



Design Competition Packet

www.cdesignc.org/infill/playspace





Competition Packet

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Competition Calendar

SEPTEMBER 30, 2015	Registration opens
NOVEMBER 30, 2015	Registration closes at midnight EST
JANUARY 22, 2016	Digital submission due by 4:00 PM EST
JANUARY 29, 2016	Digital file of display board due by 4:00 PM EST
FEBRUARY 5, 2016	Printed display board due by 4:00 PM EST
FEBRUARY 8, 2016	Expert jury review
FEBRUARY 15, 2016	Finalists notification
MARCH 16, 2016	<i>Infill Philadelphia: Play Space Design Awards</i> event



“As children negotiate both their physical and social environments through play, they can gain a sense of mastery over their world.”

— Peter Gray, PHD

I. Competition Brief

Introduction

Infill Philadelphia: Play Space is a partnership between the Community Design Collaborative and Delaware Valley Association for the Education of Young Children (DVAEYC) to explore the unexpected ways that innovative play space helps both children and communities grow. This initiative will engage designers, child care providers, child care families, educators, community members, policy makers, child care advocates, and the interested wider public in re-imagining play spaces geared toward children in pre-K through third grade in Philadelphia.

A series of design-centered programs including exhibitions, tactical urbanism, play talks, a design charrette and a design competition, will build awareness about the importance of outdoor play space and provide multiple opportunities to develop design solutions for play spaces that can act as citywide and national models.

The power of play space in the community and its impact on early childhood development cannot be underestimated. *Play Space* is rooted in the concept that urban play space is a valuable contributor to solving some of the city’s most critical challenges. These spaces strengthen the fabric of neighborhoods and can help improve early learning skills, imagination, independence, and health outcomes for children, while also providing a venue to build strong interpersonal relationships, leading to strong communities and family friendly cities.

Innovative, high quality play spaces can increase the quality of child care and early childhood education, closing the achievement gap and increasing children’s readiness to learn in school. Yet many child care centers and schools in Philadelphia have limited access to outdoor play space, and those that do often fall short of being rich environments for learning and play.

Play Space will engage and support state and local initiatives which are taking active steps to measure and improve the quality of early childhood and elementary education in Philadelphia — offering more families high quality education options for their children.

Initiative Objectives

- Encourage the design of innovative outdoor play spaces that enhance the development of young children, primarily pre-K through third grade
- Encourage the development of play spaces within reach of child care centers, early elementary school classrooms, and communities in Philadelphia
- Promote dialogue and collaboration between designers, child care providers, child care families, educators, and community members about the impact of quality play space design in early childhood education
- Build awareness about the importance of play (on learning, physical and emotional health, and long term achievement) to a broader constituency that includes policy makers, child care advocates, and the interested wider public
- Develop innovative design solutions that act as models for other sites



Design Competition

Background

“Play has been an essential part of human development since the earliest times... Children all over the world traditionally played at climbing trees, building forts, exploring unfamiliar landscapes, creating costumes and dressing up, and other games related to survival: hunting, fishing, home-building, self-defense, and making clothes. In this way, play allowed children to practice adult social roles and prepare to be productive members of their communities.”

— Play Matters: Spring 2015, KABOOM!

The *Infill Philadelphia: Play Space* international design competition seeks to promote innovative outdoor play spaces for Philadelphia and other cities. Interdisciplinary teams are invited to create plans for an outdoor play space at one of three public space locations — a library, a recreation center, and a school. Each of the competition sites presents unique challenges and great opportunities — they are in areas with multiple child care providers as well as high populations of young children living nearby — all of whom could take advantage of improved play spaces.

In 2014, only 1 in 4 of Philadelphia’s young children attended a high quality pre-k program. Sharon Easterling, executive director of DVAEYC, notes, “High-quality early childhood education is the best strategy to break the cycle of poverty and to help our schools be more successful. Over 50 years of research shows that children who attend a great preschool are more likely to graduate from high school, avoid criminal behavior, earn higher lifetime wages and enjoy better health into their senior years.”

One factor that contributes to the quality of a pre-K program is the outdoor space available for use by the children during their school day. Many programs within the city have limited access to outdoor space. At the same time, it’s been found that the frequency of play in children’s lives is at its lowest point in 60 years¹.

Children used to find play right outside their front door much more than they do today. In urban neighborhoods, it may be harder to find a safe, public play space. For families living in cities, often the best opportunities for play are only accessible by car or require admission fees that put them out of reach for many. According to a study commissioned by KABOOM!, 59% of parents report that there is no place to play in walking distance to their homes. In poorer neighborhoods, that figure increases to 69%.

This reduction in play and outdoor time can significantly impact all aspects of early childhood development, and a real need has been identified to increase children’s opportunities for play. But it has also been found that it is no longer enough to renovate or replicate the playgrounds we have in place. Traditional American playgrounds do not typically offer opportunities for personal exploration, physical challenges or social interactions – all of which are crucial for children’s development. Unfortunately, excessive concern for safety has eclipsed opportunities for innovation in design and more creative and adventurous play². Therefore, there is now a critical need to reinvent our play spaces as places where children can grow physically, emotionally, cognitively, and socially.

Physical activity is probably the first play space benefit that comes to mind for most people. Indeed, 26% of American children watch at least four hours of television a day, while childhood obesity rates have nearly tripled since 1980, from 6.5% to 16.3%. 30% of U.S. children and youth are obese or at risk of becoming obese.

Emotional wellbeing is also a significant, but often unsung benefit of play, especially the more free form, unstructured play that can be offered through innovative play spaces. At its best, play gives children the chance to freely explore their interests. They learn to guide their own discovery, find inspiration within, and take their interests seriously. Play also develops social abilities that lead to positive relationships with others. Undirected play teaches children how to work in groups, share, negotiate, resolve conflicts, and advocate for themselves. These qualities are rehearsed and refined through daily experience with unstructured play. The American Academy of Pediatrics reports that children who do not have an opportunity for unstructured play lack basic skills like teamwork, generosity, determination, and compassion³.

Young children primarily learn through first hand experiences and relationships. Throwing and catching a ball develops physical dexterity as well as **cognitive skills** fundamental to understanding math and science. Pretend play practices symbolic thinking important in both language and math. Play also provides an advantage to children who have learning challenges. Children who are below average on

1. Sharon Easterling, "Play's the Thing," *DVAEYC Connection*, Spring 2015: p. 5.

2. *Play Matters*, KABOOM!.

