



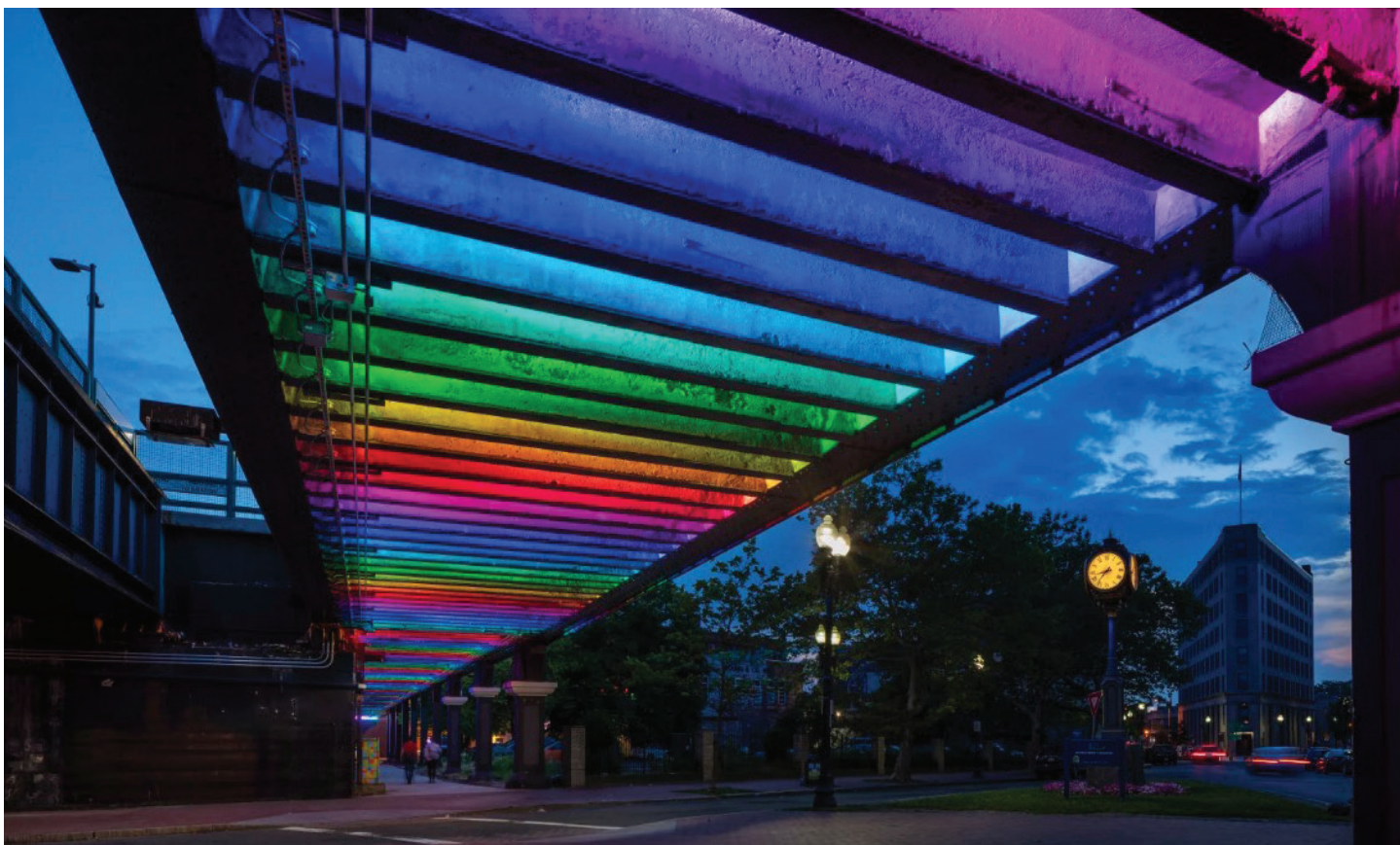
DESIGN RESEARCH FOR CHANGE

Summer 2020

**Urban Agriculture, Public Space,
and Child Friendly Cities**

VISIONING FOR A CHILD-FRIENDLY CENTRAL CITY

PLAYBUILD INC.



INTRODUCTION

Vision for a Child-Friendly City Overview

Small Center's four Public Interest Design Fellows began their summer by digging into the issue of child-friendly urban spaces. Proposing this work was PlayBuild NOLA, a non-profit located in New Orleans' Central City neighborhood, not far from the Small Center. PlayBuild focuses on transforming under-utilized urban spaces into child-friendly environments for play and learning. They had already conducted extensive research in partnership with both national foundations and the City of New Orleans, and asked Small Center to help them envision a plan for implementation. With just 2 weeks to examine this wide-ranging set of issues, the fellows conducted historic and precedent research, neighborhood and site analysis, and contextual research review. The resulting document is what follows, and will serve both PlayBuild and the students of a Spring 2021 seminar course that will take the project further.



LOCAL RESEARCH

HISTORY



View over Central City, 1941 Source: Louisiana Digital Archive

HISTORIC CONTEXT

Human history in New Orleans begins with indigenous habitation, European colonization in the 18th century, and finally Americanization following the 1803 Louisiana Purchase. Central City's history of development began in the 1830s when previously swampy land was transformed into dense rental housing for immigrant laborers working to construct the New Basin Canal. In 1952, the area known as the "back of town" was designated "Central City" for urban planning purposes.

A combination of zoning and policies in the mid 20th century spurred the increasing concentration and segregation of African Americans in Central City including the razing of communities in favor of large projects such as the highway system. By the 1950s the area became a vital hub for the Civil Rights Movement. There were a number of revitalization efforts in the district throughout the last 50 years.

The proposed site today lies at the intersection of political, social, and spatial factors that are in part a result of inequitable planning decisions. Its history and that of Central City as a whole provide the backdrop for the urban form and vacancies seen today.

How can we address the multi-layered narrative of the site and distinguish the approach from previous methods?

Is there a way to add form and texture to the site in a way that stems from and actively engages with its history?



Central City National Register Historic District Boundaries

- Central City designated as a historic district in the National Register in 1982
- Proposed site is highlighted by the red rectangle
- The district boundaries that exclude the proposed site indicate a loss of historic fabric prior to 1982 in an otherwise historically intact section of the city



National Register District Nomination attachment, survey of historic styles in Central City

- 4,013 structures in total at the time of nomination
- Most common styles found were
 - “Victorian” = 1,444
 - “Greek Revival” = 931
 - “Early 20th century” = 772
- Proposed site is highlighted by the red rectangle
- Today, the styles represented in the proposed site include Eastlake (likely “Victorian” in the early survey) and 20th century designs



Sanborn Fire Insurance Map

- Depicts development in 1908 and 1909
- Yellow fill indicates wooden frame structures, which applies to all within the proposed site boundaries
- “D” marks dwellings, most of which are shown with accessory structures on the same lot
- “S” marks stores, several were located on corners within the proposed site

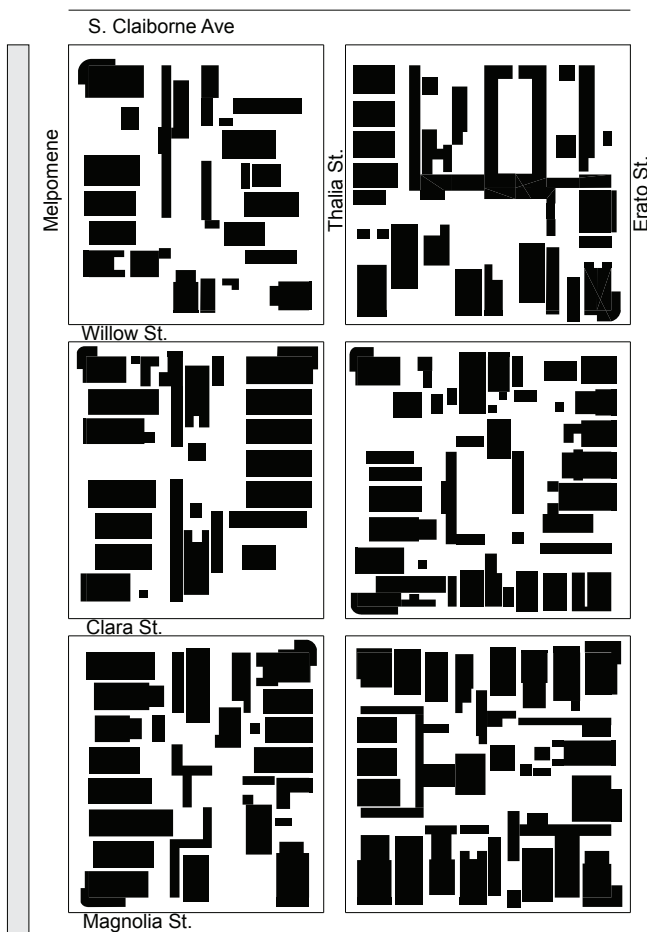
MAP KEY

Yellow - Wooden Frame Structures

D - Dwellings

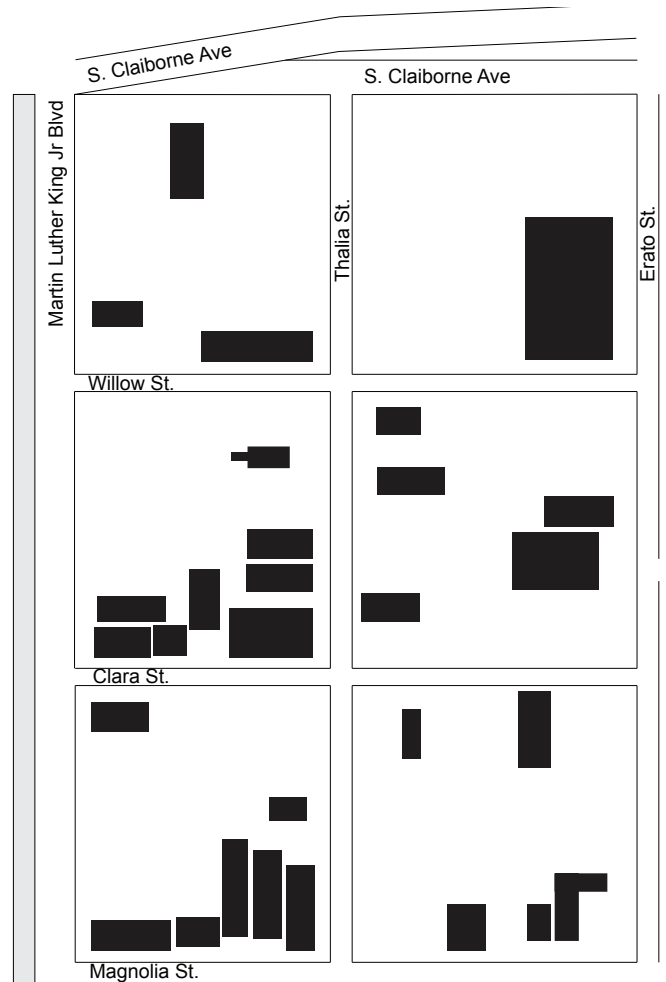
S - Stores

Historic development and current development showing decrease in density



1909

Sanborn Fire Insurance Map Figure/Ground



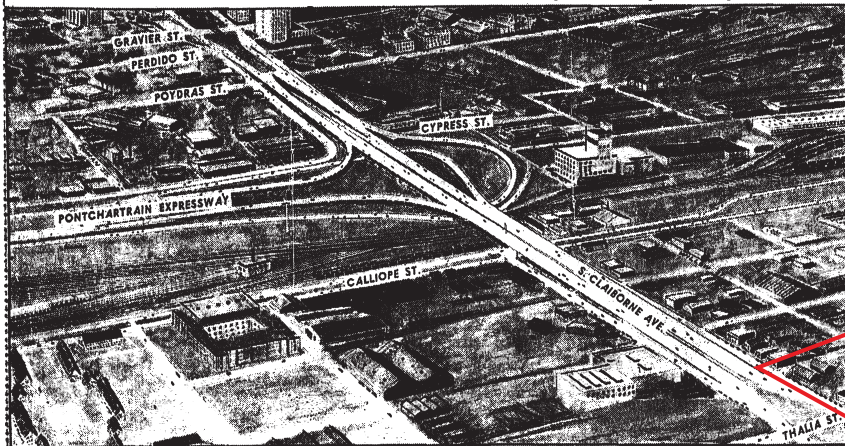
2020

Current Figure/Ground - Google Maps

- Indicates historical dense residential development in comparison to less dense residential and industrial development today
- Historically, residential lots in New Orleans were populated by numerous structures
- Historically, at the block level, dense residential areas contained a variety of interstitial spaces comprised of outdoor spaces between smaller structures, as well as galleries, verandas, etc

- Today, outdoor spaces in the proposed site are larger and generally more exposed

Sketch of S. Claiborne-Pontchartrain Expressway Overpass



TAGGED "THE MOST IMPORTANT STRUCTURE" in the urban passenger terminal program is South Claiborne overpass, an estimated \$5,200,000 project. Bids on its construction are to be received by the state highway department in Baton Rouge on May 7. New Orleans' share of the cost is expected to be \$954,000 plus

an estimated \$100,000 for utilities. The downtown end of the project is at upper left, the uptown at lower right. At left center is a diagram of the end of the proposed Pontchartrain expressway, which is still in the planning stage.

RECORDS OF THE DAY

BIRTHS
 Louis, to Mrs. M. J. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.
 John, to Mrs. J. H. Schaefer, Baptist, girls.

vs. Chas. N. Brown, damages, \$225.12.
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MINES AS SHIPPING DANGER NOTED

Tulane Port Institute Discusses Ship Losses

Hazards from floating mines remaining since World War II were described Thursday by a New Orleans insurance representative at the Third Annual Institute on Foreign Transportation and Port Operations at Tulane university.



Public Affairs Council Meets

R. D. Kellogg of Monroe Elected President

By KEN GORMIN

(The Times-Picayune Staff Correspondent)

ALEXANDRIA, March 27—R. D. Kellogg of Monroe was elected president of the Public Affairs Research Council of Louisiana at the first annual meeting of the council's membership in the Bentley hotel here Thursday.

And a prominent New Orleansian, Eben Hardie, was chosen executive vice-president.

Earl M. Martin of Baton Rouge was elected secretary, and Walter B. Jacobs of Shreveport, treasurer.

Before the election of officers, outgoing president F. Hugh Coughlin of Alexandria told of the trials in establishing the council, a non-partisan citizens' organization to study government and report the facts to the people.

"Proven Its Worth"

Coughlin said, "Two years ago when we met here (March 28, 1950) after regional meetings inspired by a great many public-spirited individuals, we felt, collectively that we had an idea which could be a most constructive factor in our state and that it offered an excellent vehicle for citizen participation in government through nonpartisan means. I believe that the work of our organization has proven its worth in helping strengthen our democratic form of government."

Dr. Robert W. French, executive director of the PARC, detailed the development and growth of the council from the original thought of developing it back in 1948, to the organization meeting two years ago and the work it has accomplished since.

Dr. French said, "Of paramount importance is that the council has shown the people of Louisiana that they can control and improve their government. The job is far from done, and we have plans to reach the people with educational programs and with information gathered by our competent research staff headed by Dr. Kimbrough Owen."

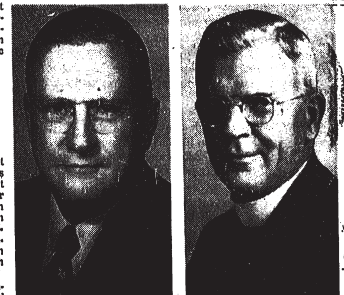
He said the PARC and its membership "through their faith and adherence to the principle of non-partisanship" have pointed the way to bolster democratic government in Louisiana.

All-Out Campaigns

Plans were disclosed for an all-



R. D. KELLOGG (LEFT) AND EBEN HARDIE, ... new president and executive vice-president.



HONORARY LIFE TRUSTEESHIPS in the Public Affairs Research Council of Louisiana were conferred at the Alexandria meeting upon Dr. Rufus C. Harris (left), president of Tulane university, and the Very Rev. Thomas J. Shields, S. J., retiring president of Loyola university. They are two of four educators who sponsored the PARC organizational meeting in Alexandria two years ago.

Times-Picayune, March 1952

- Further research into 20th century planning and policy including the construction of the S. Claiborne overpass and the Pontchartrain Expressway can help complete the narrative of loss of density as a result of displacement, demolition, and other factors
- Clip from Times-Picayune showing an early sketch of highway developments near the proposed site
- Proposed site is visible in the lower far right corner of the image
- Article indicates cost of future transportation projects still in planning stage at the time of writing



CENTRAL CITY NATIONAL REGISTER HISTORIC DISTRICT DATABASE

Provides some historical context for the architecture and early history of Central City.

Summary:

Developed in the 1830s, previously a swampy basin 3-10 feet below sea level

Claiborne marked the beginning of the swamp until the 1900s

Initial construction of dense rental housing for immigrants digging the New Basin Canal

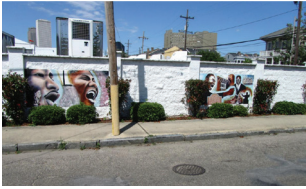
70% of the district is frame shotgun double houses

Nomination contains descriptions of historic stock in the district

Link:

<https://www.crt.state.la.us/dataprojectsVS/NRHP/PublicForms/ViewProperty/499>





Streets of Justice? Civil Rights Commemorative Boulevards and the Struggle for Revitalization in African American Communities: A Case Study of Central City, New Orleans by Joel A. Devalcourt

Article discusses racist policy and planning that has affected Central City and other neighborhoods of New Orleans.

Excerpts:

"Between 1900 and 1940, a profusion of new concepts and tools in land use planning, zoning, and the real estate profession affected neighborhood development and racial segregation in cities throughout the United States...Central City, New Orleans experienced all of the national trends for segregating African Americans during this formative period of metropolitan development."

"Central City hosted some of the first public housing developments in the United States... New Orleans was the first city to receive funds for public housing, and began the process of site selection and slum clearance with exceptional speed after receiving funds in 1938."

"The Civil Rights Movement in New Orleans began in the Central City neighborhood, as well as the commemoration of these struggles in the form of street renaming and public art."

"Who defines history and for whom the history is relevant are contentious questions ongoing in Central City...Inequitable political interest groups vie for control over the representation of history. As shown throughout the country, those who are historically marginalized will often suffer continued inequality."

"...planners must integrate neighborhood-based plans that **highlight structural factors and important historical narratives (such as commemoration) into larger comprehensive plans to prevent fragmentation** and disoriented resource distribution to marginalized communities."

Link:

<https://scholarworks.uno.edu/cgi/viewcontent.cgi?article=2287&context=td>



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Urban Landscape Change in New Orleans, LA: The Case of the Lost Neighborhood of Louis Armstrong by Willard Fields

Article focuses on 20th century changes in the urban landscape, primarily using the CBD as an example.

Excerpts:

"....despite a shift in the underlying philosophy of good city form represented by postmodernism, the landscapes that have resulted from this shift share many of the acontextual characteristics of their modernist counterparts."

