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Page 1

Q1 Name of your organization.

The Trust for Public Land

Q2 Grant #

20150054

Q3 Grant Period

March 1, 2015 to February 28, 2016

Q4 Location of your organization

City	Bridgeport
State	Connecticut

Q5 Name and Title of person completing evaluation.

Riane Metcalfe, Institutional Giving Manager

Q6 Phone Number:

(617) 371-0521

Q7 Email address.

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Page 2: Key Outcomes and Results

Q8 Total number of clients served through this grant funding:

Transformation of Classical Studies Magnet Academy's asphalt lot will serve the school's 350 students as well as the 8,750 neighborhood residents who live within a 10-minute walk.

Q9 Describe the project's key outcomes and results based on the goals and objectives. Use the following format: State the Goal: State Objective 1: Describe the Activities, Results and Outcomes for Objective 1: State Objective 2 (if applicable): Describe the Activities, Results and Outcomes for Objective 2: State Objective 3 (if applicable): Describe the Activities, Results and Outcomes for Objective 3:

S.L. Gimbel Foundation Fund

Support from the S.L. Gimbel Foundation has allowed The Trust for Public Land to officially launch our Parks for People – Bridgeport program at Classical Studies Magnet Academy (CSMA). Activation of the CSMA schoolyard has been divided into two main phases: participatory and schematic design (Phase I) and construction and stewardship (Phase II). Once park activation is complete, the almost 11,000 square foot asphalt lot will be transformed into a state-of-the-art play space.

Objective I (October, 2014 – May, 2015): Designs for the playground at Classical Studies Magnet Academy meet identified community and public agency needs.

Activities: Engage 20 students at Classical Studies Magnet Academy in participatory design process consisting of 12 workshops held during the required enrichment period, in compliance with Common Core Standards. Participatory design for playground is completed and priorities agreed upon. Present design to the student body, parents, and neighborhood residents.

In order to design a multipurpose schoolyard that benefits both the CSMA students and members of the surrounding community, The Trust for Public Land completed a stakeholder visioning process to imagine, agree upon, and design the park that they want, need, and will care for in the years to come. The Trust for Public Land worked with Principal Helen Giles and the teachers at Classical Studies Magnet Academy to design a curriculum-based participatory design program focused on topics such as stormwater management, culture mapping, environmental stewardship, and green infrastructure.

Ultimately, 19 students participated in weekly classes led by Program Manager Walker Holmes in collaboration with CSMA teaching staff and volunteers from the nearby Congregation B’Nai Israel. Over the course of about 5 months, these “playground ambassadors” – a self-selected group of 3rd, 4th, and 5th graders – learned the nuts and bolts of playground design and the background knowledge they needed to make informed design decisions. Four design groups were formed, each creating and presenting designs. As a class, they asked questions and debated the pros and cons of different ideas. Our landscape architects then narrowed the four designs into two potential schematic designs.

The entire school voted on the two designs, and we sought additional input from janitors/custodial staff, Physical Education teachers, classroom teachers, and the principal. The final design was presented at a celebration ceremony held at the school to honor the hard work of the students.

Soon after the students completed the design, The Trust for Public Land shared it with the West Side/West End Neighborhood Revitalization Zone. Members of this organization, which is the official body representing the neighborhood, were thrilled with both the idea of renovating the schoolyard into a park and with the design itself. They voted unanimously to support the design and the project.

Objective II (June – December, 2015): Finalize design, development, construction and bid documents.

Activities: Documentation completed and in full compliance with City and Board of Education requirements.

Currently, we are focused on the latter phases of the design process, which include developing construction documents and refining plans for implementation. As we progress through the next phases of the project, students will expand their knowledge of how the playground’s pervious surfaces, rain gardens, and shade areas provide environmental benefit. At the same time, teachers will learn how to use the playground as an outdoor classroom through instruction and curriculum that includes incorporating the interactive rain garden and planting gardens into lesson plans. When completed, the playground will serve as the school’s primary outdoor learning and play space during the school day. After school and on the weekends, the playground will be open to the public.

Objective III (June – December, 2015): Funding for construction identified and secured.

Activities: Identify, cultivate and solicit individual and foundation support. Work with City to secure public funding.

Please refer to question 11 for detail regarding this objective.

Q10 Please describe any challenges/obstacles the organization encountered (if any) in attaining goals & objectives.

One of the main obstacles in carrying this project to completion is fundraising for construction. Securing public funding for construction costs has been more difficult and taken longer than we anticipated. Community support for the activation of Classical Studies Magnet Academy has been high throughout the project. With Phase I completed, we are now focused on financing Phase II and carrying out Phase III tasks. We anticipate that the completed schematic designs will help to inspire donors and public funders to support the project.

Q11 How did you overcome and/or address the challenges and obstacles?

The Trust for Public Land is working with the City of Bridgeport to explore public sources for construction. We expect public funding to be tight because of a city budget deficit. This summer, The Trust for Public Land met with multiple City of Bridgeport officials (including staff from the departments of Parks and Recreation, Public Facilities, and Board of Education Facilities) and with the Superintendent of Bridgeport Public Schools. All in attendance were supportive of the design and extremely pleased with the design process. They consider The Trust for Public Land's commitment to student involvement and community engagement to be the "gold standard" for park design projects. The City is considering the level of financial support it can bring to the construction phase of the project; we look forward to continuing this conversation with city officials, the Superintendent, and the Mayor. Prospective funders, such as the S.L. Gimbel Foundation Fund, are incredibly important in this endeavor and we are continuing to identify and cultivate new private individual and institutional donors.