3. "The Power of Play," Smith Memorial Playground, www.smithplayground.org/play.



language and cognition skills do better in early school achievement if they are physically active and have strong social and emotional skills⁴.

Finally, play and access to play spaces creates **stronger families and communities**. They provide opportunities for families to be creative and active together, opening up new horizons and strengthening bonds. Spaces where children can play outside — whether they're intended for play or not—are the hallmark of a vibrant and healthy neighborhood. Play spaces also offer the opportunity to build a lasting bond between children and nature — setting the stage for environmental stewardship and life-long attention to making the places we create and live in healthy, green, and vibrant.

More in-depth information on play space and its design and impact can be found in the Resources section of this competition brief.

Competition Process

Winning designs will meet the objectives outlined below, as well as the design goals outlined later in this competition brief. Two panels of jurors, as well as the community's vote, will determine the winning design for each of the three sites. Each winning team will receive a cash prize of \$10,000.

The property owners for the three sites — The Free Library of Philadelphia, Philadelphia Parks & Recreation, and Philadelphia School District — are all interested in pursuing implementation of innovative play space designs that may emerge from this competition. In addition, William Penn Foundation has expressed interest in supporting the implementation of play spaces on these three sites.

Competition Objectives

- Explore the role of design in revitalizing underutilized public open spaces serving children
- Challenge everyone to think differently about playgrounds, parks and other public open spaces, going beyond traditional playground designs and concepts
- Demonstrate how outdoor play spaces can be designed to support early childhood development and learning
- Promote investment in learning-oriented outdoor play spaces in Philadelphia while advancing the process and implementation for three real-life sites which may act as prototypes
- Recognize innovation and creativity in the design of public outdoor space for children

While the focus of this design competition and initiative, as a whole, is to explore the potential for innovative play space to enhance early childhood development (primarily pre-K through third grade), it is acknowledged that truly successful play spaces for this age group must serve various age groups of children and be multigenerational.

In addition, while the designs aspire to be prototypical and replicable, they also must respond to the context of the specific sites and the desires of the communities in which they are located. A key component of this competition is the inclusion of community input which was gathered through a community task force meeting at each site, as well as community surveys. This information was the basis for the development of the program information for each site and is to be used to inform and inspire the designs.

4. *Play Matters*, KABOOM!.



Audience

Infill Philadelphia: Play Space competition submissions must reflect an understanding of the power of play on early childhood development and should both inspire and inform. The competition is meant to provide innovative, but readily implementable models of outdoor play spaces for cities. In addition, the submissions are also to be contextual and responsive to the surrounding communities. Members of the surrounding communities and the general public, early childhood educators and providers, policy makers, site representatives, and implementers should be able to view the visualizations and come away with a clear sense of how each team's solution addresses the overall design challenge and the specific site.

At the same time, entries must be grounded in reality regarding compliance with codes, safety regulations and standards, and presented with sufficient information to be evaluated by skilled designers in landscape, playground design, and civil engineering. The winning entries must be compelling and convincing to community members as well as juries comprised of experts in play, early childhood education and development, design and implementation, and public policy.



Design Competition Sites

Each design team must choose one of the following sites for its competition entry submission. Resource information such as maps, site plans, building drawings, neighborhood plans and history, and other available information will be provided for each site upon registration.

LEARNING LANDSCAPES: COBBS CREEK LIBRARY, BLANCHE A. NIXON BRANCH

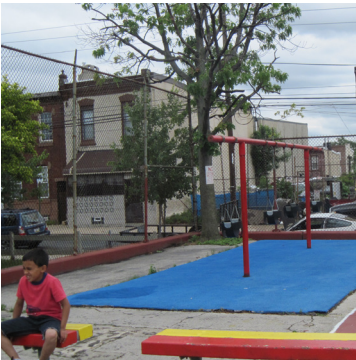


Free Library of Philadelphia
Cobbs Creek | 5800 Cobbs Creek Parkway

The Blanche A. Nixon/Cobbs Creek Branch of the Free Library of Philadelphia is one of 25 Carnegie libraries built in Philadelphia in the early 20th century to open up libraries to communities. Located on a green half-acre site on Baltimore Avenue, the library's name honors a mother, community activist, and library volunteer who helped teens resist the pressure to join gangs in the '80s. The library continues its legacy of community engagement, serving over 49,000 residents annually. The addition of an innovative outdoor play space has the potential to expand the library's capacity to serve as a safe place for education, recreation, entertainment, technology, and community gathering – both inside and out.

Click [here](#) for site program information.

RECLAIMING RECREATION: WATERLOO RECREATION CENTER



Philadelphia Parks & Recreation
Norris Square | 2502-12 North Howard Street

The Waterloo Recreation Center, a mid-block site cobbled together in 1955 from vacant land and the former Waterloo Street, has more than once been closed due to drug-related crime and vandalism. The resilient community has most recently reclaimed their space through a City Council, Philadelphia Parks & Recreation, and nonprofit-led effort which has transformed and successfully re-opened the center. Adjacent vacant lots could be used to enhance the site with the potential to offer an innovative approach to play and accommodate all generations, enabling the center to bring together the diverse residents of this neighborhood.

Click [here](#) for site program information.

REVIVING RECESS: HAVERFORD BRIGHT FUTURES



Philadelphia School District
Mill Creek | 4601 Haverford Avenue

Haverford Bright Futures is located in an urban renewal area that lacks the traditional grid and density of the city. Its ample, nearly-two-acre site feels disconnected from the surrounding community. Green, but un-stimulating, the site does not reflect the vitality of a Bright Futures preschool program with an international enrollment inside. Each of the four classrooms leads directly outdoors, but the children are greeted by a modest concrete pad and a vast lawn. Enhancing this site with innovative play opportunities will create a more engaging place for both the children and the community.

Click [here](#) for site program information.