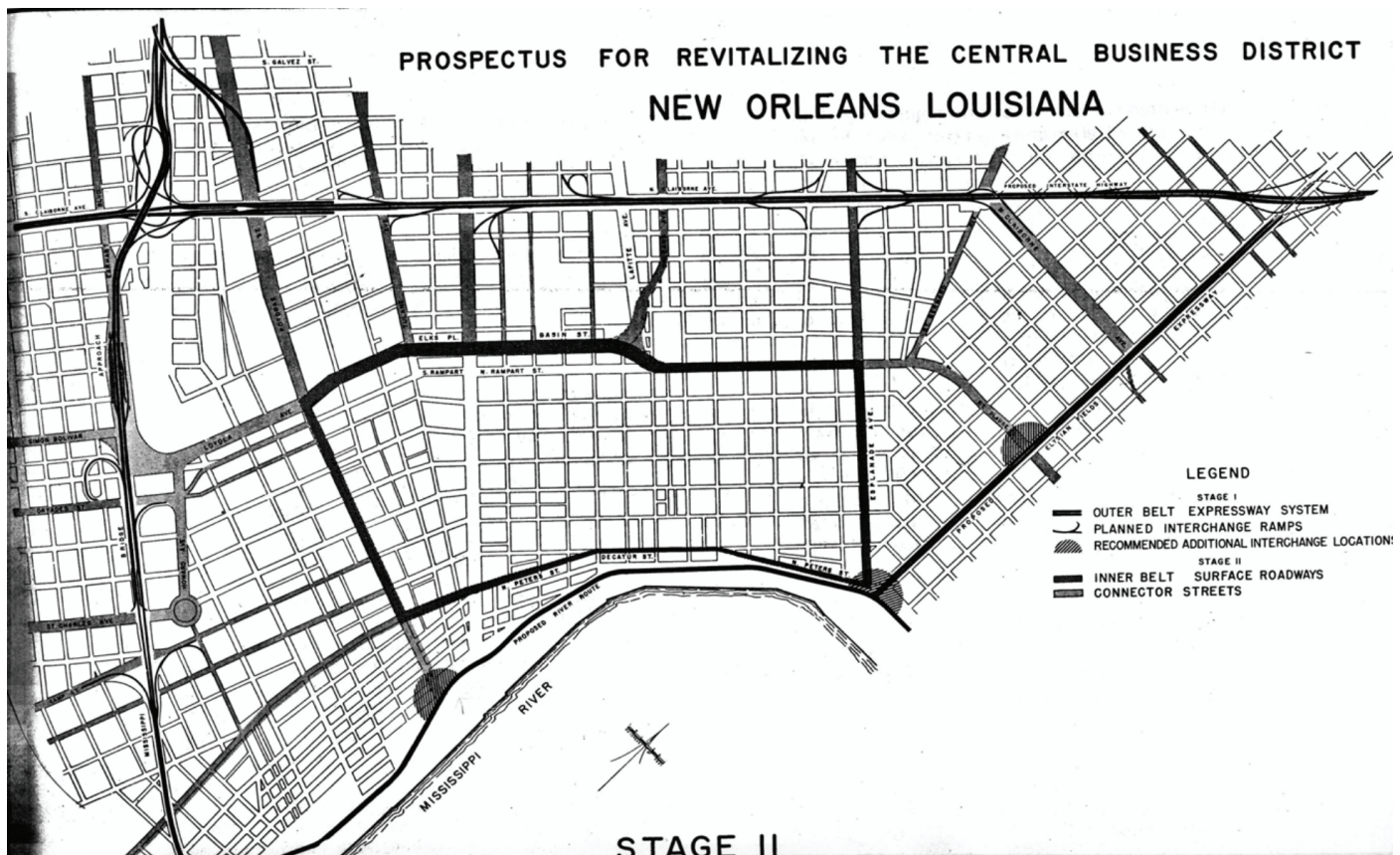
In order to **effectively weave the seams of lost space back into the current urban fabric**, planning must begin to draw upon a theory of good urban form that clearly and specifically articulates the importance of form for the economic and social revitalization of the area."

"While there is a **need for a deeper understanding of this history and the principles of good city form that were discarded in the rush to modernize**, defining exactly what is meant by "good city form" has proven problematic."

"...mirror traditional approaches with a focus on encouraging good urban form components designed to create **walkable, compact place with multiple levels of activity.**"

Link:

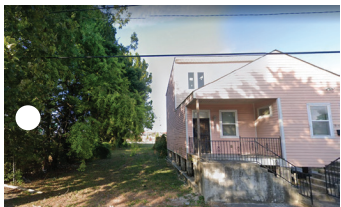
<https://scholarworks.uno.edu/cgi/viewcontent.cgi?article=1155&context=td>



EXISTING CONDITIONS

STREETVIEW SURVEY

MLK Jr. Blvd.



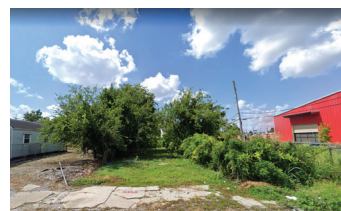
Thalia St. St.



Erato St.



Willow St.



Clara St.



Magnolia St.

This sampling of Google Streetview imagery shows the range of typical lots in the six-block site. Typical New Orleans architectural styles are present, but outnumbered by vacant lots. Green space varies widely, with some lots being closely maintained and others left to nature.

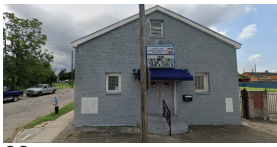
Local: Existing Conditions



01



02



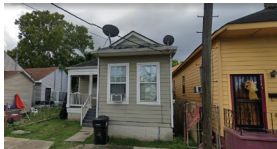
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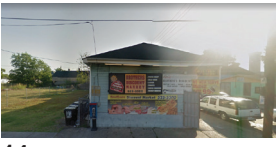
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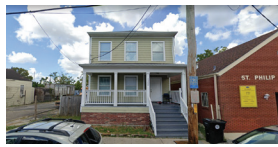
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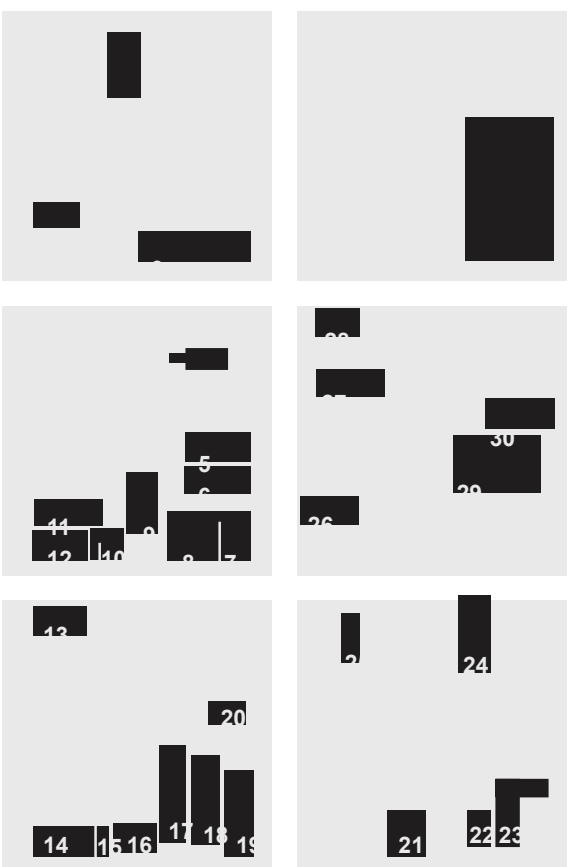


31

EXISTING BUILDINGS

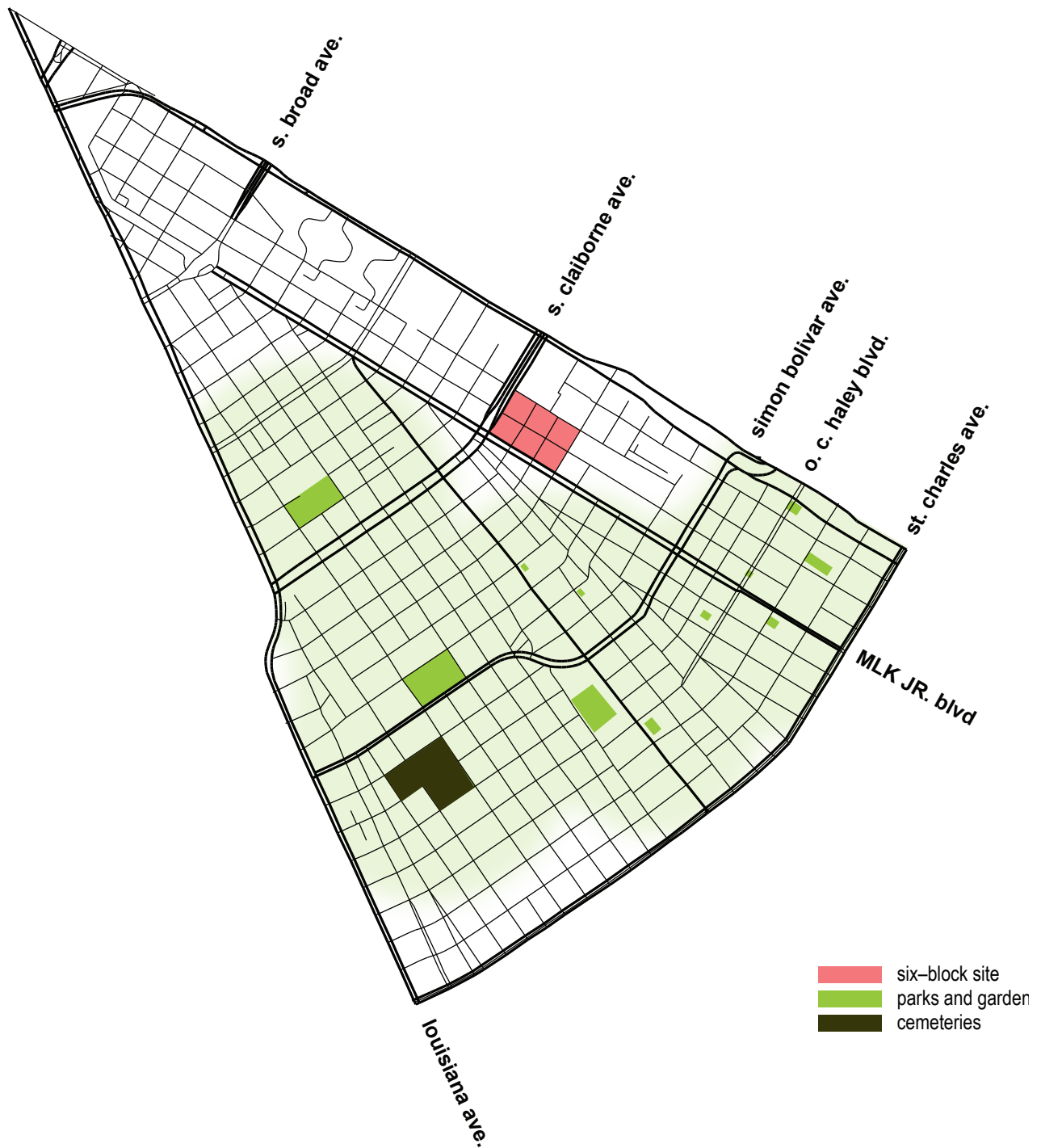
Of the 31 buildings in the six-block site, there are:

- (3) churches
- (1) warehouse
- (1) corner store
- (1) PlayBuild structure
- (25) houses



Local: Existing Conditions

NEIGHBORHOOD CONTEXT



When the programmed green spaces of the neighborhood are mapped, it demonstrates that most of these places are concentrated in the riverside portion of Central City. Not only is the proposed site isolated from these amenities, the site is boxed in by two main thoroughfares,

presenting an opportunity for rethinking how the site can be accessed in a child-friendly way.



GLOBAL RESEARCH

BACKGROUND:

Play and Recreation in Urban Life



How to Design Cities for Children

- “By 2050 around 70 percent of people will be urbanites, and the majority of them will be under 18. Today, over a billion children are growing up in cities”
- “In hyper-expensive U.S. cities like San Francisco, which has seen its share of child residents plummet to 13 percent, prosperity has resulted in a relative absence of children in the city”

Link:

<https://www.citylab.com/design/2018/02/how-to-design-cities-for-children/552086/>



Design for Urban Playscape

“‘Play’ in an urban environment should also be regarded as ability to discover the city on the street. The childhood doesn’t stop when you are 10 or 15 years old or in the playground, we adult need it as well. For children, it is more obvious, more influential”

Link:

<https://thecityateyelevel.com/stories/design-for-urban-playscape/>



Child Friendly Cities from an Urban Planners Perspective

“Urban childhood environment is not only about schools and playgrounds. In a larger scale approach, what are safe and playful paths for children’s daily mobility? To what extend, urban environmental quality would make impact on health and wellbeing issues of children?”

Link:

<https://thecityateyelevel.com/stories/child-friendly-cities-from-an-urban-planners-perspective/>



The Power of Play: Child-Led Placemaking in Parks

A significant component to the Neighbourhood Nature Play Initiative centred on engaging the community through interventions in the parks. These interventions included family events, festivals, and regularly scheduled nature programs. During such interventions, Evergreen worked closely with community centre staff, youth groups, and neighbourhood associations to ensure that the children’s voices were amplified and their ideas included in the park planning and transformation process. A key strategy to engage children in the ideation of the park spaces was to provide regular programming in the parks hosted by Evergreen Play Animators. This opportunity for ‘free play’ in a safe place in the community provided the necessary contact with children to ignite the co-design process.

Link:

<https://thecityateyelevel.com/stories/the-power-of-play-child-led-placemaking-in-parks/>



Towards Child Friendly Community

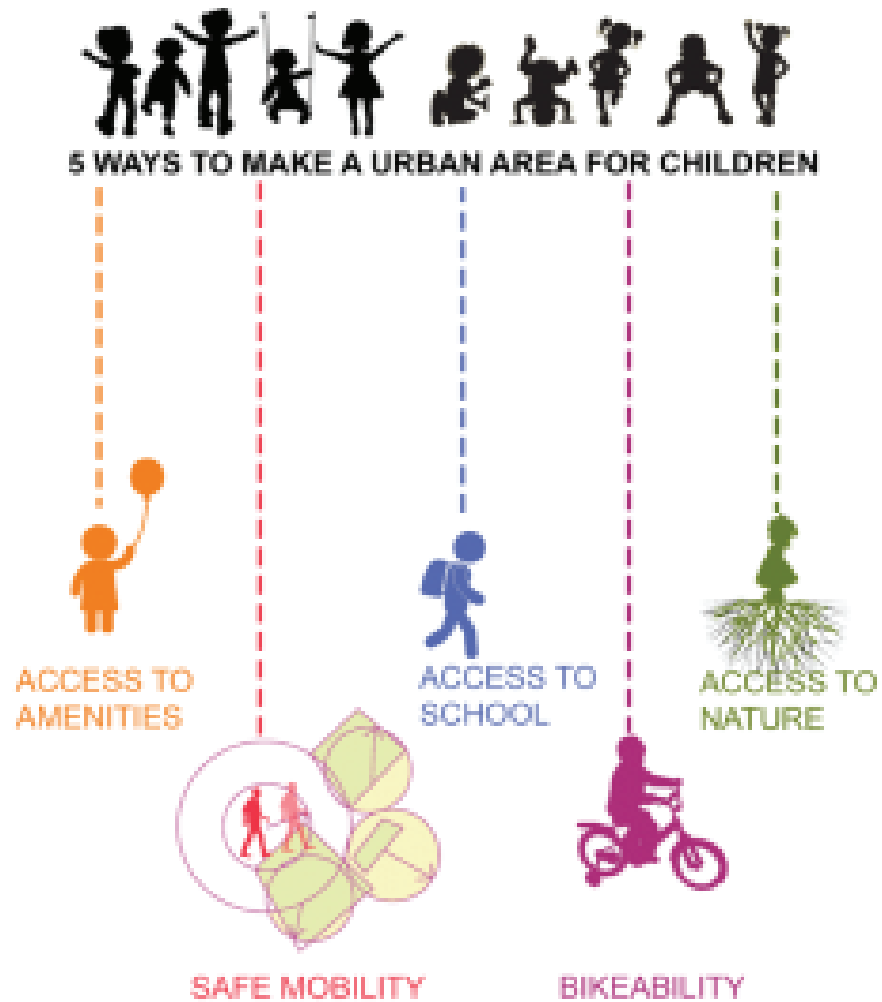
The American-International University in Bangladesh ran a studio in 2015 to design a master plan for the Banani neighborhood in Dhaka, Bangladesh.

This master plan was designed with a child friendly neighborhood in mind. The 5 strategies used to make a child friendly neighborhood were defined as...

- Access to amenities
- Safe mobility
- Access to school
- Bikeability
- Access to nature

Link:

<https://contextbd.com/towards-child-friendly-community-banani-envisioned-aiub/>



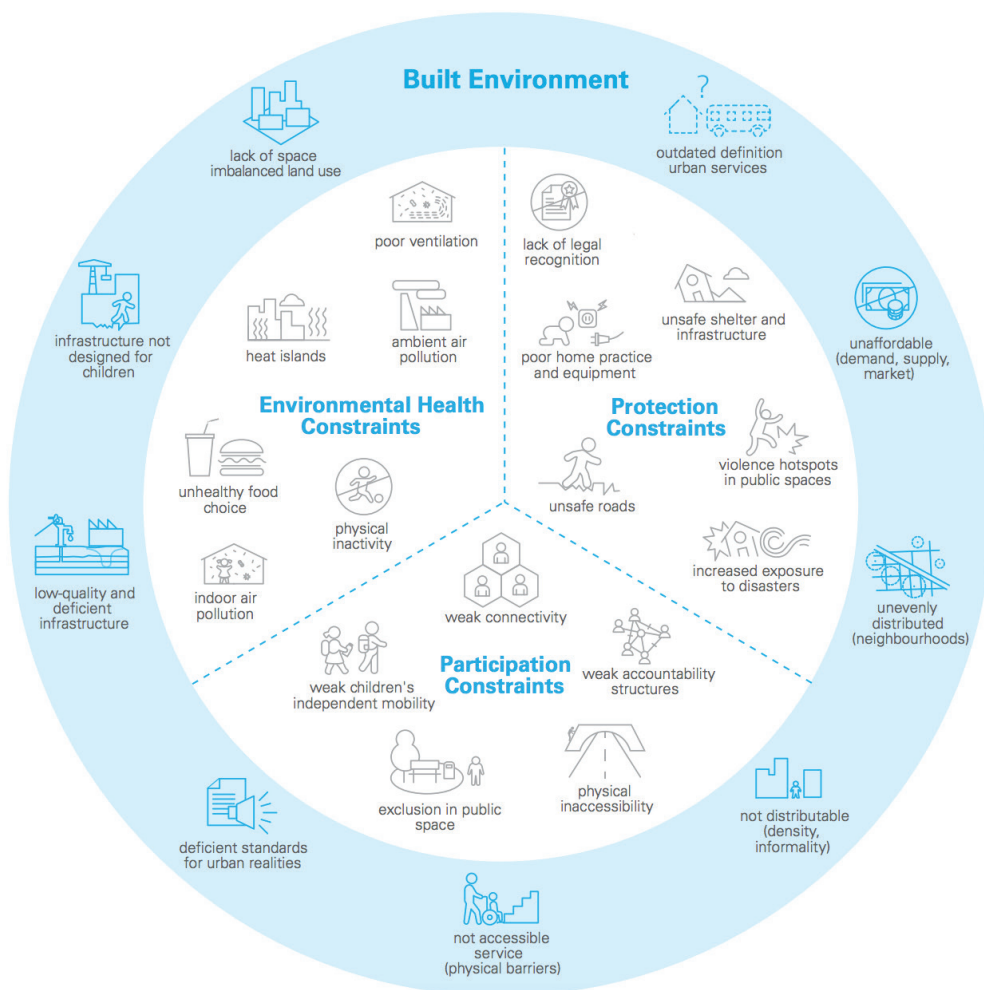


Shaping Urbanization for Children

This handbook, published by UNICEF, “presents concepts, evidence and technical strategies to bring children to the foreground of urban planning. By focusing on children, this publication provides guidance on the central role that urban planning should play in achieving the Sustainable Development Goals (SDGs), from a global perspective to a local context, by creating thriving and equitable cities where children live in healthy, safe, inclusive, green and prosperous communities”.

Link:

https://www.unicef.org/publications/files/UNICEF_Shaping_urbanization_for_children_handbook_2018.pdf





Where do the Children Play? Designing Child Friendly Compact Cities

This publication sponsored by the Australian Institute of Architects explores how densifying cities can be designed to make room for and promote play in children.

