structure.



Figure 13: Amazon Park dinosaur play structure.



Figure 14: University Park steep grade and lighting fixtures.



Figure 15: University Park performance area and covered pavilion.



Figure 16: University Park defunct wading pool.



Figure 17: University Park defunct wading pool close up.



Figure 18: University Park basketball court cracked pavement.



Figure 19: Playground wood chips and ramp entrance to playground.



Figure 20: University Park drinking fountain and restrooms.



Figure 21: University Park Little Free Library.



Figure 22: University Park's South University Neighborhood Association notice board.



Figure 23: Park rules signage posted at both parks.



Appendix B: Park Accessibility Audit Tool

Neighborhood Park Accessibility Audit Tool

Section 1: Access to the Park and Access to Information

Section 1A: Location

1. Were you able to locate this park on a map?
 - a. Does the park have a website or page including the park location?
2. Was the park easy to find?
3. Is the park located near a potential pollutant? (i.e.: factories, large agriculture site)

Section 1B: Travel Options

4. How far is the nearest public transit site?
 - a. Does the public transit readily accommodate people with mobility disabilities?
 - b. Is the path from the nearest transit stop unobstructed and accessible by wheelchair or other mobility aid?
5. Do the surrounding streets have designated bike lanes?
 - a. What type of bike lane? (i.e.: “sharrows,” protected, separated, bike-only path)
6. Do the surrounding streets have sidewalks?
 - a. What condition are the sidewalks?
 - b. Are there curb cuts and adequate crosswalk signaling (raised, bumpy surface, brightly colored)?
7. Are there painted crosswalks within site of the park?
 - a. If nearby crosswalks have an electronic signal, do any have an auditory component and visual component?
8. What type of parking exists near or at the park?
 - a. How many ADA parking spaces are provided? ADA Van spaces?

Section 1C: Access to Information

9. Are there park signs?
 - a. Is there a welcome sign?
 - b. Are there park rules signs?
 - c. Is text font at least 24 points? **Example size**
 - d. Do any signs have an auditory button to read aloud sign information?
10. Does signage use inclusive language to welcome all users?
11. If the park has a web page, is there any accessibility information provided?
 - a. Is there any inclusive messaging present?

Section 2: Physical Accessibility within the Park

Section 2A: Travel Throughout the Park

12. How many points of entry does the park have?

- a. How many are ADA compliant? (i.e.: ramp entrances, 8.33% slope grade of ramps and hills, wheelchair maneuverable path material)
13. Does the park have paths?
- a. What material are the paths? Are they wheelchair maneuverable?
 - b. Do all paths lead to a park feature, connect to a larger trail system, or have another purpose? (This question would receive a “no” if any paths have a dead end)
 - c. What is the condition of the paths?
 - d. Are the paths relatively flat throughout?

Section 2B: Playgrounds

- 14. Does the park have a designated play area?
- 15. Is the ground infill material surrounding the play area wheelchair accessible?
- 16. How many large play structures are present? (Answer the following questions for each structure)
 - a. Does the structure have a ramp entrance?
 - b. Is there a 1:1 ratio of ground play components and higher play components?

Section 2C: Sport Facilities

- 17. How many sport facilities (courts, fields, pools, etc.) are at this park? Answer the following question for each sport facility.
- 18. Is the ground material wheelchair maneuverable?
- 19. Are there observation areas with wheelchair accessible seating?

Section 2D: Open Green Spaces

- 20. How many open green spaces are there?
- 21. What condition is the grass or other ground material?
- 22. Are there wheelchair accessible paths to access the green spaces?

Section 2E: Rest and Picnic Areas

- 23. How many benches with a back rest are at the park?
 - a. How many benches have shade coverage for at least 4 hours during the daytime?
 - b. How many benches have wheelchair seating spaces next to them?
 - c. How many benches have a direct view to play areas?
- 24. How many picnic areas are there? (There must be two tables nearby a trash receptacle to be marked as a picnic area)
- 25. How many have shade coverage?
- 26. How many are wheelchair accessible? (Table dimensions must have a minimum of 30-inch width, 29-inch height, and 24 inches of overhand for the wheelchair accessible space)

Section 2F: Restrooms and Water Spigots

- 27. How many restroom stalls have handrails?
- 28. How many restroom sinks have ADA compliant dimensions? (Must be no higher than 34 inches from floor, with knee clearance of at least 27 inches high, 30 inches wide, and 11-25 inches deep)
- 29. Is there a changing table?
 - a. What is the load bearing weight of the changing table?
- 30. How many ADA compliant water spigots are there?

Section 2G: Other

- 31. Researcher should note any other park features and rate their physical accessibility.

Section 3: Sensory Accessibility

32. How many art pieces are at the park?
 - a. How many are functional? (i.e.: can be used as seating, climbing structure, artistic expression, touch sensory experience)
33. How many auditory components exist in the park? (i.e.: musical instruments, wind chimes, auditory signage)
34. How many functional park components create a touch or smell sensory experience? (i.e.: textured walls, community gardens, sandboxes, water features, diverse landscaping, flower beds)

Section 4: Access to Play and Recreation Experience

35. Is there a recreation area that would suit the needs of each of these age groups: infant to toddler, 3-5 years, 6-12 years, 13-16 years, young adult, adult, middle-aged, senior?
36. Do the play and recreation areas at this park offer diverse stimulation?
 - a. Is there an area or component suited for dramatic play? (stage, performance area, talk tubes, imaginative play equipment like a fire engine climbing structure)
 - b. For physical play? (climbing structures, sports facilities)
 - c. Cognitive play? (puzzles, number games, chess tables)
 - d. How many of these sites are reachable by wheelchair?

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