Design Goals

In addition to the competition objectives, all submissions should strive to create designs that meet the following goals:

EDUCATIONAL STRATEGY

- Foster learning through play
- Accommodate developmentally appropriate activities for children of various ages and skills
- Promote creativity and ingenuity in children
- Provide children with stimulating and challenging play settings (a certain level of risk) while ensuring they are not exposed to any hazards
- Incorporate opportunities for curiosity, choice, collaboration, and challenge
- Support nurturing adult-child interactions

DESIGN AND PROGRAMMING

- Comply with the physical space requirements of the PA Keystone Stars rating system as well as national and local codes and standards
- Maximize accessibility throughout the site to enhance experiences for users of differing abilities
- Support principles of sustainable design
- Integrate materials that are durable and can be widely adopted and are adaptable to different sites
- Accommodate all users, and specifically, adult needs for comfort
- Improve health outcomes for children by encouraging physical activity for children of all ages
- Allow for clear lines of sight for supervision by caregivers
- Reflect the local community's beliefs, values and cultures
- Are appropriate and fit, aesthetically and programmatically, within an older urban context and, specifically, within the surrounding neighborhood, and have the potential to enhance the public realm
- Create benefits and amenities for the community
- Encourage and complement opportunities for public engagement, collaboration, and education about the importance of play
- Include the 11 categories from the National Center for Physical Development and Outdoor Play's [Play Space Assessment](#):
 - Key features
 - » Multipurpose open spaces; spaces for: anchored play equipment, wheeled toys, manipulative equipment, water play features, music and movement/acoustic play, sand play; balance beam/stepping stones; playhouse; flower/vegetable garden; loose parts; climbing tree; climbing/rolling mound; raised deck/stage; decorative elements
 - Movement opportunities
 - » Traveling actions; stabilizing actions; manipulating actions
 - Flexibility/play
 - » Functional play; construction play; symbol play
 - Shelter/shade structures
 - Natural features
 - Welcoming atmosphere
 - Sensory elements
 - » Touch/textures; smell; listening; looking; vestibular stimulation; proprioceptive input



- Accessibility/inclusive play
- Risk/challenge
- Surfacing
- Enclosures/safety features
- Consider the following elements:
 - Pathways; plants; natural surfacing; surfaces for rolling toys; natural loose parts; natural construction; natural play structures; messy activities areas; nooks/hideaways; multipurpose lawns; meadows; woodland; landform; animals; aquatics; sand/soil/dirt; gathering; sitting; covered area; program base/storage; signage; boundaries/barriers

INTEGRATED ECOSYSTEM PLANNING

- Present opportunities for children to connect to the natural world through a range of nature experiences that go beyond viewing
- Strengthen the city's ecological functions by maximizing the benefits of existing ecosystem services and restoring damaged systems
- Promote an understanding of interconnected natural systems: soils, water and vegetation
- Promote green stormwater management principles and education
- Utilize the opportunity for landscaped site enhancements to play a role in stormwater management
- Minimize new impervious areas and reduce existing impervious areas where possible
- Maximize existing impervious area managed, as well as off-site runoff management from surrounding streets
- Develop creative forms and designs for green stormwater infrastructure to integrate or complement play and recreation areas and/or use existing green stormwater infrastructure designs in innovative and creative ways
- Meet the following criteria for stormwater management (with the assumption that infiltration is feasible):
 - Volume of runoff stored: 1.5"
 - Surface loading ratio of 16:1; subsurface loading ratio of 8:1
 - Temporary surface storage of 4"-12"

COST, IMPLEMENTATION AND MAINTENANCE STRATEGIES

- Have construction costs up to \$1.5 million
- May be implemented as separate components which may be phased
- Include at least one component that may be implemented as an early action project using community engagement
- Consider/minimize the cost and complexity of future maintenance
- Encourage partnerships for funding, implementation, management, and maintenance
- Encourage the development of community stewardship



Review Process

Judging will occur in three phases. The first phase of judging will be conducted by a panel of expert jurors, each with experience and expertise relevant to the design challenge and/or the three competition sites. The panel will select up to three finalists in each category based on their scoring of the entries using submission evaluation criteria as outlined in the competition packet.

The second phase of judging will be by the community for each of the three sites. Entries from the finalists for each site will be shared with the three communities for review and community members will have the opportunity to vote for their preferred entry.

The third phase of judging will occur at *Infill Philadelphia: Play Space Design Awards* where finalists will present their entries to an awards jury and public audience. The awards jury will be composed of influential leaders and advocates in the Philadelphia area from the design, early childhood education and development, play, implementation, public policy, civic and government communities.

Results from all three judging phases will be tabulated to select a winner for each site. The expert judging scores will be worth 70%, while those of the community judging and the awards jury will each be worth 15%.

EXPERT JURY

SITE/COMMUNITY REPRESENTATIVES

Cobbs Creek Library

Joe Benford, Deputy Director of Customer Engagement, Free Library of Philadelphia
Darren Cottman, Branch Manager, Free Library of Philadelphia

Waterloo Recreation Center

Edwin Desamour, Executive Director, MIMIC
Kathleen Muller, Director, Strategic Initiatives, Philadelphia Parks & Recreation

Haverford Bright Futures

Denise Ellis, Education Coordinator, Philadelphia School District
Tom Schweiker, Design Architect, Philadelphia School District

DESIGN

Betsy Caesar, Med CPSI, Playcare, Inc.
Nette Compton, RLA, ASLA, Senior Director of ParkCentral & City Park Development, Trust for Public Land
Mark A. Focht, PLA, FASLA, First Deputy Commissioner, Philadelphia Parks & Recreation

EDUCATION

Laurel L. Byrne, Ed.D., Assistant Professor, Department of Education, LaSalle University
Peg Szczurek, Associate Director, Delaware Valley Association for the Education of Young Children

PLAY

Ken Finch, Consultant/Expert, Nature Play and Nature Preschools
Debbie Green, Executive Director, Parent Infant Center

GREEN STORMWATER INFRASTRUCTURE

Chris Crockett, Deputy Commissioner of Planning & Environmental Services, Philadelphia Water

PUBLIC HEALTH

Amanda Wagner, MCP, MGA, Nutrition and Physical Activity Program Manager, Get Healthy Philly/
Philadelphia Department of Public Health



Design Awards Event and Prizes

Cash prizes in the amount of \$10,000 will be presented to three winners — one for each of the three design competition sites — at the *Infill Philadelphia: Play Space Design Awards*, a ticketed program and reception open to the public at the Academy of Natural Sciences on March 16, 2016. The event will bring together competition entrants and other design and implementation professionals, community members and the general public, as well as early childhood education and development, play, civic and governmental leaders from throughout the area.