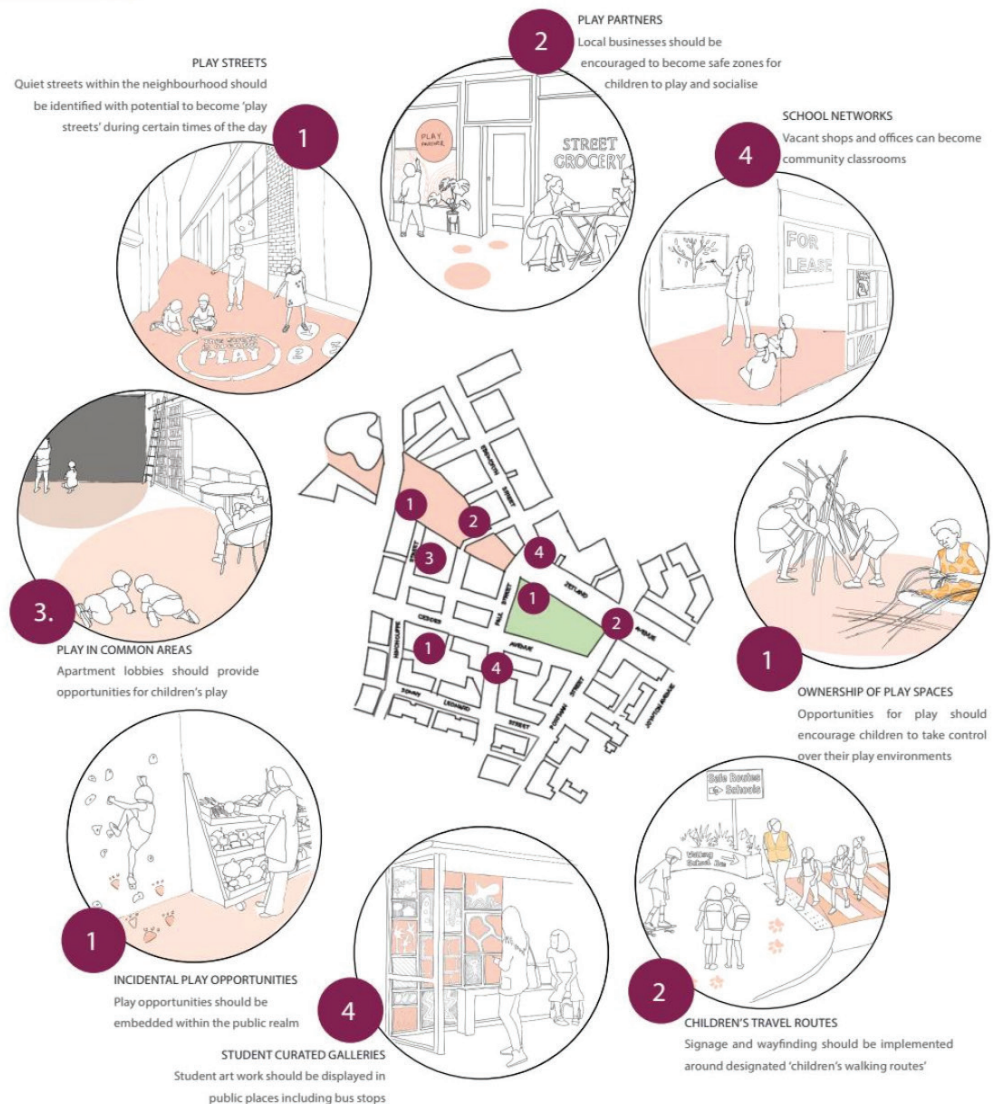
This report focuses on 4 places where play can be introduced to improve the daily lives of children living in cities as well as encourage healthy habits.

- The public realm
- Travel routes
- Housing
- Schools

Link:

https://issuu.com/nataliakrysiak/docs/designing_child_friendly_cities

- 1. PLAY OPPORTUNITIES THROUGHOUT THE PUBLIC REALM**
- 2. SAFE TRAVEL ROUTES TO ENABLE CHILDREN'S INDEPENDENCE**
- 3. PLAY IN HIGH DENSITY HOUSING**
- 4. SCHOOL NETWORKS WHICH FILTER INTO THE PUBLIC REALM**





Child-Centred Urban Resilience Framework - ARUP

The Child-Centred Urban Resilience Framework comprises four strategic areas. Under the strategic areas are 12 interventions that can direct future action.

Sustain Life in urban communities where children and youth lack adequate care. This can be done by strengthening and improving access to basic services, ensuring decent work and safeguarding survival and development.

Mobilize the Community to collectively ensure and value the protection and promotion of child and human rights. This can be done by promoting social security and protection, especially for girls, increasing community involvement and motivating key stakeholders.

Make Safe Places in urban areas where children can live, play and grow. This can be done by designing safe spaces and child-sensitive and gender sensitive infrastructure, and providing information that all children, youth, girls and boys can access.

Promote Integration to influence the management and planning of resilient cities that are responsive to and inclusive of children, youth, girls and boys. This can be done by improving preparedness to emergencies; promoting participation; and integrating child and human rights into policies and plans.

Link:

<https://www.arup.com/perspectives/publications/research/section/child-centred-urban-resilience-framework>





RESEARCH SERIES | 2010
The Rationale for
Recreation Services for
Youth: An Evidenced
Based Approach

PETER A. WITT
LINDA A. CADWELL



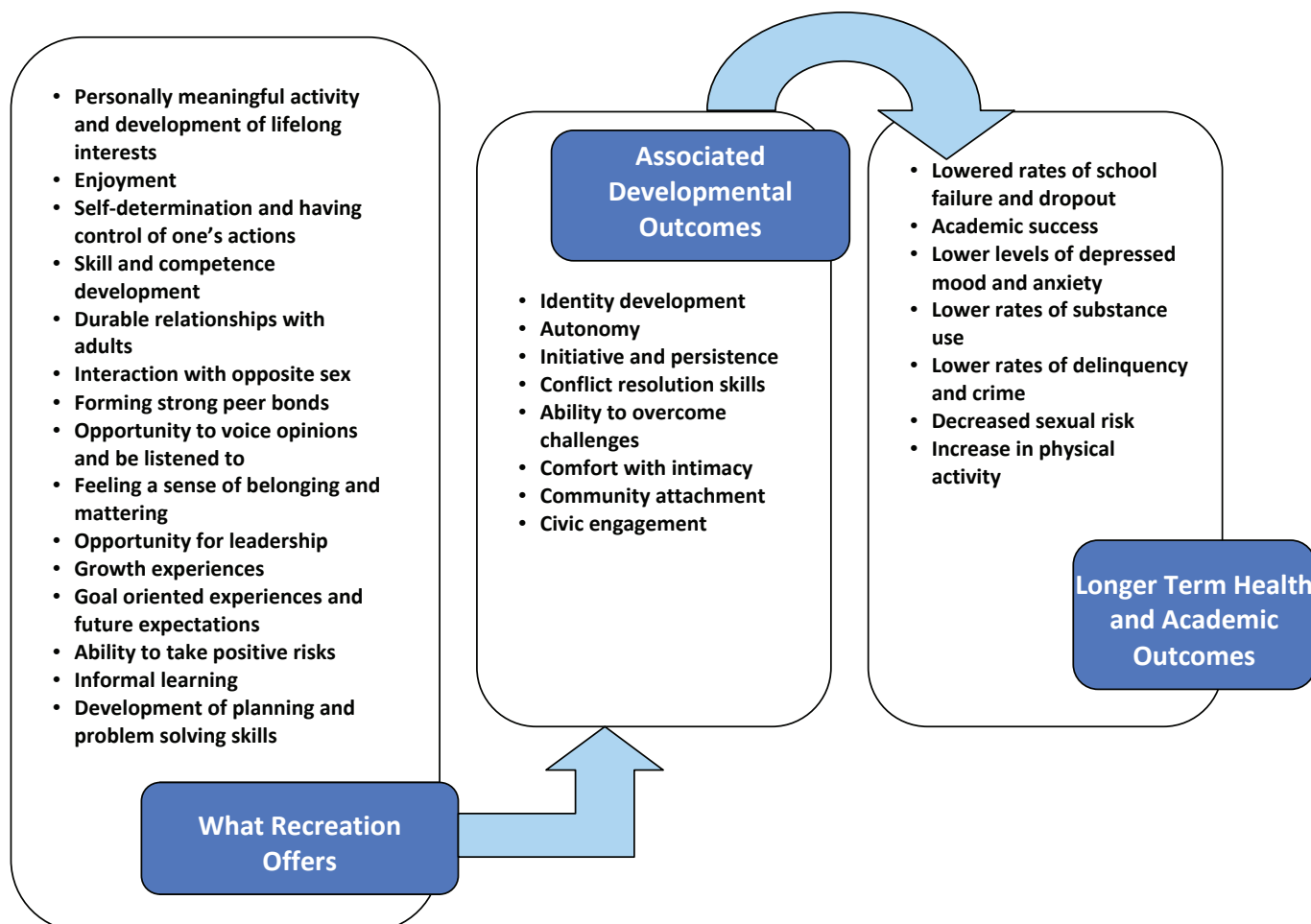
The Rationale for Recreation Services for Youth: An Evidenced Based Approach - Peter A. Witt and Linda Cadwell National Recreation and Park Association

“For more than 100 years, we have understood the link between out-of-school time opportunities and involvements, delinquency, and crime. History is a good teacher. The forces that brought about the reformers’ efforts to protect children, while at the same time increase their opportunities for becoming productive, fully functioning members of society, are just as needed now as they were then. Class, ethnicity, gender, living circumstances, and unequal distribution of opportunity still play significant roles in society. For youth-serving agencies, what we do keeps children and youth off the streets and leads to them reporting they are having fun. However, the work that we do is so much more important than safety and fun. We do ourselves a disservice and decrease our chances for governmental and public support when we fail to fully emphasize the importance of our work.”

Peter A. Witt and Linda Caldwell, “The Rationale for Recreation Services for Youth: An Evidenced Based Approach.” National Recreation and Park Association Research Series (2010).

Link:

<https://www.nrpa.org/globalassets/research/witt-caldwell-full-research-paper.pdf>





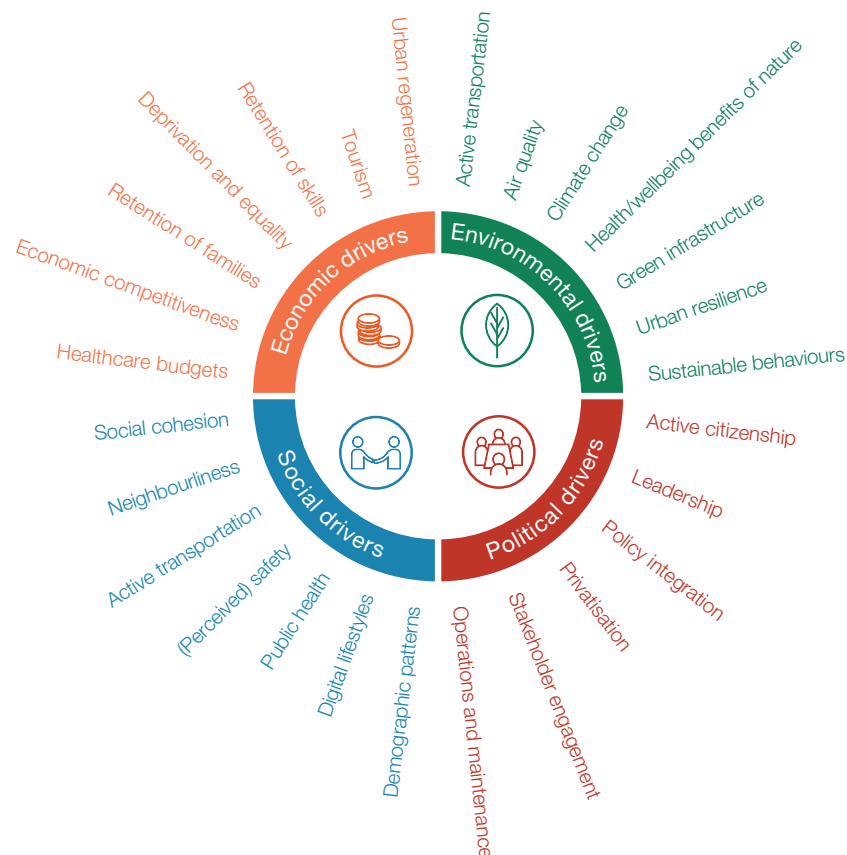
Cities Alive: Designing for Urban Childhoods - ARUP

Key Messages:

1. The quality of life experienced by urban populations, and particularly by children, will determine our global future.
2. Child-friendly urban planning is a vital part of creating inclusive cities that work better for everyone.
3. Focusing on the needs of children can help act as a unifying theme for the promotion of progressive ideas and ambitious actions.
4. Children's infrastructure can help to enhance the economic value and long-term viability of the urban environment.
5. Providing multi-functional, playable space - beyond the playground - can enable everyday freedoms and create a public realm for all ages to enjoy together.
6. Interventions at the neighborhood scale offer the greatest potential to create a children's infrastructure network that allows safe and enjoyable journeys.
7. Decision makers should be opportunistic and strategic, and integrate child-friendly thinking into all aspects of city making.

Link:

<https://www.arup.com/perspectives/publications/research/section/cities-alive-designing-for-urban-childhoods>



RELATED ASSOCIATIONS

Forum for Youth Investment
<https://forumfyi.org/our-approach/>

NLC's Institute for Youth, Education, and
Families (YEF Institute)
www.nlc.org/iyef

Academy for Educational Development's (AED)
Center for Youth Development (CYD)
<http://cydpr.aed.org>

American Association of School Administrators
(AASA)
www.aasa.org

America's Promise Alliance
www.americaspromise.org

The Finance Project
www.financeproject.org

Innovation Center for Community Youth
Development
www.theinnovationcenter.org

Onsite-Insights (O/I)
www.onsiteinsights.com

Search Institute
www.search-institute.org

Youth on Board
www.youthonboard.org

Youth Development Strategies, Inc.
www.ydsi.org

PLANNING:

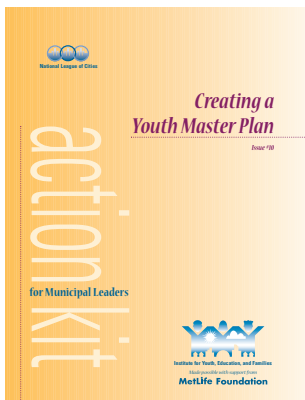
Youth Master Plans

Most cities recognize the value of incorporating youth into the planning process. The city of New Orleans has its own Children & Youth Planning Board (CYPB) that includes 15-25 youth who work with planning staff members to discuss and shape city planning. A number of guidelines exist to help cities effectively engage students into the planning process, including the Louisiana Children &

Youth Planning Board. Most of these toolkits offer boilerplate information, but provide a useful jumping off point. How do we encourage more creative design-thinking in these large scale planning projects?

Link:

<https://www.nolacypb.org/>

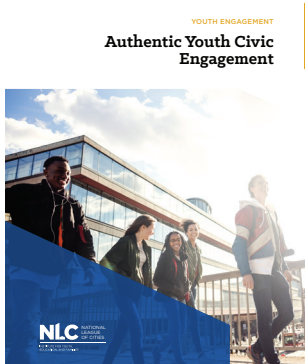


NLC: “Creating a Youth Master Plan: Action Kit for Municipal Leaders”

This action kit, based on the diverse experiences of cities that have created such plans, contains advice, ideas, and city examples to help municipal and school leaders tackle this important challenge.

Link:

<https://www.nlc.org/resource/creating-a-youth-master-plan-action-kit>



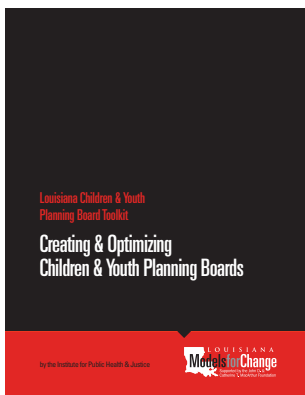
NLC: “Authentic Youth Civic Engagement”

Core Values:

1. Treat youth as valuable partners in the work of local government;
2. Prepare and support youth to take on meaningful roles in addressing important issues.
3. Respect and listen to youth.

Link:

<https://www.nlc.org/program-initiative/authentic-youth-civic-engagement>

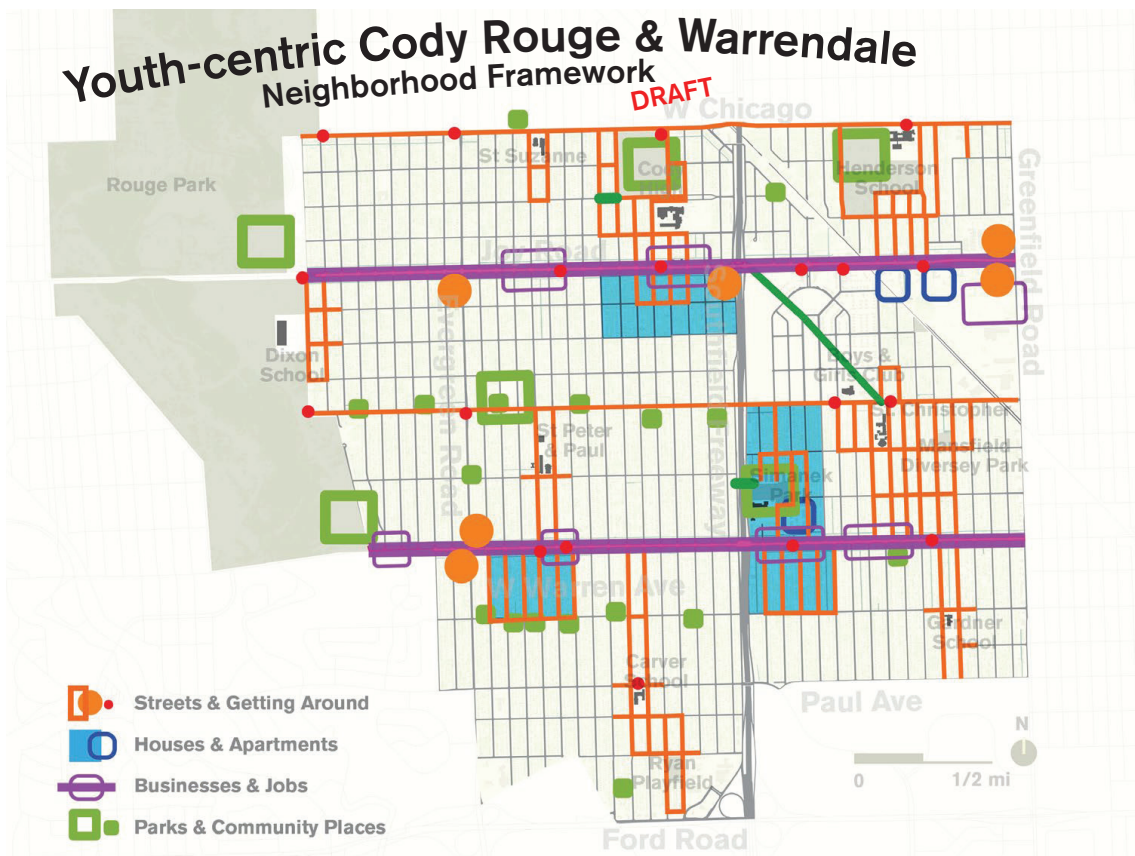


Louisiana Children & Youth Planning Board Toolkit

This toolkit consists of 11 tools for the development and operation of CYPBs. The tools contain examples, guides for work, and lists of potential and desirable outcomes - all of which are considered critical when initially forming local parish Children & Youth Planning Boards. The tools provide start-up activities, probative questions, and examples that will help to shape and define the CYPB as it begins its work to comply with the provisions of Act 555. They also help define the structure, governance, and operating procedures for Children and Youth

Link:

https://www.njln.org/uploads/digital-library/LA-MfC_Children-and-youth-planning-board_toolkit_12-21.pdf



SPOTLIGHT PROJECT

draft neighborhood framework developed with youth, residents, and neighborhood groups

Cody Rouge and Warrendale, Detroit, Michigan

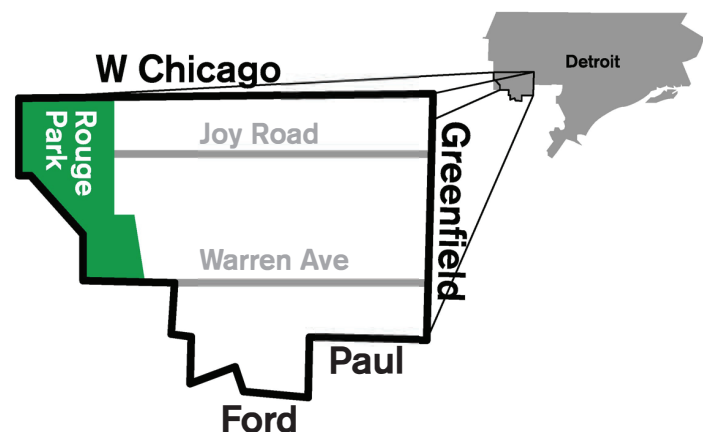
The Cody Rouge and Warrendale Neighborhood Framework provides an example of a planning project enlivened by creative youth engagement. Over 10 months, youth, residents, and neighborhood groups worked with the Detroit Planning & Development Department to propose a framework plan for their neighborhood.