Q12 Describe any unintended positive outcomes as a result of the efforts supported by this grant.

The participatory design curriculum was intended to teach students about the environmental opportunities and challenges facing their school, their city, and beyond. The dynamic nature of the curriculum has led to larger conversations about their role as community members. It also is helping to further The Trust for Public Land's mission by making Bridgeport's built environment more resilient and its residents more climate-literate. The playground will be a living laboratory where students and community members can observe and learn from a combination of natural and built infrastructure. The Trust for Public Land's Climate-Smart Cities program – and its four objectives to Connect, Cool, Absorb, and Protect – lays a strong foundation for the project. We are helping cities nationwide to create parks and conserve land to meet multiple climate challenges. This project will showcase the power of green infrastructure to achieve many benefits and provide sustainable solutions to underserved and environmentally vulnerable urban communities.

Q13 Briefly describe the impact this grant has had on the organization and community served.

The Trust for Public Land's work is creating safe and healthy outdoor recreation spaces for children, families, and communities, and ensuring the livability of urban neighborhoods by giving more people more places to get outdoors and connect to nature.

Support from the S.L. Gimbel Foundation Fund has allowed us to launch our Parks for People program in Bridgeport, Connecticut, a city whose residents desperately need improved access to quality outdoor places to play. At Classical Studies Magnet Academy, we were able to tailor our participatory design process to the school's unique characteristics and needs. Because of the school's extended day schedule and required enrichment courses, we were able to spend more time with students on the curriculum; support from the S.L. Gimbel Foundation Fund made that possible. Taking a cue from the school's motto, "Every child, every chance, every day," we expanded our approach to include life skills, career development, equity and fairness, persuasive writing, and argument development, all of which will help the playground ambassadors take charge of their own futures. These curricular innovations will, in turn, be incorporated into future Parks for People participatory design processes in Bridgeport and beyond.

Q14 Please provide a budget expenditure report. Also, provide a budget narrative that explains how the funds were utilized, what was purchased, what were the expensed items based upon the budget that was submitted.

Because of the \$25,000 gift from the S.L. Gimbel Foundation, The Trust for Public Land has been able to successfully complete Phase I of the park design for the Classical Studies Magnet Academy. This money was used directly to pay for the landscape architects who worked with the students to create and design the future schoolyard. We are very grateful for the Foundation's generous support and leadership in this effort. We look forward to accomplishing Phase II and proving the children and neighboring residents with an innovative, quality outdoor place for play, contemplation, and community gathering.

Page 4: Success Stories

Q15 Please relate a success story:

The participatory design curriculum was intended to teach students about the environmental opportunities and challenges facing their school, their city, and beyond. The dynamic nature of the curriculum has led to larger conversations about their role as community members.

The group of students began by making a wish list of playground features, and worked hard to narrow it down and make it reasonable. In subsequent lessons, they learned how to calculate area and perimeter of basic and complex shapes, how to measure the schoolyard, how to manage stormwater through green infrastructure solutions, and how to develop strong arguments and write persuasively.

In a prior lesson called Culture Mapping, students had considered such questions as: who uses this space and how; how do we act in this space; what kind of people do we want to be on this playground; and how can we design the space to serve the needs of all users? They "mapped" the ways that they used the schoolyard currently; the students' uses were primarily active, as is to be expected for elementary schoolers. Then they listed all potential future users of the new playground and the most common types of uses, such as "active/running," "climbing," "calm/resting," and "education/learning." After they analyzed the uses and users in a chart, the students were extremely surprised to find that "calm/resting," and "education/learning" were much more common uses than they had initially thought. In this way, they learned the importance of universal design.

Next, the 19 students were divided into four "design studios" – Studio North, Studio South, Studio East, and Studio West. Using two-dimensional site plans, tracing paper, and markers, each group used bubble diagramming to indicate areas on the site and the general function they might serve. Next, they transferred the general ideas into three-dimensional templates (complete with miniature trees, play equipment, site furniture, and various types of groundcovers). Their designs were creative, thoughtful and perceptive. Having completed the Culture Mapping exercise, they were easily able to create designs that fit the needs of all who will use the playground: students, teachers, and neighbors of all ages and abilities. They even took into account the preferences and workload of the school custodian and park maintenance staff.

Q16 Please relate a success story here:

Respondent skipped this question

Q17 Please relate a success story here:

Respondent skipped this question

Page 5: Organizational Information

Q18 Which category best describes the organization.
Please choose only one.

Environmental

S.L. Gimbel Foundation Fund

Q19 What is the organization's primary program area of interest? **Environment/Environmental**

Q20 Percentage of clients served through grant in each ethnic group category. Total must equal 100%

African American	40
Asian/Pacific Islander	6
Caucasian	29
Native American	1
All Ethnicities	5
Other	19

Q21 Approximate percentage of clients served from grant funds in each age category.

Children Birth-05 years of age	9
Children ages 06-12 years of age	10
Youth ages 13-18	10
Young Adults (18-24)	15
Adults	46
Senior Citizens	10

Q22 Approximate percentage of clients served with disabilities from grant funds. **Respondent skipped this question**

Q23 Approximate percentage of clients served in each economic group. **At/Below Poverty Level 69**

Q24 Approximate percentage of clients served from grant funds in each population category. **Respondent skipped this question**