The program will feature an exhibit of display boards for all eligible competition entries, [Pecha Kucha](#) style presentations of the finalists' entries, the awards jury review, and prize ceremony.

Scores will be tabulated during an intermission immediately following the presentations and awards of the first place prizes for each of the three competition sites will be announced immediately following the intermission. Attendees will have opportunity before and after the event, as well as during the intermission, to view all display boards.

FIRST PRIZE (3 PRIZES, 1 FOR EACH DESIGN COMPETITION SITE)

- Cash Award of \$10,000
- Profile in *Grid Magazine*, Summer 2016
- Opportunities for team presentations at conferences and forums
- Opportunities for boards to be displayed at traveling exhibitions

FINALISTS PRIZES (UP TO 9 TOTAL, UP TO 3 FOR EACH DESIGN COMPETITION SITE)

- Presentation at *Infill Philadelphia: Play Space Design Awards*, March 16, 2016
- Three tickets to *Infill Philadelphia: Play Space Design Awards*, March 16, 2016
- Press coverage by *Grid Magazine*, Summer 2016
- Opportunities for boards to be displayed at traveling exhibitions



Eligibility

This competition is intended to promote collaboration and encourage participants to put together interdisciplinary, integrated teams.

- Each submission must come from an integrated design team with the following requirements and recommendations:
 - Each team must have a minimum of one licensed professional - a landscape architect, architect, or civil engineer.
 - It is strongly recommended that entrants include an early childhood educator or child care provider on the team.
 - Entrants are strongly encouraged to include additional team members with expertise in playground design, urban design, environmental design, sustainable design, stormwater management, cost estimation, and implementation.
 - Teams are also encouraged to collaborate with other professionals outside of design fields such as experts in child development, play, recreation therapy, occupational therapy, nature play, environmental education, public policy, public health, community advocacy, and families who use child care.
- There are no limits on the number of individuals from a single firm that may participate in the competition as members of teams.
- Individuals may not participate on more than one team competing on the same design competition site.
- Entry is prohibited by competition jurors or competition prize sponsors.

Registration | Sept. 30 - Nov. 30, 2015

- The registration period opens on September 30, 2015, and closes at midnight, EST, November 30, 2015. No registrations shall be accepted after the registration period.
- A registration fee of \$300 (USD) must accompany the completed registration form for each entry. A discounted registration fee of \$200 (USD) will be offered to those who submitted entries exhibited in the *How We Play Precedent Exhibition*. All registration fees are non-refundable and non-transferable.
- Registration forms shall be completed online at: cdesignc.org/playspace/participate with the following information:
 - Registration forms shall identify one team member as the point of contact to whom all competition-related communications shall be directed. The registration form shall also list the required licensed design professional.
 - Team members, other than the point of contact, can be added using the Add Team Member form found here: cdesignc.org/playspace/submit/team beginning September 30. All team members must fill out this form including contact and professional information by January 22, 2016.
 - Registration forms must include electronic signature from the point of contact.
 - Registration forms must indicate the design competition site that will be the subject of the team's submission.
 - Registration forms must indicate the person or entity to whom any awarded prize funds should be distributed. This person or entity must be either the point of contact, the licensed professional, or either of their firms or organizations.
- Upon acceptance of the registration, the point of contact will receive an e-mail with a link to additional site information and an entrant identifying number for the team. This number must be placed on ALL materials submitted, including the first page of the digital submission, and on any and all correspondence.



Submission Requirements

All digital files and forms listed below must be submitted here: cdesignc.org/playspace/submit.

All printed display boards must be delivered to the Community Design Collaborative, 1216 Arch Street, first floor, Philadelphia, PA 19107.

Competition Entry Submission | due Jan. 22, 2016

The Competition Entry Submission, must be completed at cdesignc.org/playspace/submit/entry and received by 4:00 PM, EST, Friday, January 22, 2016.

To ensure blind judging, submissions must include the entrant identifying number assigned upon registration. The number is to be placed on ALL materials submitted and on any and all correspondence.

The Competition Entry Submission must include the following items:

JURY SUBMISSION PDF:

The expert jury review package ("jury submission") is to be submitted **as one (1) PDF file** formatted with the following:

- Maximum of 20 pages. Pages are to be either 8.5"x11" or 11"x17".
- Maximum total combined file size shall be 20 MB.
- The first page of the PDF should have the entrant identifying number.
- The file should be named with the entrant identifying number in this format: 1234_submission.pdf
- The PDF must not include any identifying features or marks which might reveal the identity of any member of the design team or any organization that may be represented by members of the team. **Please be sure that all properties (author/creator) are erased from the PDF file.**

The jury submission package must contain:

1. **ABSTRACT:** An abstract statement of no more than 150 words.
2. **NARRATIVE:** Written overview ("narrative") of no more than 1500 words that describes the project, the design team's concept, the innovative strategies/aspects of the design, and how the design re-imagines traditional playground design. At a minimum, the narrative should address the following:
 - How the design will support/enhance early childhood development and learning
 - How the design enables children to connect to nature
 - How the design accommodates various age groups/skills
 - How the design provides challenges (a certain level of risk) while avoiding hazards
 - How the design responds to the needs of, and benefits, the community it serves
 - How the design incorporates integrated ecosystem planning and stormwater management strategies
 - Summary of project cost information provided in the cost calculation document
 - Identification of potential funding sources for each component of the proposed design and partnership opportunities including public/private partnerships and interagency partnerships
3. **IMAGES:** Graphic images of all drawings, which are to include at minimum:
 - Site plan
 - Sections/elevations/perspectives
 - Stormwater plan which is to include the following information:
 - » Drainage areas (with identifier and measured area)
 - » Hydrologic flow direction arrows



- » Proposed inlets and/or stormwater conveyance, surface and/or subsurface
- » Stormwater conveyance, surface and/or subsurface
- » Existing grading/topography
- » Proposed grading, as needed
- » Existing inlets, other drainage structures (list drainage area)
- » Stormwater management practice (SMP) footprint (with measured area)
- » Footprint of surface storage - delineation of maximum temporary surface storage (ponding) elevation (list storage volume)
- » Footprint of subsurface storage (as appropriate) - delineation of subsurface storage system (list storage volume)
- » Overflow connection to sewer

4. IMPLEMENTATION AND MAINTENANCE PLAN: Written overview (“narrative”) of no more than 500 words that describes the implementation strategy, including an approach to phasing the project, the potential for an early action component, and other opportunities for community/volunteer involvement and partnerships. The narrative will also include a maintenance plan that considers daily, monthly and annual maintenance tasks for all elements of the design, also identifying opportunities for community/volunteer involvement and partnerships. The maintenance plan is also to include an estimated annual cost for maintenance.