“Between January 2019 and March 2020, the Cody Rouge & Warrendale Neighborhood Framework will bring together city government, neighborhood organizations, residents, and more to create a youth-centric neighborhood plan. Public discussions, youth programs, and community events will address and identify actionable projects for four main neighborhood ingredients:

- Streets & Getting Around
- Houses & Apartments
- Businesses & Shopping
- Parks & Community Places”

Link:

<https://codyrougeandwarrendaleplan.org/contact/>



CODY ROUGE AND WARRENDALE:



Steering Committee
formed by resident and neighborhood organizations



Working with Schools
eight neighborhood schools engaged in early design



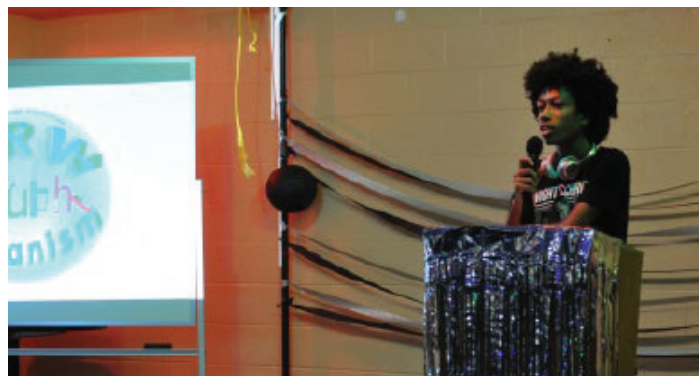
Planning with Young People
small groups working with artists, planners, and designers



Public Discussions
10 public discussions co-lead by young people



Community Build - Picnic Tables
in the spirit of planning while doing



Detroit Youth Summit
discussing youth-centric urbanism



Open House
at neighborhood pool to share drawings

Streets & Getting Around	Houses & Apartments	Businesses & Jobs	Parks & Community Places
<p>Projects I most support & main reasons why:</p> <p>#1 A5 Adding bike lanes & dedicated bike lanes will help move traffic, make streets safer, and create a better environment.</p> <p>#2 A1 Any bike, motorcycle, or wheelchair accessible.</p> <p>Locations where these projects should happen: Downtown, Red College, Evergreen & Cedar Dr, Evergreen along Rouge Blvd, up to 17th</p> <p>Projects I don't support & main reasons why not:</p> <p>#1 A2 Improvements along the riverfront to be considered.</p> <p>#2</p> <p>#3</p>	<p>Projects I most support & main reasons why:</p> <p>#1 B3 Low cost projects that are easy to build.</p> <p>#2 B1</p> <p>#3 B1</p> <p>Locations where these projects should happen:</p> <p>Projects I don't support & main reasons why not:</p> <p>#1</p> <p>#2</p> <p>#3</p>	<p>Projects I most support & main reasons why:</p> <p>#1 G1 Affordable housing options that are easy to build.</p> <p>#2 B1 Improvements along the riverfront to be considered.</p> <p>#3 G4 Small businesses that are easy to build.</p> <p>Locations where these projects should happen:</p> <p>Projects I don't support & main reasons why not:</p> <p>#1</p> <p>#2</p> <p>#3</p>	<p>Projects I most support & main reasons why:</p> <p>#1 D1 Parks, trails, and green spaces that are easy to build.</p> <p>#2 D1 Improvements along the riverfront to be considered.</p> <p>#3 D3 The Rouge River waterfront should be a green space.</p> <p>Locations where these projects should happen:</p> <p>Projects I don't support & main reasons why not:</p> <p>#1</p> <p>#2</p> <p>#3</p>

Suggestion Sheets
for neighborhood feedback

Cody Rouge and Warrendale: Process

Streets & Getting Around

Make all streets safer for people who walk!

Improve road conditions!

Better bus experiences!

Make it easier to get around!

More stuff for kids!
Neighborhood signs!



Houses & Apartments

Safe & clean!

Support resident homeowners!

Support tenants!
Preserve affordable housing!

Support nonprofits doing the work!

Businesses & Shopping

Organize & support local businesses!

Safer & more beautiful shopping areas on Warren Ave and Joy Road!

Attract new businesses & jobs!

Less unwanted businesses!

Design friendlier buildings!

Parks & Community Places

Improve existing parks!

Communicate more about park planning!

Deal with vacant properties!

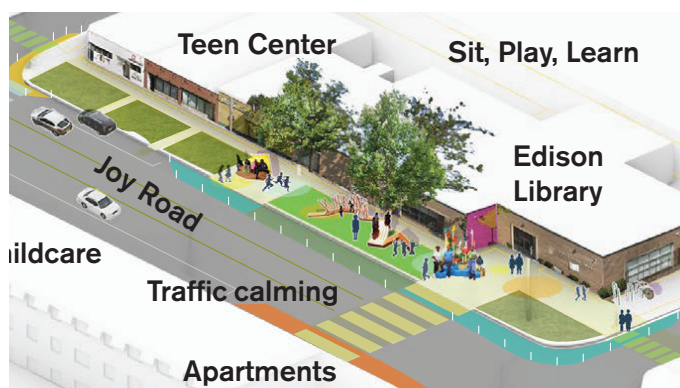
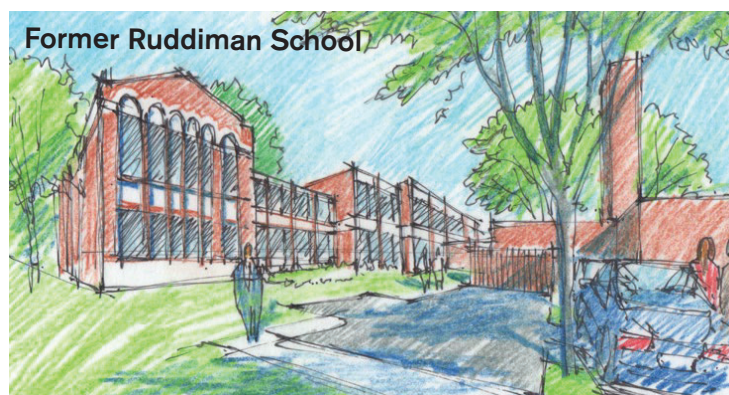
Destroy dumping & assist alleys!

Community uses for vacant land!

Build up existing community centers & explore new ones!

Re-use vacant school properties!

Goals: Gathered from 10 Public Discussions, above are the goals residents prioritized for the Neighborhood Framework



Feasible Project Proposals: these proposals and others were developed as a response to resident's design priorities. Residents in the neighborhood could then vote on their preferred projects.

SAMPLE YOUTH MASTER PLANS

The following youth master plan projects and descriptions are drawn from NLC's "Crafting a Youth Master Plan" Toolkit

Brighton, Colorado (Pop. 29,750)

Early in its planning process, the City of Brighton adopted the seven action areas in NLC's City Platform for Strengthening Families and Improving Outcomes for Children and Youth as a framework for their youth master plan. A planning consultant worked with the city to form planning committees composed of city and school officials, youth, and a range of community residents for these seven issue areas. Each committee gathered extensive community data, conducted focus groups and interviews, surveyed parents of young children, and partnered with the local school district to distribute the Search Institute's Survey of Student Resources and Assets to a random sample of Brighton students. After analyzing the data, the planning committees worked with city staff and the Brighton Youth Commission to finalize the goals of the youth master plan before presenting it to a joint meeting of the city council and school board.

Charleston, South Carolina (Pop. 107,845)

In October 2005, Charleston Mayor Joseph P. Riley appointed a youth master planning team to develop a countywide plan, gaining support from the mayors of North Charleston, Mount Pleasant, and 14 other municipalities in Charleston County. This team of city, school, nonprofit, and faith community leaders trained facilitators to conduct nine youth and seven adult focus groups and worked with the school district to survey 900 youth in the county. The team used this community data to create the seven goals of their plan. Following the development of the plan, an implementation team was formed with 21 representatives

from the city and county governments, school district, libraries, and mental health agencies to advance these key priorities. The team has partnered with local college students to develop a marketing campaign that will raise awareness and support for the plan.

Claremont, California (Pop. 37,141)

The City of Claremont, Calif., created its youth master plan in 1995 and has since updated the plan in 2007. The initial decision to create the plan was driven by budget shortfalls in the school district and the city's recreation services, which resulted in a reduction in youth services. The city updated the plan in 2007 as the city and school district experienced another period of budget cuts as well as changes in demographics, duplication of services, and concerns about the relevancy and accessibility of existing youth programs. In 1995, the process involved 18 months of surveying the community with initial support from a facilitator to identify ten specific goals, an implementation strategy, and a monitoring system. The jointly-funded process to revise the plan created an evaluation process sustained by the city, the school district, and service providers. In 2007, the city council and board of education established the Committee on Youth and Family to facilitate implementation, coordination, and evaluation of the plan.

Hampton, Virginia (Pop. 145,017)

Led by the mayor's decision to make youth a top priority, the Hampton City Council convened city and community leaders in the early 1990s to develop a plan for ensuring that youth become productive members of the community and workforce. Through extensive outreach, more than 5,000 youth and adults were involved in focus groups and surveys, which led to the framework of their youth master plan. The plan was incorporated into the larger Hampton Community Plan, which included a youth component written entirely by young people. Hampton youth continue to

be engaged in community decision-making as appointees to the city's youth commission, other city boards and commissions, and the city planning department, which hires two youth to annually update the youth component of the community plan and to work closely with the Hampton Youth Commission.

Indio, California (Pop. 76,896)

In 2004, Indio officials realized that the city was experiencing rapid growth and changing youth demographics. In response, the city council created a youth master planning committee that included youth from the outset. After two years of outreach, a survey of 1,600 youth regarding community issues, and roughly 250 meetings with different community and faith-based groups, the planning committee established five focus areas for the plan: afterschool, education, health, parks and youth facilities, and transportation. They then conducted a two-day retreat for 200 key leaders of the planning process to discuss challenges and action steps in each area. One outcome of these discussions was a change to the local park system, in which the city created a new teen center, built two new parks, and renovated six other parks. The city council approved the finalized plan in December 2005.

Minneapolis, Minnesota (Pop. 372,833)

The Minneapolis Youth Coordinating Board (YCB), an intergovernmental organization dedicated to promoting the healthy development of Minneapolis' children and youth through collaborative action and policy alignment, initially created a 20-year strategic plan in 1987. The plan led to several effective initiatives but after a few years lost momentum. The arrival of a new school superintendent presented YCB with an opportunity to revisit the plan in 2006 and create a youth master plan. The Forum for Youth Investment's Ready by 21TM framework guided the vision statement and long-term goals of the plan, dubbed the Children and Youth Agenda 2020. Youth were seen as critical partners in the process, in which YCB partnered with a community organization to develop a youth

resource mapping component. The city used a youth town hall forum to celebrate the completion of the plan, which drew the attendance of many local leaders.

Omaha, Nebraska (Pop. 419,545)

Omaha Mayor Mike Fahey and other community leaders commissioned SRI International to examine ways in which the city could ensure that all local youth receive the education, training, and support they need. This research resulted in a Master Plan for Investing in Children and Youth, published in April 2007. The plan focuses on gaps in services and recommends specific initiatives targeting early childhood, education, afterschool and mentoring, truancy reduction, behavioral health, and higher education. The plan also identifies four cross-cutting themes: improving information systems, strengthening and leveraging existing capacity, coordinating across agencies and service providers, and ensuring that all youth have access to mentors and professional counselors.

Portland, Oregon (Pop. 537,081)

With support from Mayor Tom Potter and former County Chair Diane Linn, the City of Portland and Multnomah County developed a Children and Youth Bill of Rights. Over the course of more than one year, municipal staff and community volunteers worked with a core group of youth in planning a process for drafting the document. This process engaged more than 3,000 youth in writing the document and gaining input from classrooms, community events, and forums asking youth about their rights, which the youth-adult planning team sorted into six "articles." The document was "ratified" by more than 500 youth at a Convention on the Rights of Children and Youth. The adults planned the convention logistics with final approval from the youth, who were responsible for drafting the Bill of Rights. Youth also led efforts to educate city council members and county board members and successfully advocated for the city's and county's adoption of the Bill of Rights. The youth then created an action plan that involves working within the city and

county governments on an implementation strategy.

Roanoke, Virginia (Pop. 91,552)

With test scores and graduation rates lagging behind state averages, the Roanoke City Council adopted a three-year youth master plan in June 2006. City administrators formed a task force of city council members, the city manager, school officials, neighborhood representatives, and members of the youth commission to spearhead what was designated as the V.O.Y.C.E. (Valuing our Youth through Community Engagement) Initiative. This group identified nine focus areas of which four were designated by the city council as priorities. The Youth Comprehensive Plan now serves as a guiding framework for the implementation of new programs by youth service providers throughout the city, with the youth services division in the parks and recreation department serving as the leading agency.

Santa Clarita, California (Pop. 168,008)

As a new city incorporated in 1987, Santa Clarita has a history of focusing on its growing youth population. In 1992, municipal leaders convened 50 stakeholders, including several young people, to form a youth master planning committee. The city published its first strategic plan in 1996, which established a consensus on youth issues and needs. The plan led to the creation of a youth center to provide young people with a safe place to go after school. Another result of the plan was the creation of Visions in Progress, a group of 30 youth who advise all city departments and the city council. These youth are empowered to take issues back to their schools, get peer input, and relay it to council members. In 2005, the city updated its youth master plan after youth leaders reached out to students in elementary, junior high, and high school.

Savannah, Georgia (Pop. 127,889)

Savannah was the first city to adopt NLC's City Platform for Strengthening Families and Improving Outcomes for Children and Youth, which has served as a foundation for the city's

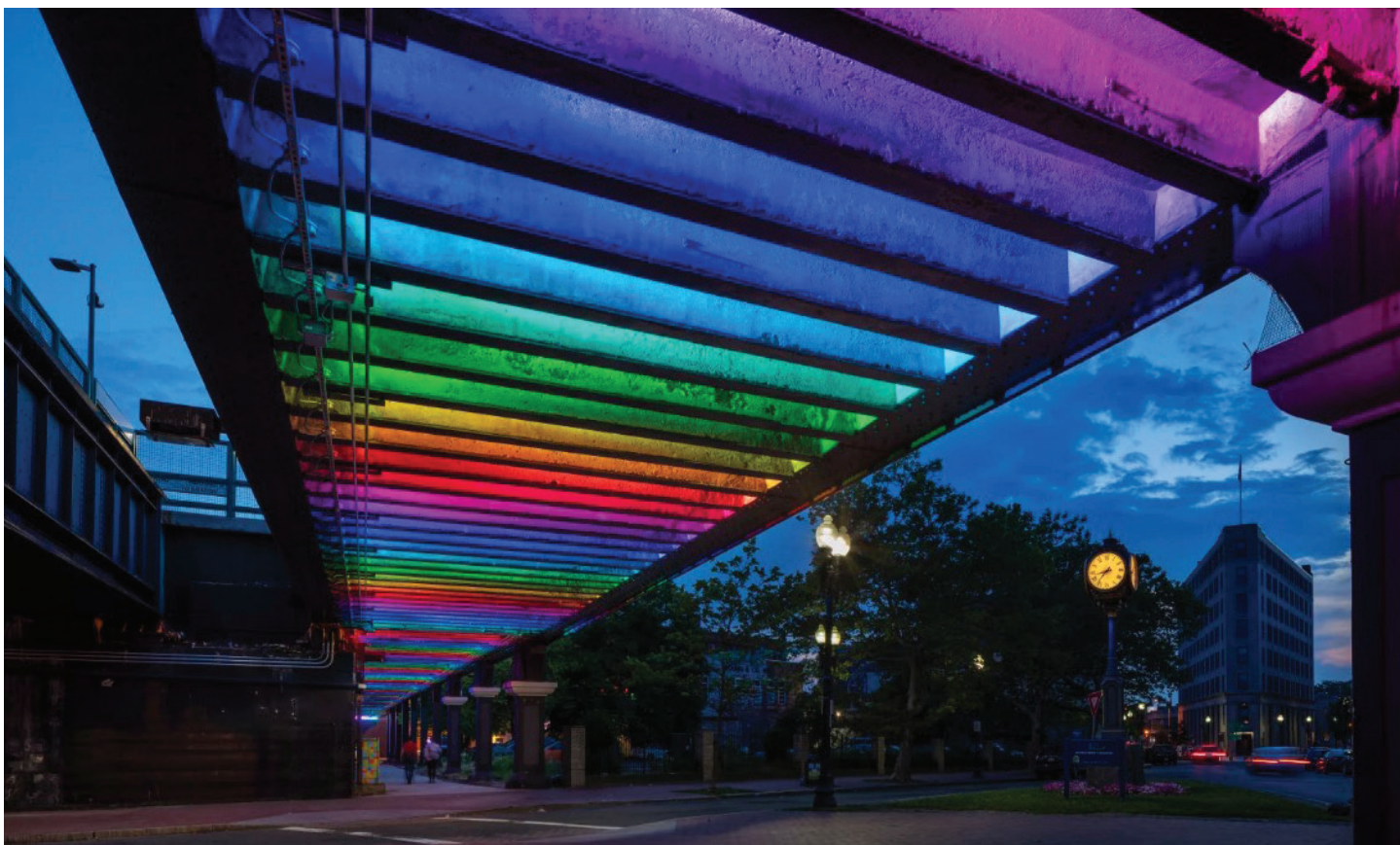
planning efforts. The Chatham-Savannah Youth Futures Authority (CYFA), a collaborative, countywide organization of partners that includes all youth agencies, the school district, county health department, juvenile justice department, United Way, and others, produces an annual profile using the Annie E. Casey Foundation's KIDS COUNT model as a barometer of the status of the city's youth. As an effective resource in the community for youth, the city has established a strong partnership with CYFA and has charged them with using the framework from the platform to guide the measurement of progress for and implementation of a youth master plan.

Thousand Oaks, California (Pop. 124,207)

The City of Thousand Oaks, in collaboration with school district officials and service agencies, underwent a comprehensive, youth-led, four-year process to develop its youth master plan, which helped the city expand services and opportunities for youth input. In the early phases of the work, the city used an outside facilitator, whose neutral presence brought credibility to the process. The planning team's efforts to build consensus helped all stakeholders draw conclusions from data collection efforts to finalize the plan, which was published in 2002. More than 2,000 individuals contributed to the needs assessment by participating in the planning committee, a focus group, or a survey of middle and high school youth.

DESIGN:

Research and Precedent
Projects & Programs



REFLECTIONS

Community Engaged Design During the COVID-19 Pandemic

The 2020 PID Fellowship was conducted almost exclusively via digital platforms, given the difficulty of working in close quarters during the COVID-19 pandemic. For all Small Center projects, and especially planning scale efforts with implications for shaping urban space beyond a single site, we design robust public engagement processes. Because this was nearly impossible given our short timeframe and due to the pandemic, the fellows brainstormed a variety of engagement activities that a future project team can use to jumpstart the effort, even if social distancing practices are still necessary in Spring 2021. The team also experimented with Zoom, Teams, Mural and other shared collaboration platforms to discover both the advantages and difficulties of collaborating remotely. Drawing and designing together in real time and notating others work was more difficult than the in-person sketching sessions we are used to, but continued use of these tools revealed that collaboration, at least in small groups, was feasible. We used small groups (6-10) to facilitate discussions of the fellows' ongoing research, and even smaller groups (3-4) to dig into specific design and research questions and work on problems together, rather than always working separately and reconvening to share progress. These lessons, both successful and not, helped to lay the groundwork for Small Center's engaged collaborative practice and pandemic-associated adjustments.



multi-generational play space

AIA DESIGN FOR EQUITY: Playgrounds as Catalysts for Social Change

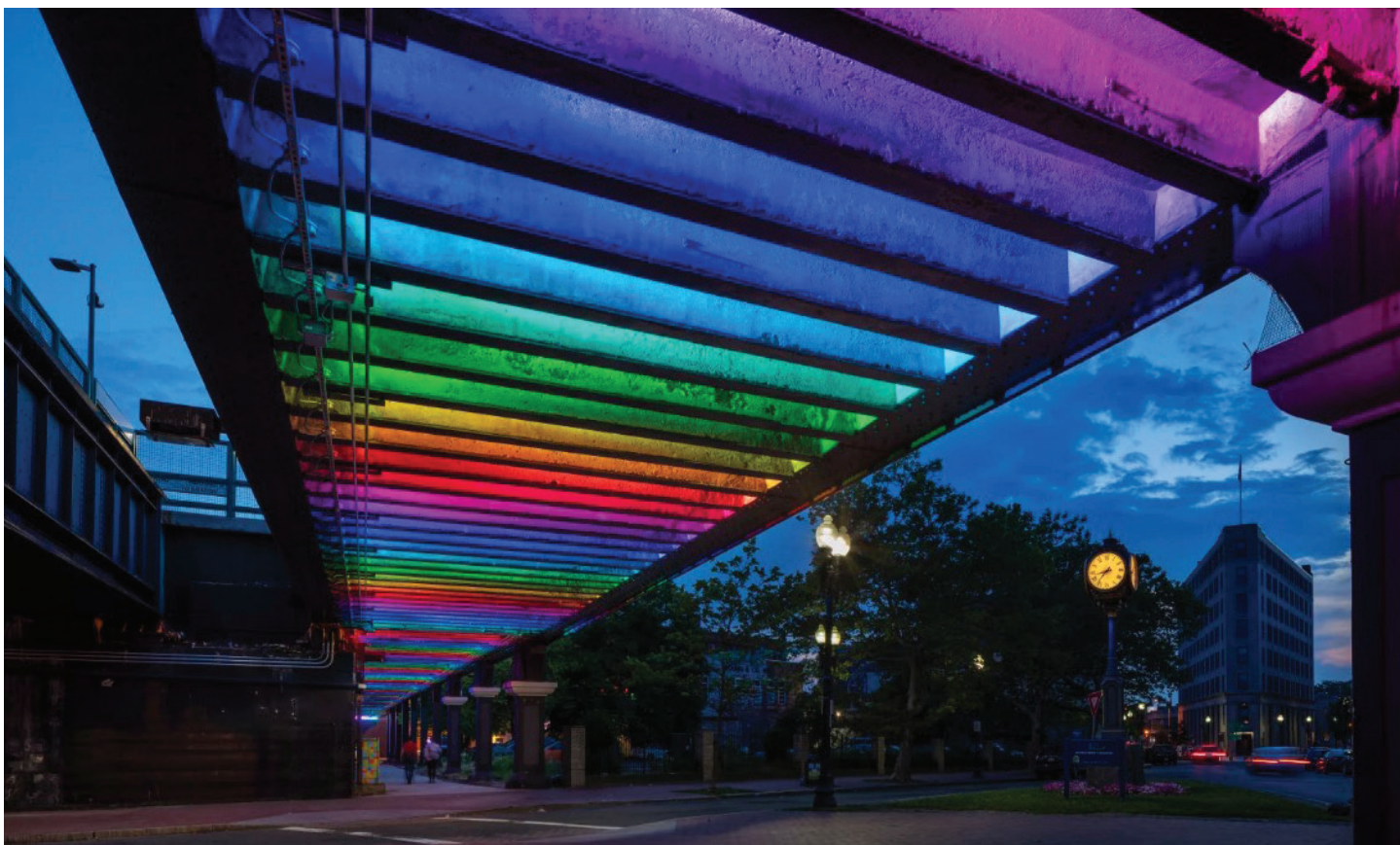
In 2019, the AIA selected “Designing for Equity” as the theme for its annual Emerging Professionals Exhibit. The following project, “Playgrounds as Catalysts for Social Change” by Chloe Newton and Jennifer Pindyck, AIA was featured by the exhibition.

“This project not only encourages a creative space that is friendly for everyone but also strives to unite four generations of adults in order to indirectly cure the tensions in America today through the act of play.”

A component of therapy involves the idea that articulation allows one to overcome trauma. We cannot unsee or unfeel the events that happen, but we must strive to move forward. Children are a great example of this movement. In particular, one can view this dynamic in action when watching them at play on slides, swings, and seesaws. Perhaps these both simple and complex structures could provide the same results for adults as well; project idea formed. Playgrounds constantly illustrate reconciliation. The child falls down, they get up. A fellow player injures them, they forgive. This

looping makes playgrounds a revolving mechanism for both healing and play. This constant fluctuation of up and down movement has drawn many theorists to extract their mental and physical benefits as a form of architecture. Unfortunately in many instances, the construct as an architecture for adults has either been ignored or mis-articulated as a manifestation that causes the adult nostalgia for their former childhood. This project aspires to correct this misstep and to reinvent the playground appropriately for the mature audience it serves.”

Link:
<https://www.aia.org/showcases/6155628-playgrounds-as-a-catalyst-for-social-chang>



dynamic underpass lighting

AIA DESIGN FOR EQUITY: Beyond Walls: Building on the Vibrancy of Lynn

In 2019, the AIA selected “Designing for Equity” as the theme for its annual Emerging Professionals Exhibit. The following project, “Beyond Walls: Building on the Vibrancy of Lynn” by Parke MacDowell, AIA, Al Wilson, Mark Deveau, Ron Kuszmar, Scott Ellis, and Dan Weissman, AIA, was featured by the exhibition. Though not specific to youths and recreation, the project offers an example of an enlivened, safe neighborhood design.

“Lynn, MA has faced challenging economic, demographic, and perceptual circumstances, for decades. Poor visibility in the dark underpasses beneath the rail line downtown produces a disproportionate amount of crime and vehicle/pedestrian accidents.

As part of the “Districts in Development” initiative in 2016, Mass Development authored a Downtown Action Plan for the city of Lynn that succinctly stated, “Downtown Lynn has a need for place—specific designs for public spaces, streets, & potential development sites that can be implemented quickly: How can we attract new investment by physically improving Downtown Lynn?”

Neighborhood meetings and feedback from residents and business owners revealed a desire for more specific public art and more light on the underpasses and the sidewalks to increase walkability. The community made it clear that they believed art could make downtown safer and improve local commerce. In this spirit, civic-minded locals established the place-making non-profit Beyond Walls and began a campaign focused on three key urban interventions: Street Murals, Vintage Neon Sign Art and Dynamic Underpass Lighting. The \$1.5M project was funded by gifts, grants, and in-kind labor and equipment donations and culminated in the opening of the Dynamic Underpass Lighting in the summer of 2018

Link:

<https://www.aia.org/showcases/6150810-beyond-walls-building-on-the-vibrancy-of-l>

Based in Philadelphia, Studio Ludo is a non-profit organization whose mission is building better play through research, design and advocacy. We believe that everyone deserves a great place to play. Building on a over fifteen years of experience in the design field, with a focus on play, Studio Ludo was founded in January of 2015.

RISKY BUSINESS: THE DANGERS OF PLAYGROUNDS THAT ARE TOO SAFE

44



vacant lots & community-generated spaces

TINY WPA

Tiny WPA offers a multi-faceted model for youth empowerment through community design. A list of their programs can be found on the following page.

Mission:

“Tiny WPA’s mission is to grow and empower an army of talented community-design leaders—Building Heroes—that will make Philadelphia the national model for how to engage people of all ages in the design of their cities and help lay the foundation of an incomparable future for community-generated civic innovation

Named after Franklin D. Roosevelt’s Works Progress Administration, Tiny WPA was conceived in 2012 and piloted as a program of Public Workshop with a focus on youth-led community design improvement projects. Due to growing interest in small creative interventions as well as the need to connect, grow and support a movement of community design leaders, Alex

Gilliam and Renee Schacht expanded and evolved Tiny WPA into a nonprofit organization in 2014..

Its programmatic activities, neighborhood revitalization efforts, design-build projects, and creative placemaking initiatives vary in scope, but all are small in scale, community based, needs-driven, action-oriented and collaborative. Its Building Hero Project provides youth and adults from diverse social and economic backgrounds with innovative, year-round training in design, collaboration, leadership, fabrication, and entrepreneurship. In addressing specific problems and transforming their community, participants gain valuable life-long design and leadership skills to become the next generation of civic change agents.”

Link:
<http://www.tinywpa.org/the-building-hero-project>

TINY WPA PROGRAMS:



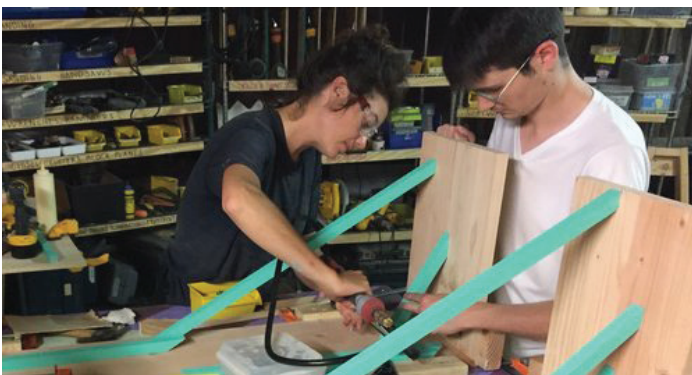
The Building Hero Project:
growing and connecting design leaders



Stop By + Build
all ages welcome. no skills necessary



Philadelphia Schools
empowering students to improve their schools



Contract Fabrication
apprenticeship experience



Vacant Lots & Community-Generated Spaces
spaces of opportunity to re-imagine citizenship



Play Spaces
designed + built by youth



Build-It Disks
tools for design thinking workshops



Link:
<http://www.tinywpa.org/our-mission>



downcity design program

DOWNCITY DESIGN

Like Tiny WPA, DownCity Design, based in providence, teaches youth hands-on creative problem solving skills though design-build programs. DownCity Design also promotes broader design thinking though professional development, creative facilitation, and city works.

Vision:

*DownCity Design is a community organization working to **build a city of problem solvers**. We empower students, educators, and community members to use design skills to improve the places where they live, work, and play.*

DownCity Design was founded in 2009 by Adrienne Gagnon and Manuel Cordero, with the mission of improving Providence by getting young people involved in designing and building solutions for their communities.

Since our founding, DownCity Design has grown rapidly, transforming the lives of over 2100 youth

who have participated in our programs so far.

Programs Include:

- Youth Programs
- Video Workshops
- Professional Development
- City Works
- Creative Facilitation
- Design Thinking Tools

Link:

<https://www.downcitydesign.org/mission>

DOWNCITY SAMPLE PROJECT: SKATESPOT

“Providence high school students in 2015 DownCity Designers, our free after school program, designed and built and installation that transforms Adrian Hall Way, making the downtown park safer, more vibrant and welcoming. Their installation includes a series of unique lounge structures designed to serve as both lunchtime gathering spots and as skate furniture for the skateboarders who frequent the park”.

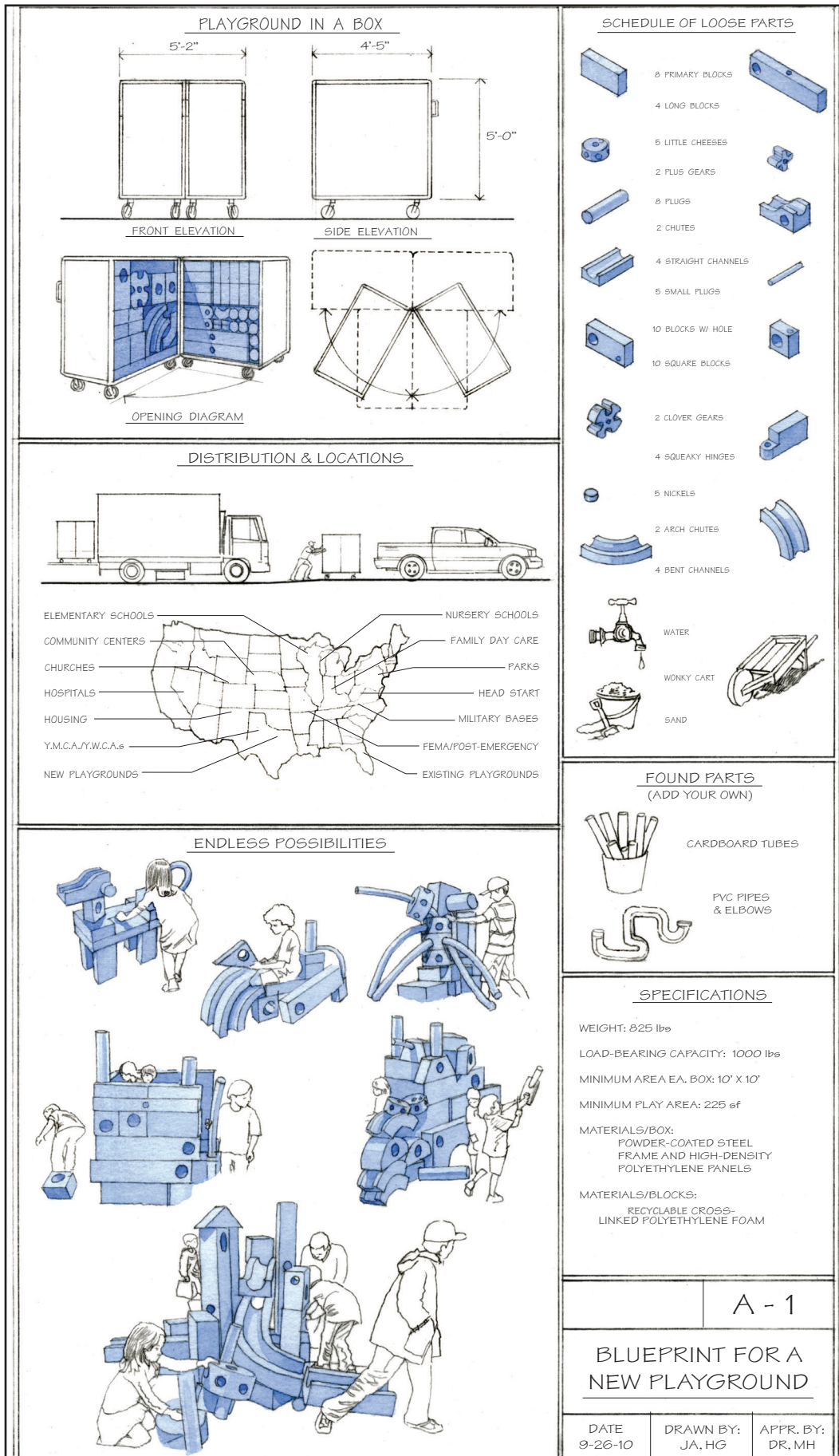
Through this program, high school students not only developed design and construction skills, but they also learned how to present and defend their work to stakeholders. This helps youth learn to advocate for themselves and their visions.

Link:
<https://www.downcitydesign.org/play-structures-archive/skatespot>

Video:
<https://youtu.be/SuVO3MnWtIo>



IMAGINATION PLAYGROUND



PlayBuild already uses the Imagination Playground kit designed by David Rockwell. This flexible playground kit is transportable and allows kits to actively engage in the design of their play space. **What can we learn from the spaces that the kids create? How do kids express their thoughts through these creations?**

"In an age of childhood obesity and children tethered to electronic consoles, playgrounds have rarely been more important. In an age of constrained government budgets, playgrounds have rarely been a harder sell. Fortunately, the cost of play doesn't have to be prohibitive. In creating the Imagination Playground in Lower Manhattan — a playground with lots of loose parts for children to create their own play spaces — we realized that many of the elements with the greatest value to children were inexpensive and portable. Although traditional playgrounds can easily cost in the millions to build, boxed imagination playgrounds can be put together for under \$10,000. (Land costs not included!) The design below is one that my architecture firm has done in collaboration with the New York City Parks Department and KaBoom, a nonprofit organization. But it needn't be the only one out there. There are a lot of ways to build a playground — and a lot of communities in need of one. Let a thousand portable playgrounds bloom"

Link:

<http://www.imaginationplayground.com/mission/index.html>

A - 1

BLUEPRINT FOR A NEW PLAYGROUND

DATE 9-26-10	DRAWN BY: JA, HG	APPR. BY: DR, MH
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NEXT STEPS

STORIES

What other stories can we collect that reveal the lived experience of youth in cities? How can youth-center master planning make a tangible difference in the lives of young people in New Orleans?

NOTES ON MIDNIGHT BASKETBALL

And the Cultural Politics of Recreation, Race, and At-Risk Urban Youth

Abstract:

A decade ago, dozens of American cities began to organize late-night basketball leagues for young men in mostly minority, inner-city neighborhoods. These so-called midnight basketball leagues initially enjoyed widespread public support; however, in the mid-1990s, they became the focus of intense controversy and debate. This article offers a grounded, critical overview. Midnight basketball is first described as part of the “social problems industry” that emerged in public recreation provision in the 1990s. The author then suggests that these programs are best understood in the context of contemporary political discourse and public policy regarding at-risk urban youth, and crime, delinquency, and public safety more generally. Midnight basketball’s racial roots and contours become central with respect both to the ideological consensus underlying contemporary American conceptions of crime and risk as well as the multiple and competing visions of cause and intervention. The article concludes by noting the starkly different perceptions of program participants themselves.

Douglas Hartmann, “Notes on Midnight Basketball and the Cultural Politics of Recreation, Race, and At-Risk Urban Youth,” Journal of Sports & Social Issues. (November 2001): 339-371. doi: 10.1177/0193723501254006

How do we collect stories that do not appear in print?

NEW ORLEANS “FAMILY ENVIRONMENT”

“At Goretti Playground Dedication, Zion Williamson Connects With New Orleans “Family Environment.”

This spring, not long after the court was completed in April, with its gates locked waiting for its ribbon-cutting, Egana was walking by with his son. Here stood one of the nicest outdoor courts in the city, with padlocks on the gates and children climbing its fences in hopes of finally having a place to play.

“We know when our kids see a basketball court, what are they going to do? They’re going to find a way to play,” he said. “So I called the maintenance guys and said ‘Guys, it’s not open, but these kids really want to play.’ So I thought about it, and the billboards say ‘NORD keeps ‘em off the streets,’ so we’ve got to open these doors.

“We can all relate to how this is an outlet for inner-city kids.”

Nathan Brown, “At Goretti Playground Dedication, Zion Williamson Connects With New Orleans “Family Environment.” The Times Picayune (June 22, 2019).

ENGAGEMENT & QUESTIONS

YOUTH ENGAGEMENT

Building off of PlayBuild's existing programs, how do we get children and youth excited and engaged in the design process? In these uncertain times, how do we engage virtually, or in a socially distanced setting? Who could we

partner up with to make these ideas happen? The following is a list of thoughts, some standard, some more far-flung, to facilitate engagement.



Imagination Playground

Already, PlayBuild uses the Imagination Playground playset in their programs. The Imagination Playground could be used as an engagement tool in the planning process. Observe: What sorts of spaces do the kids create? What do the kids say about them?

Link: <http://www.imaginationplayground.com/mission/index.html>



Video Workshops

What if hands-on, step-by-step engagement projects were pre-recorded to allow more flexibility? A live virtual conversation could follow.

Link: <https://www.downcitydesign.org/video-workshops>



Zines

Hand drawn or digital, zines could be used as both a design and storytelling tool. Individual pages could be drawn, scanned, and compiled remotely.

Link: <https://blog.flipsnack.com/what-is-a-zine/>



Games

Ideas: With legos or blocks - build a space that makes you feel safe. Build a space that would be fun to play in / hang out.

Is there a way to make this virtual?



Virtual Games

If in-person games cannot take place, is there an easy way to create a virtual game to get the creative juices flowing? As an example, the community planning program Block by Block uses Minecraft as a tool for interactive community input.

Link: <https://www.blockbyblock.org/>



Drawing Activities

Ideas: On black and white pictures of the neighborhood, have kids draw / collage on top what they would like to see. Draw your favorite places in the neighborhood. etc.

These drawings could be scanned and added to a virtual zine or shared online through a virtual bulletin board



Socially Distanced Conversations

Much of a conversation's richness is lost in an online format, but how do we ensure safe social distancing while meeting in person? This can be a design question-- something as simple as circular seating configuration, spacing each participant 6 feet away.



Outdoor Field Trips

Since young kids might struggle to stay 6 feet apart, especially while walking, could we design something like the "Hold-A-Ring Walking Rope" that spaces kids 6 feet apart. Or is that crazy?

Links: <https://www.lakeshorelearning.com/products/infants-toddlers/gross-motor-skills/hold-a-ring-walking-rope/p/RR748/>



Oral Histories

Have folks in the neighborhood volunteer to record soundbites of memories growing up there.

QUESTIONS

Questions for PlayBuild & Partners:

How does the project engage with the history of the site?

How is PlayBuild perpetuating/changing/adding to the narrative of this neighborhood?

How do you document your Pop-Up play programs?

Do you facilitate discussions with neighborhood youth participants? How?

What recommendations do you have for us while engaging with youth?

What engagement methods have you found to be most successful?

How could others be improved?

In addition to those mentioned in your RFP, what stakeholders do you envision being involved with this process?

How did you define the project area and is there an opportunity to think even bigger?

Questions for Youth (to vary by age):

What do you love most about where you live?

What do you wish could be different?

Have you been part of PlayBuild before? What did you learn?

Do you play outside? Where?

If you don't spend much time outside, why not?
What do you wish was different?

Do you have friends or family in the neighborhood? How do you visit them?

How do you get to school? Do you walk? Bike? Drive? Take a bus?

Questions for the Community:

What do you love most about where you live?

What do you wish could be different?

Are there any places that feel important? In what way?

How long have you lived here? Do you have roots in this neighborhood?

Has your experience of your neighborhood changed during the COVID-19 pandemic? How?