5. COST CALCULATION DOCUMENT: A completed cost estimate, using the cost calculation template as provided in the Supporting Documents section of each Design Competition Site Program. The overall construction cost of the project is to be presented to reflect the project being broken into separate components. The components are to be determined by the design teams based on the proposed design. However, two components which must be broken out separately are the following:

- Proposed Play area(s) serving children in pre-K through third grade.
- Proposed Stormwater Management Systems including the following components:
 - » Excavation
 - » Stone and geotextile
 - » System piping: including distribution pipes, underdrain pipes, clean-out pipes, overflow domed riser(s), sewer pipe connections
 - » Conveyance elements (examples include: curb cuts, new inlets, trench drains etc.)
 - » Soil
 - » Landscaping
 - » Site restoration and hardscaping (examples include: pavement restoration, curbing, other elements needed to complete the stormwater system design or restore the site to usable space)
 - » Erosion and sedimentation control

VALUE OF SERVICES:

The value of services documenting hours worked by each team member is to be submitted. THIS WILL NOT BE CONSIDERED IN JUDGING. This information is intended to document the overall value of *pro bono* service provided through this design competition. This will also serve as the final list of team members.

PRESS IMAGE:

A representative image for press, promotion and online gallery (800px x 600px at 300 dpi) is to be submitted as a jpg file. The file should be named with the entrant identifying number in this format: 1234_image.jpg.

AUTHORIZATION:

Submission authorization and electronic signature from team representative must be submitted.



Team Members | due January 22, 2016

The Team Member form must be completed at cdesignc.org/playspace/submit/team.

All team members (other than the point of contact listed on your original registration form) must fill out this form with their individual contact and professional information. These forms can be completed anytime from September 30 through January 22.

Display Board

The board should represent key concepts and elements of the design and must include project name and team name or firm. **BOARDS WILL NOT BE SEEN BY EXPERT JURORS.** Boards will be displayed at the *Infill Philadelphia: Play Space Design Awards*.

DIGITAL FILE OF DISPLAY BOARD | due January 29, 2016

- The digital file of the display board must be submitted at cdesignc.org/playspace/submit/board.
- The file should be a PDF at 300 dpi, max 2MB.
- The file should be named with the entrant identifying number in this format: 1234_board.pdf.
- If printing your board through ARC (see below), the digital file also must be submitted to ARC by January 29.

PRINTED DISPLAY BOARD | due February 5, 2016

- BOARD SPECIFICATIONS
 - Display boards must be 40" by 40" with 4 mounting holes placed at 38" centers. The holes must be 7/16" in diameter and will require grommets.
 - Display boards should be printed directly to white gator board.
- PRINTING AND DELIVERY
 - We have arranged for a discounted rate of \$200 with ARC Document Solutions in Philadelphia, PA for the printing and production of display boards. If you chose to print your board at ARC, submit file here: services.e-arcsouth.com/PAColor/formcolorlarge.asp by January 29, 2016. In the form indicate that it's part of the Community Design Collaborative Design Competition. You should receive an e-mail confirming that they received your order. If submitted to ARC by January 29, 2016, ARC will deliver the board to the Collaborative by the due date of February 5, 2016. For printing questions, contact Brian Bielawski of ARC at brian.bielawski@e-arc.com with the subject line "Collaborative Display Board Discount".
 - If printed elsewhere, it is the responsibility of the competition team to ensure the board is delivered to the Community Design Collaborative, 1216 Arch Street, First Floor, Philadelphia, PA 19107, no later than 4:00 PM EST on February 5, 2016.
- If the display board is boxed or wrapped, the team name and entrant identifying number should be clearly visible on the outside of the packaging.
- All display boards will become the property of the Community Design Collaborative.



Submission Evaluation Criteria

Eligible projects will be evaluated based on the following criteria:

EDUCATIONAL STRATEGY

- **Learning opportunities:** foster learning through play opportunities that promote creativity, ingenuity, curiosity, choice, collaboration, and challenge
- **Inclusion:** accommodate developmentally appropriate activities for children of various ages and skills
- **Stimulating environment:** provide challenging play settings while ensuring that children are not exposed to hazards
- **Interaction:** support nurturing adult-child interactions

DESIGN AND PROGRAMMING

- **Advance mission:** advance the concepts of nature play and learning-oriented play spaces
- **Design innovation:** innovative and creative utilization of elements/materials
- **Integrated design:** the integration of all project elements
- **Compliance:** comply with requirements, codes, and standards
- **Accessibility:** maximization of accessibility throughout the site
- **Sustainable design:** support principles of sustainable design
- **Adaptability:** use of design and durable materials that are adaptable to different sites
- **Accommodation:** accommodate all users, especially adult needs
- **Health:** improve health outcomes for children
- **Safety:** allow for clear lines of sight for general safety and supervision by caregivers
- **Neighborhood context:** appropriateness and potential to fit, aesthetically and programmatically, within an older urban context and, specifically, within the surrounding neighborhood, as well as the potential to enhance the public realm
- **Community benefits and amenities:** potential to create benefits and amenities for the community/ responsiveness to community needs, beliefs, values and cultures
- **Public access/visibility:** potential to encourage and complement opportunities for public engagement, collaboration, and education about the importance of play
- **Components and elements:** use of the play assessment categories and recommended elements

INTEGRATED ECOSYSTEM PLANNING

- **Nature connection:** opportunities for children to connect to the natural world through a range of nature experiences that go beyond viewing
- **Ecosystem services:** strengthen the city's ecological functions by maximizing the benefits of existing ecosystem services, restoring damaged systems, and introducing new systems that promote interconnected soils, water, and vegetation
- **Stormwater management:** promote green stormwater management principles and education while minimizing new impervious areas, reducing existing impervious areas and managing stormwater runoff (maximum amount of drainage area) from the property, as well as from the public right of way (street) using the criteria outlined in the design goals