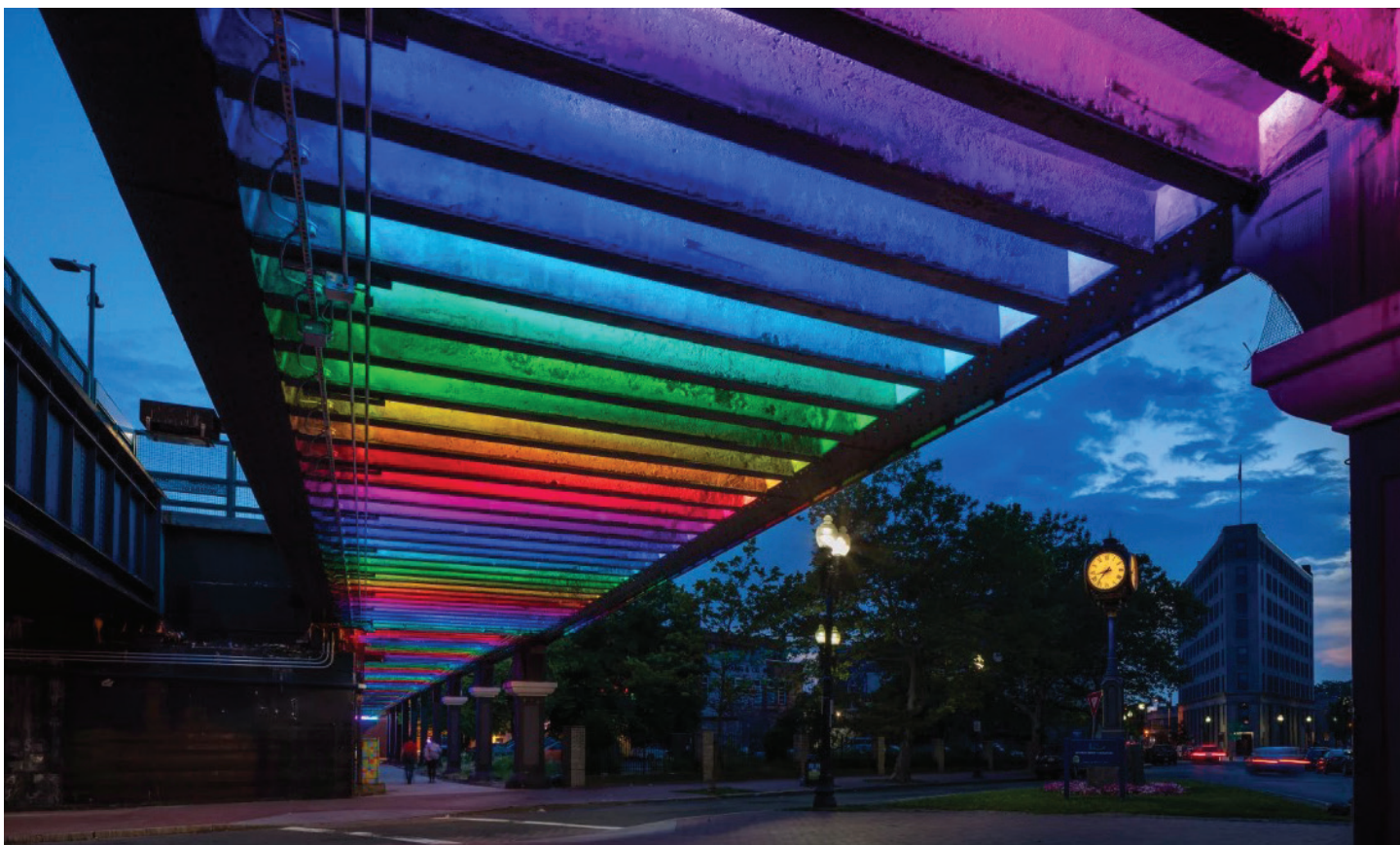
How involved would you want to be in a neighborhood planning process?

Who else should have a say in the planning process?

Where and when are convenient times to meet?

Do you have concerns about this planning process? How do we avoid these mistakes?

REFLECTIONS



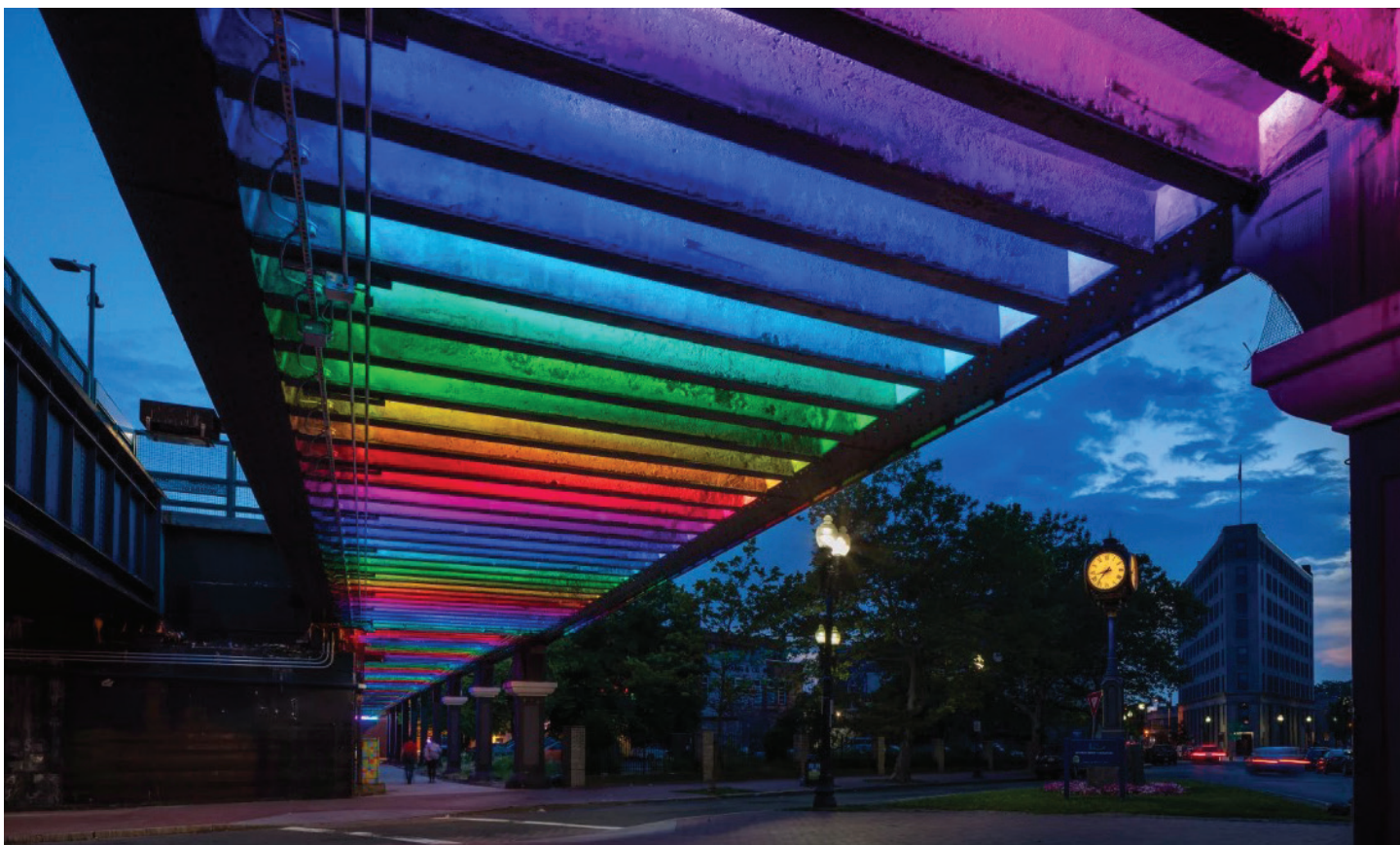
REFLECTIONS

Community Engaged Design During the COVID-19 Pandemic

The 2020 PID Fellowship was conducted almost exclusively via digital platforms, given the difficulty of working in close quarters during the COVID-19 pandemic. For all Small Center projects, and especially planning scale efforts with implications for shaping urban space beyond a single site, we design robust public engagement processes. Because this was nearly impossible given our short timeframe and due to the pandemic, the fellows brainstormed a variety of engagement activities that a future project team can use to jumpstart the effort, even if social distancing practices are still necessary in Spring 2021. The team also experimented with Zoom, Teams, Mural and other shared collaboration platforms to discover both the advantages and difficulties of collaborating remotely. Drawing and designing together in real time and notating others work was more difficult than the in-person sketching sessions we are used to, but continued use of these tools revealed that collaboration, at least in small groups, was feasible. We used small groups (6-10) to facilitate discussions of the fellows' ongoing research, and even smaller groups (3-4) to dig into specific design and research questions and work on problems together, rather than always working separately and reconvening to share progress. These lessons, both successful and not, helped to lay the groundwork for Small Center's engaged collaborative practice and pandemic-associated adjustments.

GROW DAT YOUTH FARM

SKETCHES FOR FUTURE
IMPROVEMENTS



INTRODUCTION

GrowDAT Expansion Overview

Our second project of the summer fellowship was a return to Grow Dat Youth Farm, an urban farm and teaching space for New Orleans youth designed and built by Tulane students and faculty nearly 10 years ago. In that time, Grow Dat has grown as a program - expanding the farm over more acreage in City Park as well as hiring more students and staff for the program. As the program continues to grow it sees the need for a campus expansion, more spaces for learning, staff office space, and to welcome in more volunteers and tours. Our summer fellows toured the farm to understand its current operations, needs, and opportunities of the program. Working with the staff of Grow Dat, fellows proposed a phased strategy and an overall design vision to address the farm's short term and long term needs. The ideas put forward by the fellows will help with planning and fundraising for the campus refinements and expansion.



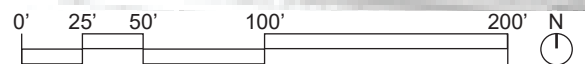
DESIGN INTERVENTIONS

MASTER PLAN AND COMPONENTS



MASTER PLAN

- 1 Retrofit Outdoor Classroom
- 2 Cover Between Food Prep & Cold Storage
- 3 Campus Expansion - Siting and Design Ideas
- 4 Locked Storage Ideas



- 5 Office Space Expansion Options
- 6 Back of House Build-Out
- 7 Kitchen Upgrades
- 8 Accessibility Notes



Shoji style screens

1 RETROFIT OUTDOOR CLASSROOM

The existing outdoor classroom space works well during dry and temperate weather, but is difficult to use during heavy rain or particularly cold days. When considering potential retrofits, we tried to maintain the positive aspects about the current classroom, namely the airflow and dappled light the space receives.

While fabric and vinyl curtains as well as horizontal blinds would all work, we believe that translucent sliding screens would be the best long-term option for Grow Dat. Polycarbonate panels would be a lightweight barrier from the elements, while letting light through and sliding open to permit airflow in the summer.

This option involves building the frame and rolling portion of the enclosure, ideally out of square steel tubing covered in clear and translucent single-wall polycarbonate panels. Rolling track hardware can be purchased at Grainger.

Option: Fabric Curtains

Curtains rated for outdoor exposure provide a quick and effective barrier against wind and rain. There are questions about insulation, cleaning, and long term maintenance.



Option: Clear Vinyl

Translucent vinyl would provide the same benefits as fabric curtains, but would allow more light through. There are also questions about insulation, cleaning, and long term maintenance.



Option: Horizontal Blinds

Horizontal blinds would offer a potentially neater solution than hanging curtains, however, the addition of the rolling mechanism presents a potential maintenance issue.



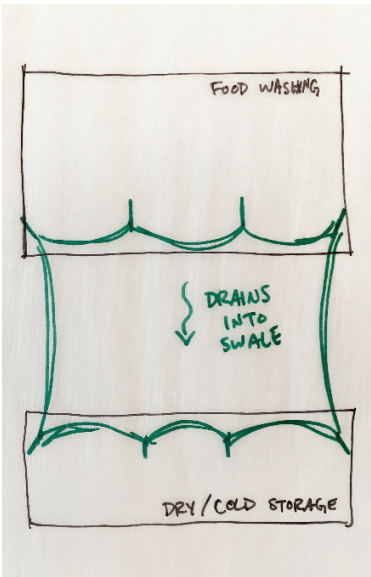


2 COVER BETWEEN FOOD PREP & COLD STORAGE

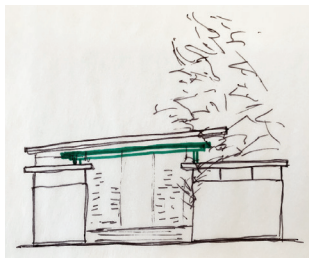
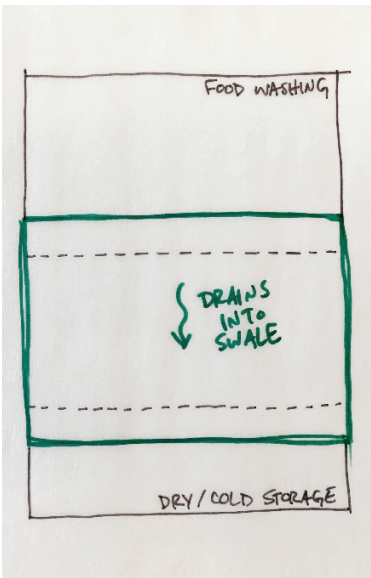
A permanent and durable solution is desired to cover the area between the food prep and cold storage areas. This cover should provide rain and shade protection and can expand outdoor classroom space.

Considerations

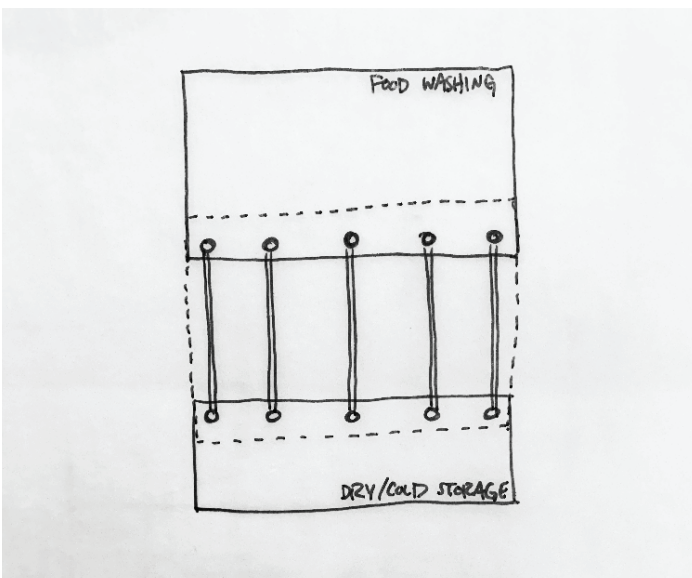
Drainage	Angle the new cover to direct water to the south end of the cold storage unit into the existing swale.
Light passage	Allow light into the area either through translucent materials or the insertion of skylights.
Durability	Ability to withstand severe weather and cleaning/maintenance schedule are priorities.
Materials	Proposals include using square steel columns and steel beams with wood joists and metal panels layered on top as used elsewhere on the campus. For tensile options, weatherproof, coated stretch fabric.



Tensile fabric with rope supports



Wood and steel



Column and beam locations

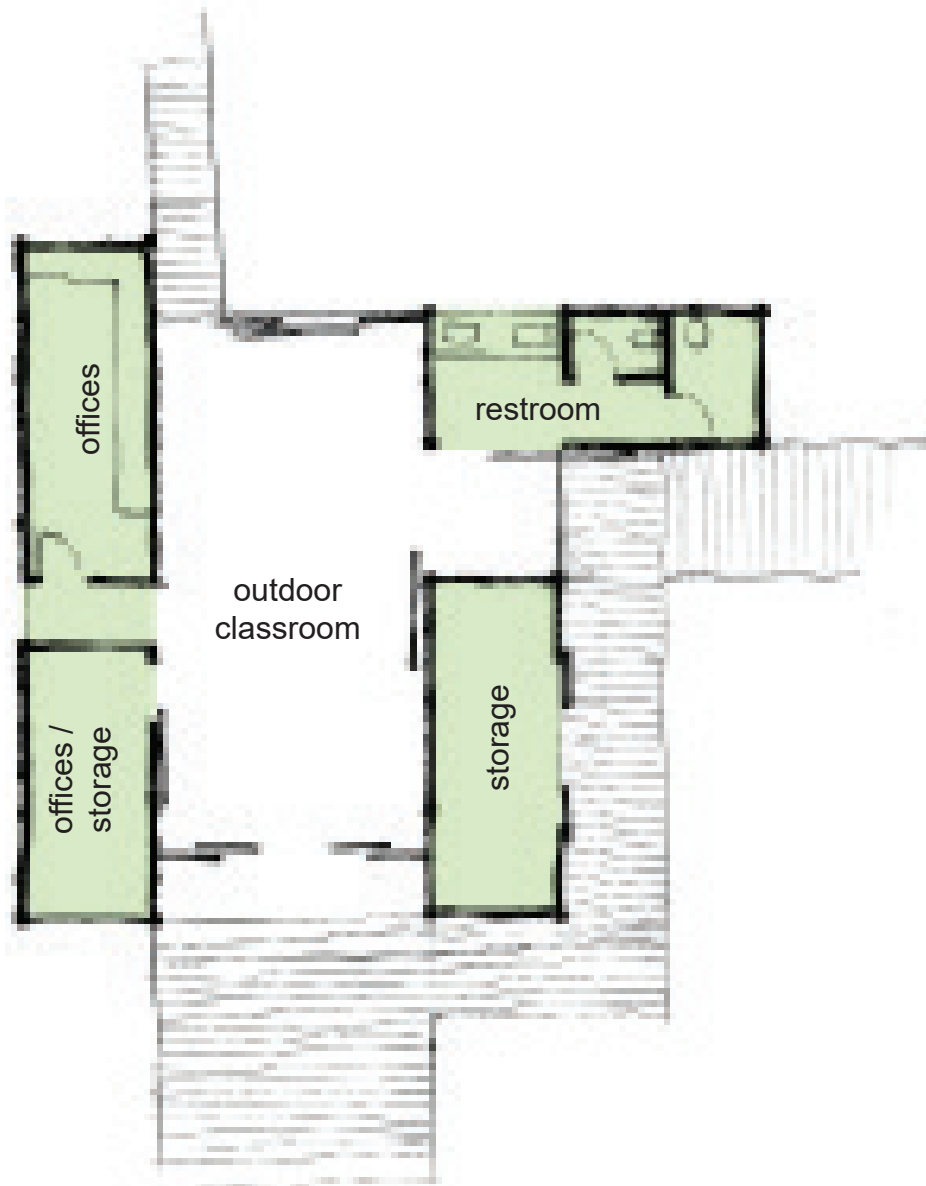


Add Skylights or translucent panels

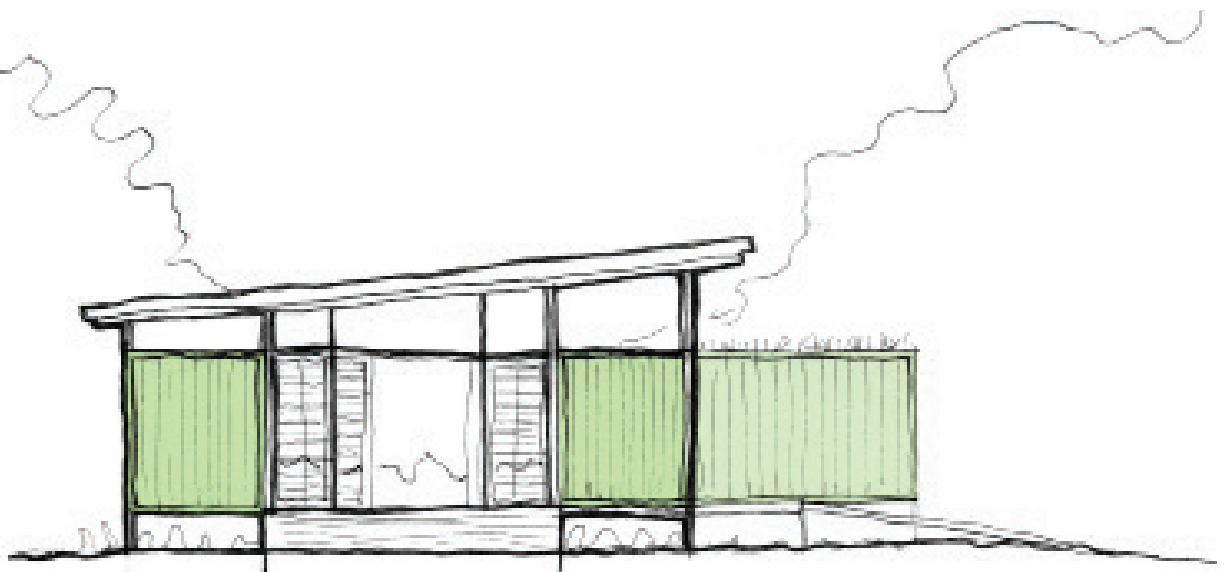


3 CAMPUS EXPANSION - SITING AND DESIGN IDEAS

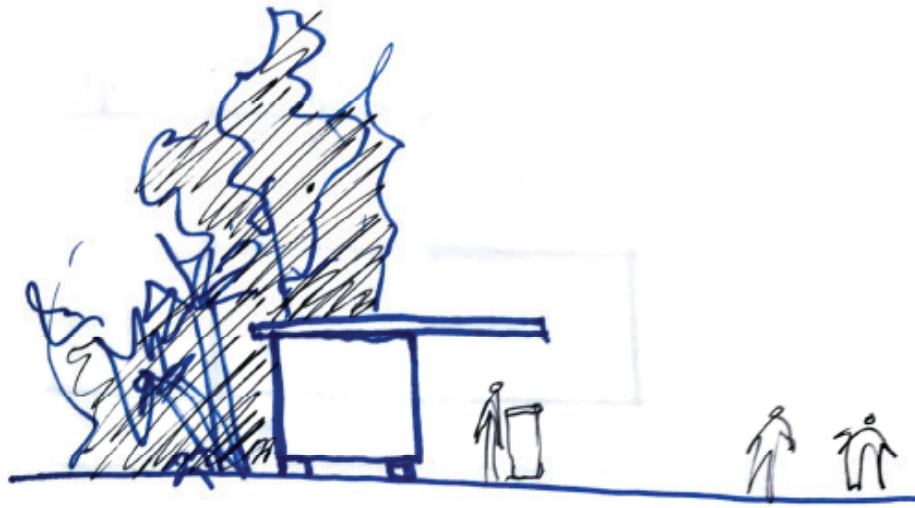
One promising location for a second campus building is midway on the property near a cluster of shading trees. The design concept explored here retains the general footprint of the main campus's office and classroom building but only occupies a single story. Like the main campus, this building could utilize similar materials such as recycled shipping containers, wooden decks, and steel structured overhanging roofs.



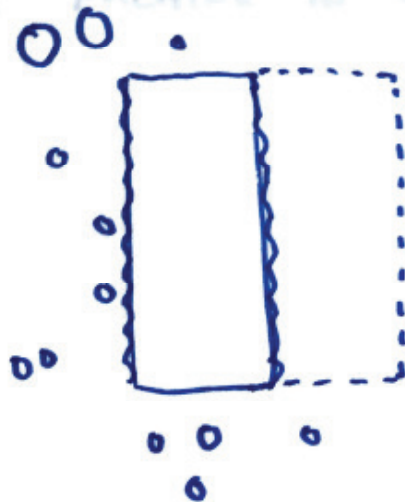
plan



elevation



Section sketch showing overhang that provides space for bar/buffet setup



Plan sketch

4 LOCKED STORAGE IDEAS

Installing lockers on the upper deck are a quick improvement to the storage space that has naturally grown.

Additionally, a new shipping container by the live oaks would provide onsite storage for events materials, and free up space on the main campus. There could also be a small buildout of this storage container to provide a platform or overhang that could become a bar or buffet setup during events.

Precedent 1

Shipping container could potentially open up to provide covered indoor–outdoor space.



Precedent 2

Alternatively, the container could remain unchanged and an overhang and deck could be built. This would likely be better for security and maintenance.

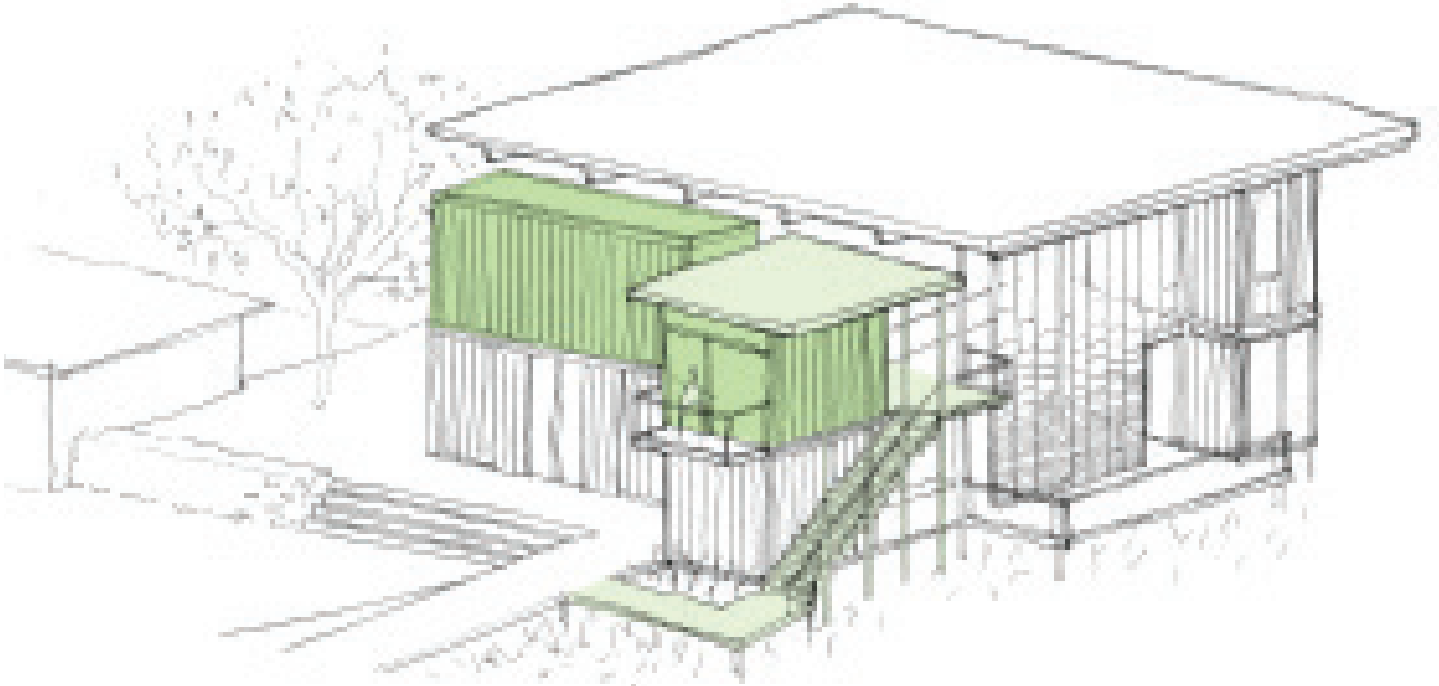


Upper Deck Lockers

Installing lockers in the existing campus is an effective fix to provide more secure storage space.



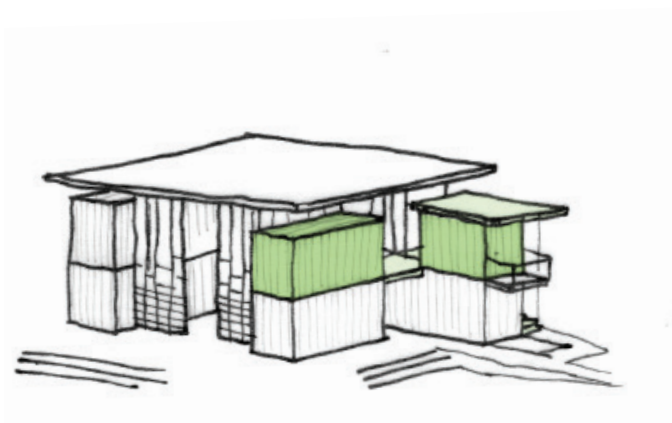
Hollman lockers



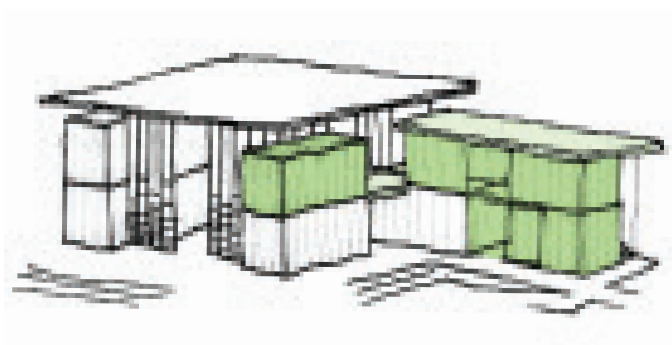
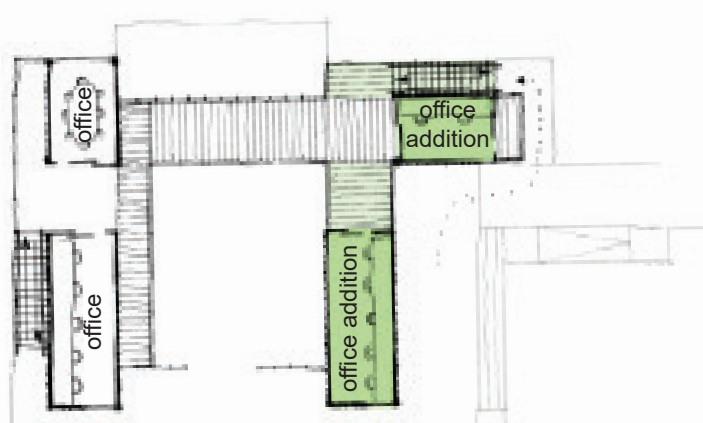
concept 1A - back stairs

5 OFFICE SPACE EXPANSION OPTIONS

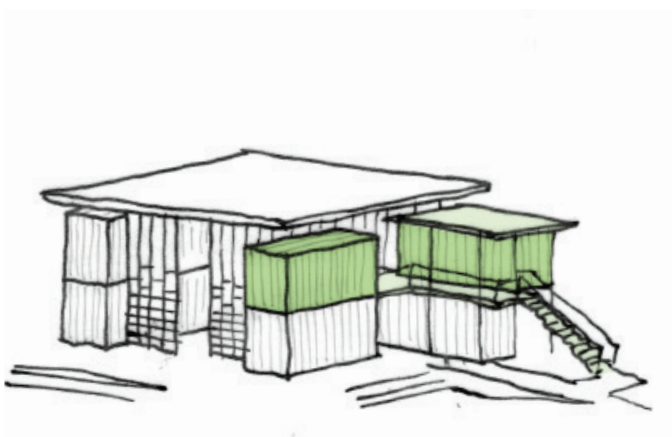
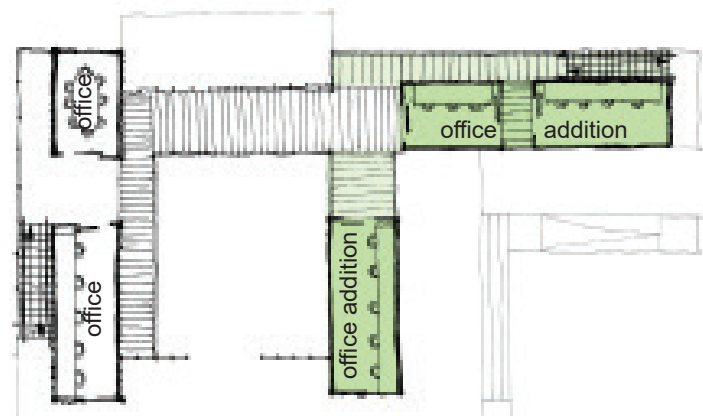
Additional office space could be added over the existing single story volumes in the main building. An additional stair will be required to meet fire safety egress requirements. These two options assess potential locations for the new offices and additional exit stair. We recommend wood construction given the difficulty of craning in containers to these locations. We advise using a pre-primed R-Panel or other industrial metal skin.



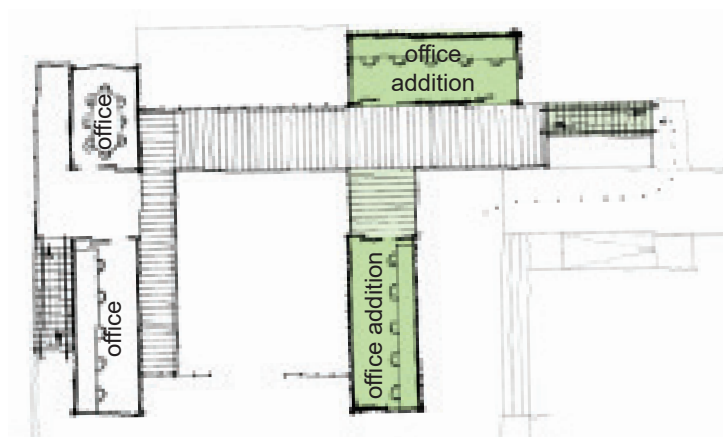
concept 1A

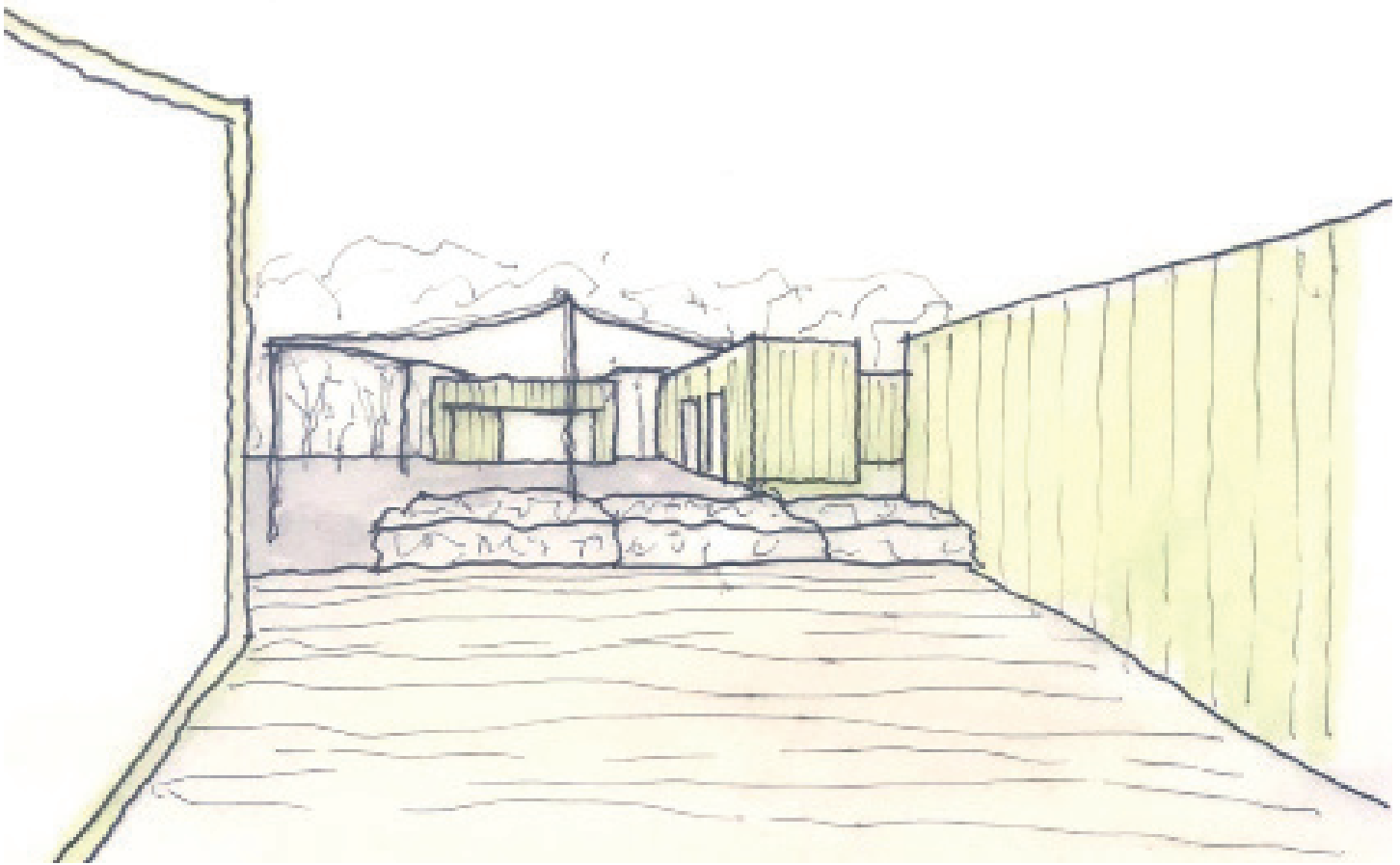


concept 1B includes bathroom addition on first level.
see page 6 option 2



concept 2



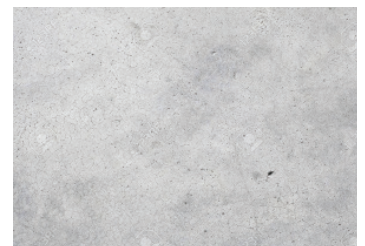
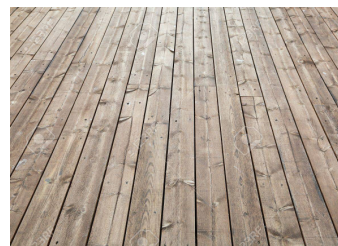
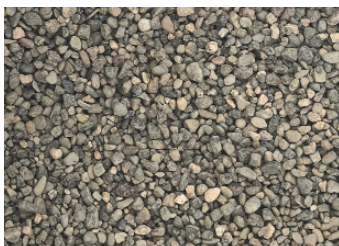


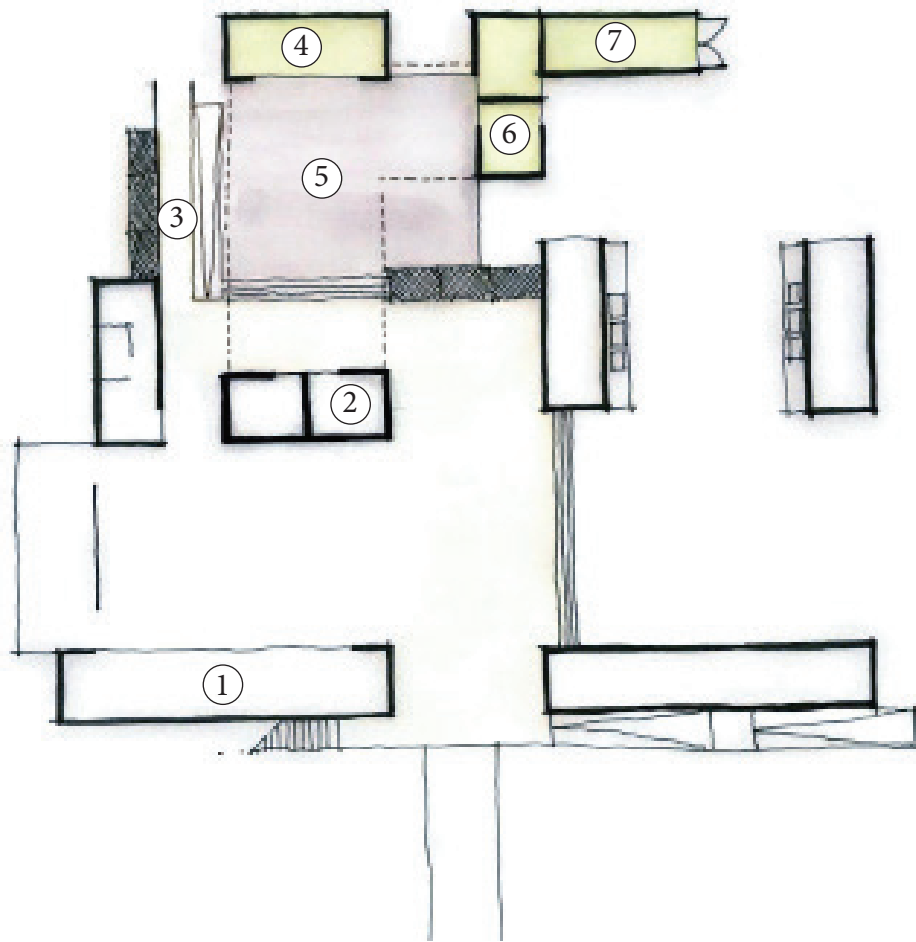
build-out option 1

6 BACK OF HOUSE BUILD-OUT

Both proposed build-outs for the main Grow Dat campus add indoor and outdoor programming space with a classroom that opens out to a covered outdoor space. They also both include an accessibility ramp as well as include locker rooms with storage for boots and other farm gear that are placed closer to the rest of the farm storage. The first plan allows for these locker rooms to have entries on either side of the shipping container for better flow through the space. The first plan also adds a full shipping container of farm equipment storage. The second plan adds a second shipping container for a second set of bathrooms.