COST, IMPLEMENTATION AND MAINTENANCE STRATEGIES

- **Cost:** maximum construction cost of \$1.5 million
- **Feasibility:** feasibility of all aspects of the construction, implementation and maintenance of the design, including potential for phasing and early action projects
- **Maintenance:** Consider the cost and complexity of future maintenance
- **Funding:** potential for the design to attract public and/or private funding for implementation, management and maintenance
- **Partnerships:** potential to create partnerships for implementation, management and maintenance
- **Community stewardship:** potential to encourage the development of community stewardship

PRESENTATION

- **Submission quality:** the provision of detailed, accurate, and compelling information about project scope, conceptual design, implementation, maintenance, and cost



II. Site Program Information

Developed with community input through Community Task Force meetings and community surveys

Learning Landscapes: Cobbs Creek Library, Blanche A. Nixon Branch

BACKGROUND

Funded by a grant from Andrew Carnegie, the Cobbs Creek Branch opened on December 30, 1925. Carnegie, who had grown up poor and unable to afford to buy books or subscribe to the library in Scotland, believed that the rich should give in order for the poor to improve their lives and society. After becoming the world's richest man, he gave \$40 million to construct over 1,600 free public libraries in the United States, making libraries "instruments of change". The Cobbs Creek Branch is representative of the building type developed for libraries through the Carnegie effort. The Carnegie libraries were innovative in terms of library design, with a T-shaped open plan, raised windows, flexible space and open stacks. Most importantly, the building of Carnegie libraries was a community effort, giving the community ownership of this critical neighborhood resource.

The Cobbs Creek Branch is situated on a park-like triangular lot in the Cobbs Creek neighborhood, where Cobbs Creek Parkway, Baltimore Avenue, and 58th Street converge. In 1990, the branch was renamed to honor a community activist, Blanche A. Nixon, who worked with former gang members and at-risk youth in the community. In 1982, with Blanche A. Nixon leading the effort, professional artists, gang members and other youths joined Cobbs Creek librarians, the Philadelphia Crisis Intervention Center (Crisis Intervention Network) and other city agencies in painting the mural on the exterior of the building. The mural was based on "Past, Present and Future" and, although it is in need of restoration, the mural still exists as a beloved reminder of Nixon's impact in the community.

As this library continues to represent the legacies of Andrew Carnegie and Blanche A. Nixon, its site offers the opportunity to continue their great work through innovation and serving the community. How can the design of an outdoor play space reflect and capture the inspirational qualities of Andrew Carnegie and Blanche A. Nixon? How might the outdoor space support and reinforce the more than 450 programs occurring inside the library walls? Does the design of the play space have the potential to connect two diverse aspects of the neighborhood – one which has a large number of families with children and the other with a growing group of seniors? How can the play space celebrate the history of the Cobbs Creek neighborhood and its environmental role as watershed?

SITE ADDRESS

[Blanche A. Nixon/Cobbs Creek Library](#)

5800 Cobbs Creek Parkway
Philadelphia, PA 19143

NEIGHBORHOOD

Cobbs Creek – bordered on the north by Market Street and on the south by Baltimore Avenue. Cobbs Creek's western border is the Cobbs Creek and its eastern border is South 50th Street.

SITE OWNER

City of Philadelphia, [Free Library of Philadelphia](#)



COMMUNITY TASK FORCE

ACHIEVEability, Community residents, Delaware Valley Association for the Education of Young Children (DVAEYC), Fairmount Park Conservancy, Free Library of Philadelphia, Friends of Cobbs Creek Library, Horizon House Initiative, Mayor's Office of Community Empowerment and Opportunity, Mural Arts Program, Office of Councilwoman Jannie Blackwell, Pennsylvania Horticultural Society, Philadelphia City Planning Commission, Philadelphia LISC, Philadelphia Water, Playcare Inc., The Trust for Public Land, Virtual Tutoring & Mentoring Inc.

SITE CONDITIONS AND CONTEXT

- Site total gross area = 26,289 square feet (sf)
- Site total impervious area = 8,651 sf
- Zoned SP-PO-A, for active parks and open space (special purpose)
- Located within combined sewer system area in the Darby-Cobbs Watershed
- Located on the Baltimore Avenue commercial corridor, which divides the West Philadelphia planning district from the University/Southwest planning district
- Surrounding community is predominantly African American
- Located near other recreational facilities: [Christy Recreation Center](#) at 56th and Christian Streets, [Cobbs Creek Recreation Center](#) at 63rd and Spruce Streets and [Sayre Morris Recreation Center](#) at 58th and Spruce Streets
- Library programming includes activities for birth to 12 years old, teens and adults
- Library programs for children include the [Literacy Enrichment Afterschool Program \(LEAP\)](#), the [Building Bridges](#) program, [Summer Reading](#) program, Movie Mondays, Storytime, Lego Day, Teen Cooking, Computer Classes and Art.
- The library is visited by at least ten local elementary schools, early childhood education and child care programs on a weekly basis – groups would like to visit more often but space is limited. Child care programs often use the outdoor space prior to library hours.
- The library facility includes a community space at the lower level (with direct access to the outside on the south side of the site) which is frequently used by community groups and for community events.
- There is direct access to the outside from a central stairwell on the north side of the site; deliveries are made to this north side door.
- There is a significant grade change across the site – the grade slopes down from north to south.
- There is a Friends of the Blanche A. Nixon/Cobbs Creek Library group and they created a garden on the northern lawn in front of the main entrance approximately 8-9 years ago; it is tended by the Friends group with assistance from neighbors.
- There are many retirees living around the site, specifically on the Baltimore Avenue side, including the Bernice Arms Apartments for seniors, while the Cobbs Creek Parkway side has more families with children.
- Many older children come to the library after school with their younger family members.

CHALLENGES

- The site is surrounded by three highly trafficked streets, creating difficult access to the site; there will be a need for traffic calming once a play space is introduced on the site.
- Safety is a concern of the community, especially at night; the site is currently not well lit, however, the level of any proposed lighting must consider the adjacent residents.
- Many people walk dogs on the site; there is a pet waste station on the Cobbs Creek Parkway and 59th Street corner.
- While there is a desire for the space to be open and inviting to everyone, and to be available beyond library hours, open access at all times may not be desirable.