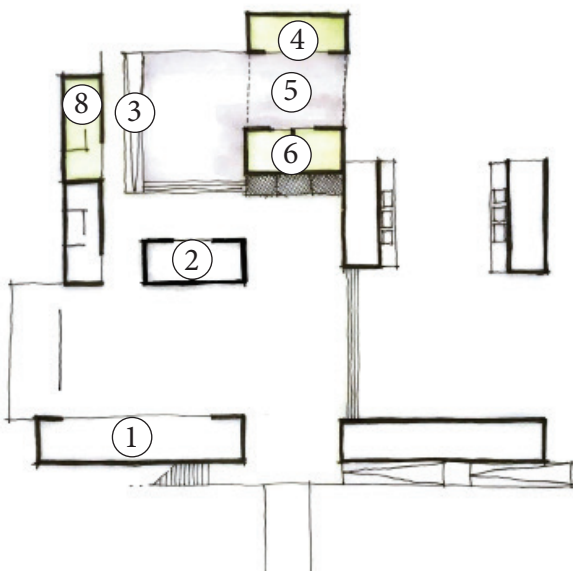
The surface of the covered outdoor space can remain as gravel or can be treated as something more permanent. This can include pavers, decking, or concrete.



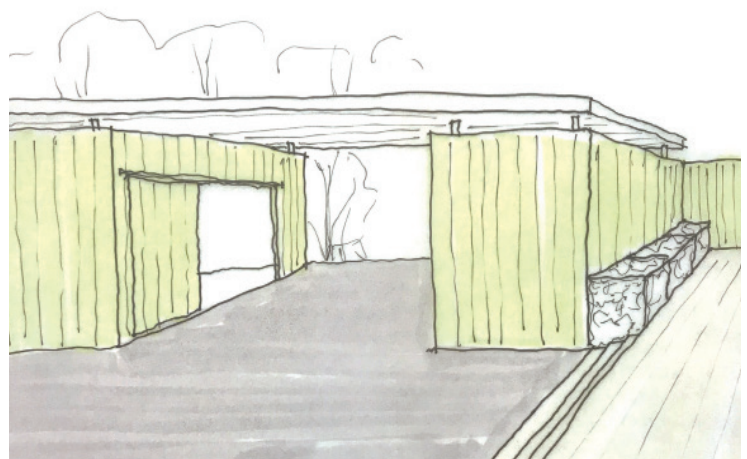


- 1. Expanded kitchen
- 2. Program storage
- 3. Accessibility ramp
- 4. Classroom
- 5. Covered outdoor space
- 6. Locker rooms / boot storage
- 7. Farm equipment storage
- 8. Additional bathrooms

plan option 1



plan option 2



build out option 2



7 KITCHEN UPGRADES

The existing kitchen space is workable for a few people, but becomes difficult to use with crowds. Primary concerns we heard were the need for locked storage space (critter-proof), additional counter space, and the need for a three-bay sink. Our suggestions are phased into short and long term projects, with the short term projects hopefully easing the need for the long term renovation.

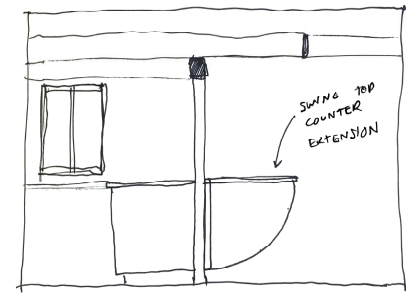
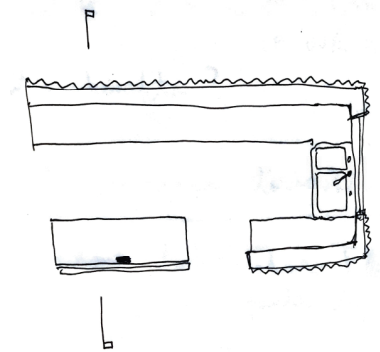
Short Term: Locked Cabinetry

The existing wall space doesn't maximize storage potential, with only a couple of metal shelves. Installing floating cabinets would provide lots more storage space, and also free up counter space from appliances like the microwaves.



Short Term: Flip-up Counter

While it might be cumbersome to extend the island into the classroom space, installing a flip-up counter would double this surface area and fold away when not in use.



Mid Term: Three-Bay Sink

Replacing the existing sink with a three-bay sink would ease the dishwashing process, but is a little more complicated than the short-term solutions.



Long Term: Kitchen Expansion

Once event storage is moved elsewhere, there is potential for the kitchen footprint to grow drastically.





8 ACCESSIBILITY NOTES

Elevator / Lift: Currently, the second floor of the main building is not ADA accessible. Since traditional elevators are expensive and difficult to install, an outdoor lift may be a more affordable option that is also better suited to the climate.

Accessibility Ramps and Trails: ADA accessible ramps with a 1:12 slope will require a railing. Accessible ramps and trails without a railing should not exceed a 1:20 slope. As a reference for accessible trails, the National Park Service seeks to comply with the 2015 Architectural Barriers Act (ABA). Wood decking, crushed stone with stabilizers, compacted soil, and products such as Flexi-Pave are all permeable paving options that can meet ABA standards. For more information, the link below accesses the ABA standards for barrier free trails.

Link: <https://www.access-board.gov/guidelines-and-standards/recreation-facilities/outdoor-developed-areas/a-summary-of-accessibility-standards-for-federal-outdoor-developed-areas/trails>

Potential Lift Locations:

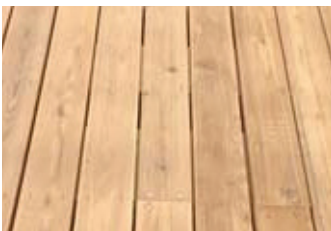
1 & 2: Locating the lift on the back porch allows the outdoor covered classroom to remain unobstructed while the overhanging roof protects the lift from rain. On the second floor, the wooden louvers would need to be removed to provide access to the upper deck.



3: Here, the lift would be better protected from the elements but it would intrude into the covered classroom area. A portion of the upper deck would need to be reconstructed and the door to the storage area may need to relocate.



Accessible and Permeable Trail Materials:



wood decking



crushed stone

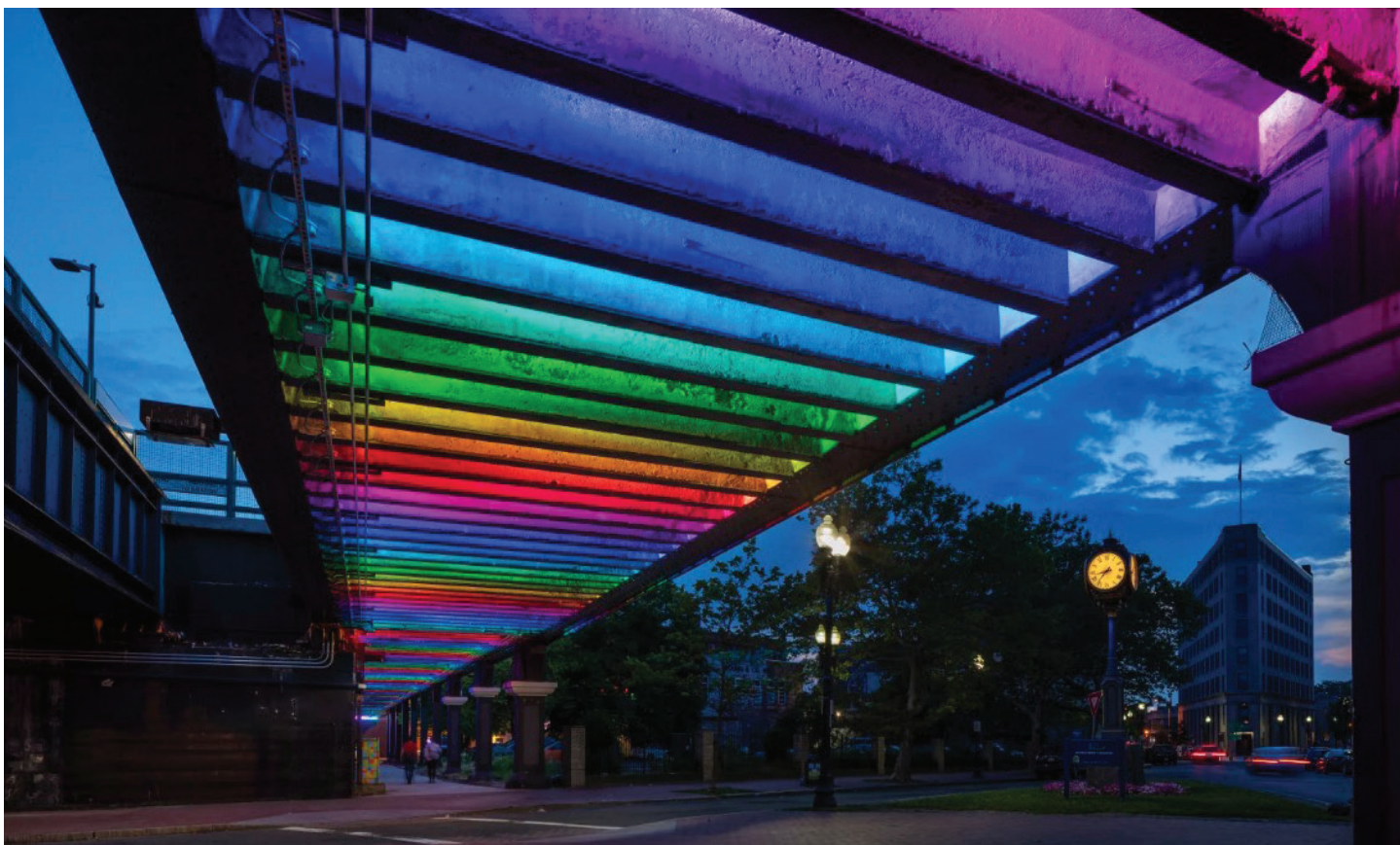


compacted soil



Flexi-Pave

REFLECTIONS



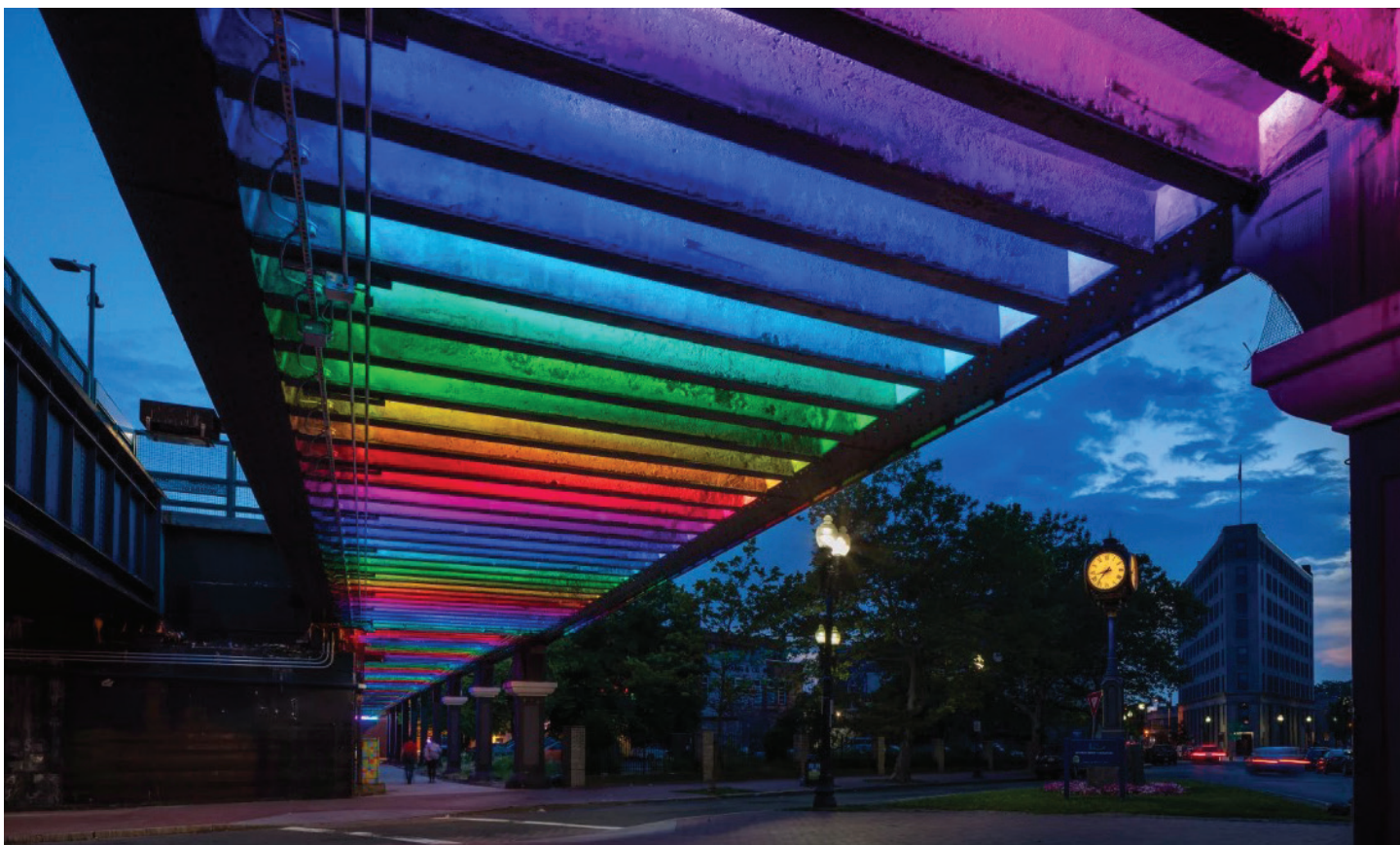
REFLECTIONS

Community Engaged Design During the COVID-19 Pandemic

Grow Dat was an ideal partner for the summer of COVID. The large outdoor campus allowed our fellows the chance to have a physically distant and safe field trip experience and collective moment of being together, a simple yet grounding thing in the days when so much of life was restricted and virtual. The project also provided an opportunity to shift from the larger planning scale of Playbuild to a more immediate and hands on scale of a specific site and set of buildings in need of expansion. The tactility of the space and immediacy of Grow Dat's needs provided a useful counterpoint to the expansive thinking and visioning of the other summer projects.

CREATING SPACES FOR ACTIVISM

PLESSY PROJECT



INTRODUCTION

Plessy Project Overview

The Plessy Project is the transformation of the block circumscribed between Royal Street, Homer Plessy Way (formerly Press Street) and Dauphine. The vision for the reinvigoration of the space is centered on a living memorial dedicated to early civil rights activists as well as individual courage, equality and equity as the block is the site of shoemaker Homer Adolph Plessy's historic arrest in 1892. As planned by the Citizens' Committee, Plessy's arrest challenged Louisiana's segregationist Separate Car Act of 1890, resulting in the U.S. Supreme Court's landmark "separate but equal decision." Few New Orleanians know that this landmark case was meticulously planned and set in motion in our city. The goal of the Plessy Project is to welcome all visitors, to educate, to provide a place for contemplation, and to honor early civil rights activists here in New Orleans who engaged in a freedom struggle for all Americans.



DESIGN INTERVENTIONS

PROCESS



Shoji style screens

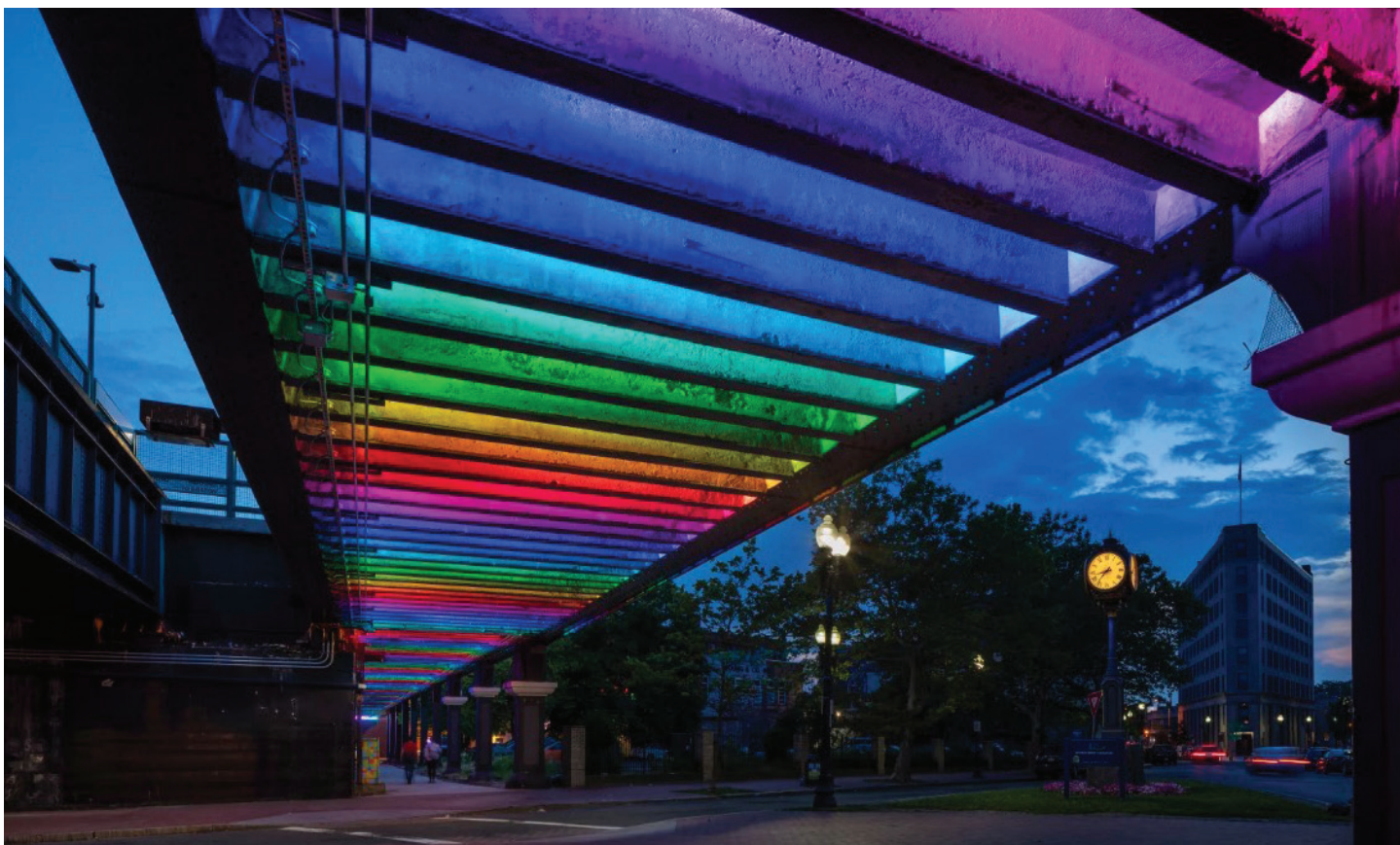
PLESSY ZINE

The historical marker at the Plessy site is not very engaging and does not offer interaction or promote contemplation. How else can the significance contained in the marker be shared?

Product:

- A foldable booklet that is distributed as a single flat 8.5x11" page. Side A contains the primary content and Side B includes folding instructions and information about the project.
- The booklet acts as an alternative to the information on the historical marker on site. It tells the story of Homer Plessy and the supreme court case using text and imagery.
- Instructions for folding the page into a booklet are included on Side B. Alternatively, the unfolded page is folded in half and wrapped in simple packaging that includes complete folding instructions.
- The participant folds the booklet and responds to a question printed on the back.
- Suggestions for sharing, exchanging, and/or submitting completed booklets are included on Side B or within simple packaging.

REFLECTIONS



REFLECTIONS

Community Engaged Design During the COVID-19 Pandemic

For the Plessy Project, fellows turned their attention to the story of Homer Plessy, who was arrested in a planned action that would allow the Citizens' Committee to challenge the 1890 Separate Car Act of Louisiana. Although Plessy v. Ferguson would go on to become a landmark Supreme Court case, it is a significant piece of New Orleans and United States history that is often forgotten and overlooked. To address this, fellows met with staff from The NOCCA Institute to learn about their vision for a memorial park at the site of the historic arrest, connected with local artist Ayo Scott, whose mural on-site bridges generations of resistance, and ultimately came up with strategies to amplify Plessy's story that ranged from zines to temporary installations. Additionally, fellows engaged in important conversations around recent protests and demonstrations, drawing parallels between the actions of Plessy and many others over time, and digging into questions about roles of designers and architects in the fight for a just world.