- Maintenance capacity of staff and volunteers for all aspects of the outdoor space is minimal.
- Although there is a desire to incorporate moveable, loose parts/elements, there is concern that they will disappear.
- Ability to provide good acoustics for the space (for passive learning opportunities such as an outdoor classroom/storytime), as Baltimore Avenue is heavily trafficked with automobiles, busses and trolleys.
- Potential to provide safety without being fenced; can more natural elements be used in order to maintain more transparency?
- Potential to introduce recreational space without increasing impervious area
- Rain leaders are internal to the building.

OPPORTUNITIES

- Ability to assist nearby early education and child care programs in achieving PA Keystone stars by providing required outdoor play space.
- Cobbs Creek Parkway and 59th Street corner is the quietest/least busy area of the site.
- There is a hose bib at the front, to the right of the main entrance (behind the bushes).
- There is one external rain leader on the small stairwell addition at the north side of the building.
- Redefine the site as an iconic/identifiable destination for both community members as well as those outside the community.
- Engage existing resources such as local contractors, the Friends group, as well as the children, in implementation and maintenance.
- Provide for intergenerational activities/interaction.
- Link into the trails of Cobbs Creek.
- Connect play opportunities with potential story telling about Cobbs Creek, green stormwater management and water quality.
- Incorporate Philadelphia Water's oral history project, The Darby-Cobbs Watershed Oral History, being done in partnership with the Free Library (see more info in Supporting Documents section).
- Create a green node on the way to Cobbs Creek, connecting with Philadelphia Water's long-term commitment toward stream restoration of the in-city portions of Cobbs Creek and their implementation of several stormwater infrastructure projects (see more info in Supporting Documents section).

DESIRED ELEMENTS/ACTIVITIES (as expressed by the community)

- Space for storytime and other opportunities to support literacy, such as the incorporation of literacy devices, story walks, illustrations from books, and opportunities for children to create their own stories
- Opportunities for physical activity, specifically climbing, moving to music, jumping rope
- Puppet theater/outdoor movies
- Sitting areas
- Interactive water mister
- Recycled nature such as logs to be used as step stools or seating
- Potential for different areas which may serve different segments of the population (children of varying ages and skills, adults supervising children, and seniors)
- Potential for café/eating area
- Rainwater barrels for the garden



DESIGN GOALS

- Meet overall design goals as indicated in the Competition Packet
- Reflect the Free Library's mission to advance literacy, guide learning and inspire curiosity in the design of the play space
- Expand the library's ability to accommodate more groups and larger groups of users

DESIGN PARAMETERS

- The entire triangular site may be considered for this study, although it is not required that the entire site be addressed. At minimum, a play space designed for children aged pre-k through third grade is to be provided.
- The existing mural must be maintained.
- The existing garden is to be maintained, however, the location, size and shape may change.
- Design teams may address exterior cosmetic improvements to the building only. The interior of the library, as well as any major architectural or structural alterations to the outside are not included in the scope.
- The use of large boulders for climbing is not recommended.
- Any water feature must limit the amount of water, so there is no ponding and so as not to enable children or library books to be soaked.
- The drainage area for stormwater may extend beyond the specific site boundaries - to include the surrounding streets - although the footprint of the stormwater management design must be within the boundaries.

SUBMISSIONS

- Requirements as indicated in the Competition Packet

SUPPORTING DOCUMENTS AND RESOURCES

Site specific (a link to access and download the following documents will be provided only to those who register for this design competition site)

Maps and Aerials

Context map
 Neighborhood aerial photo
 Land use map
 Site aerial
 Historic maps

Site Photos

Virtual tour

Drawings

Site plans
 Building plans
 Philadelphia Water stormwater analysis

Neighborhood Studies/History/Context

Philadelphia Water Cobbs Creek Park Green Infrastructure Project
 Cobbs Creek: A Gateway
 Cobbs Creek Integrated Watershed Management Plan
 Library/neighborhood history
 Free Library of Philadelphia Strategic Plan 2012-2017 (executive summary)
 Children's visions for the site

Cost Calculation Template

General (refer to [Resource](#) section of the Competition Packet)



Reclaiming Recreation: Waterloo Recreation Center

BACKGROUND

Waterloo Recreation Center, located in the Norris Square neighborhood of Philadelphia, is a predominantly internal site, hidden behind rowhouses and entered via a narrow pathway and the remnants of the old Waterloo Street. The Center, originally built in 1955, has been resurrected, or reclaimed by the community, at least twice - once in the 1990s and again in 2015. This most recent time showed a successful turnaround under the leadership of the community-based nonprofit organization, Men In Motion In the Community (MIMIC), with the support of City Council and Philadelphia Parks & Recreation (PPR). This summer clearly indicated the potential of this site as a vibrant community asset, having the power to bring together many diverse facets of this neighborhood. The pool, located on the site, is very popular and is a natural gathering place, providing common ground in a very diverse neighborhood with intricate pockets and allegiances.

As demonstrated by the community's ability to take back their recreation center after being closed multiple times due to drug related crime and vandalism, resilience is a consistent quality of the residents surrounding this site. The Center has become a safe haven for children of all ages, providing opportunities for physical activity, mentoring, social activities, and a source of food for those in need. It has also recently attracted seniors from the neighborhood, looking for a place to meet with other residents.

While the site is currently functioning as a play space, with the pool, two areas of play equipment, as well as basketball courts, it offers the opportunity to better serve the surrounding community. How might the site be redesigned to better integrate the different areas of the site, serving different populations? How can an area of vacant parcels adjacent to the site enable expansion, opening the Center up to the street, and providing more space for nontraditional, more innovative play space? Can the redesign introduce greening and promote interaction with nature in a place where children have very little to no experience with nature and natural elements? How can the site reflect the resilience of the community?

SITE ADDRESSES

Waterloo Recreation Center
2502-12 N. Howard Street
Philadelphia, PA 19133

Vacant Parcels
2520; 2524-2528; 2532 N. Howard Street
Philadelphia, PA 19133

NEIGHBORHOOD

Norris Square — bordered on the north by Lehigh Avenue and on the south by Oxford Street. Norris Square's western border is Germantown Avenue and Marshall Street and the eastern border is Kensington Avenue, Front Street, Norris Street, and Frankford Avenue.

SITE OWNERS

City of Philadelphia, [Philadelphia Parks & Recreation](#)

City of Philadelphia, Department of Public Property, Philadelphia Housing Authority, Philadelphia Housing Development Corporation (vacant parcels)



COMMUNITY TASK FORCE

Asociación Puertorriqueños en Marcha (APM), Community residents, Delaware Valley Association for the Education of Young Children (DVAEYC), Fairmount Park Conservancy, Mayor's Office of Community Empowerment and Opportunity, Men in Motion in the Community (MIMIC), Norris Square Community Alliance, Office of Councilwoman Maria Quiñones-Sánchez, Pennsylvania Horticultural Society, Philadelphia City Planning Commission, Philadelphia LISC, Philadelphia Parks & Recreation, Philadelphia Water, Playcare Inc., Spanish American Law Enforcement Association (SALEA), The Trust for Public Land, Urban Roots

SITE CONDITIONS AND CONTEXT

- Site gross area = 46,503 square feet (sf)
- Site impervious area = approximately 46,000 sf
- Site gross area = 721 sf (each individual vacant parcel)
- Zoned RM-1, Residential Multi-Family-1
- Within combined sewer system area in the Delaware River Watershed
- Located near [Temple University](#) and within the [American Street Empowerment Zone](#).
- Located near other recreational facilities: [Nelson Playground](#) (active recreation) at 301 W. Cumberland Street and Norris Square Park (predominantly passive recreation) at 2100 N. Howard Street.
- The surrounding community is predominantly Latino
- Existing pedestrian entries, one located at N. Howard Street, at the southern end of the parcel and one off of W. Cumberland Street at the end of the Waterloo Street remnant, are equal in terms of usage.
- Service entry is through the north gate off of W. Huntingdon Street.
- The [Pennsylvania Horticultural Society](#) maintains the city-owned vacant sites adjacent to recreation center.
- Site is used by multiple local elementary schools, early childhood education and child care programs on a regular basis.
- Site consists of two play areas, a small recreation building, a pool, and basketball courts.
- The tot play area, located on N. Howard Street, is successful for the early childhood education programs, however the 5-12 year old play area, located on W. Cumberland Street is not successful (swings were recently removed). Therefore, it is difficult to maintain a division of the age groups; the older children prefer to utilize the tot area.
- The site hosts summer camps which include 3-9 year olds.
- Current programs for children include basketball, volleyball, swimming, handball, community events, scavenger hunts, educational programming, board games.
- Current users are multigenerational – seniors enjoy the existing benches.

CHALLENGES

- Limited space for multiple activity areas.
- Access/entry points are not very obvious or welcoming.
- Visibility into and across the site is difficult; there are no clear sight lines from the pool area to the tot play area and entrances, so supervision is difficult.
- Many younger children are not necessarily accompanied to the recreation center.
- Any proposed design for the site must consider the potential for future development on the adjacent parcels which are not city-owned.
- Keeping the site secure and clean of trash, vandalism, drug paraphernalia and condoms.



- Potential to provide safety without being fenced; can more natural elements be used in order to maintain more transparency?
- Although there is a desire to incorporate moveable, loose parts/elements, there is concern that they will disappear.

OPPORTUNITIES

- Complement other recreational sites in the neighborhood and create a connection to the [Hunter Elementary School](#) across the street
- Engage the resources/talents in the neighborhood, i.e., musicians
- Increase the footprint through the incorporation of adjacent vacant parcels
- Highlight the success of their swim team (has won medals)
- Promote the positive relationship between the neighborhood police officers and the children (police from [SALEA](#) volunteer to assist with the children at the site)
- Engage children in nature through play spaces that entertain as well as educate about nature.
- Engage the community in implementation and maintenance and create opportunities for workforce development
- Connect play opportunities with potential storytelling about the Delaware River, green stormwater management and water quality.
- There is one external rain leader at the southwest corner of the recreation building.

DESIRED ELEMENTS/ACTIVITIES (as expressed by the community)

- Sprinkler or mister is useful for younger children who are not able to access the pool
- Opportunities for physical activity, specifically climbing, volleyball, handball and other organized sports
- Opportunities for sand and water play (sand areas must be covered when not in use)
- More plantings, trees, possibly an orchard, and other natural elements
- More shade
- Bike racks
- Support space for the pool, including storage space, place for users to keep shoes, sitting area and elements to make the pool area more attractive and comfortable
- Outside tables for board games, i.e., chess tables and an area for bean bag toss
- Areas to accommodate the needs of seniors - a social place for them as they watch grandchildren
- Speakers for music and outdoor movies
- Stage/plaza/ built-in amphitheater for concerts, talent show
- Incorporate bright colors (children currently refer to the yellow entrance as the “golden gates”)
- Potential to incorporate a promenade to reflect Waterloo Street which was struck to create the recreation center
- Potential for including a location for the sale of concessions
- Small-scaled basketball court for toddlers



DESIGN GOALS

- Meet overall design goals as indicated in the Competition Packet
- Reflect the “resilience” of the neighborhood and residents
- Provide a nurturing environment/safe haven for the children who are not accompanied to the park by an adult
- Reinforce the potential of the Center to act as common ground, pulling the neighborhood together
- Reflect the multi-cultural, diverse aspect of the neighborhood
- Provide opportunities to create stewardship of the site
- Promote the site as a centerpiece of the neighborhood, a community hub

DESIGN PARAMETERS

- The site to be considered for this study is somewhat flexible. The minimum that must be addressed is the area that serves the pre-k through third grade children (play area on N. Howard Street). However, consideration of the full recreation center parcel is encouraged. In addition, the option to include the five city-owned vacant properties on N. Howard Street is available. Privately owned parcels are not to be included in the scope.
- The existing pool is to be maintained, however, the area around it may be altered (it must remain fenced).
- The existing recreation building is to be maintained. Design teams may address exterior cosmetic improvements to the building only. The interior of the building, as well as any major architectural or structural alterations to the outside are not included in the scope. If teams desire to make a compelling argument to move the location of the building, they will be required to provide two plan options – one in which the building is relocated and an alternate in which it remains in its current location.
- The number of existing basketball courts is to be maintained.
- Pedestrian access must be maintained on both N. Howard and W. Cumberland Streets
- Teams are to utilize Philadelphia Parks & Recreation’s design standards, or equivalents, in their proposals (see Additional Resource section of the site program). Custom-designed elements which make maintenance, repair, and/or replacement difficult are not recommended.
- The use of large boulders for climbing is not recommended.
- The drainage area for stormwater may extend beyond the specific site boundaries - to include the surrounding streets - although the footprint of the stormwater management design must be within the boundaries.

SUBMISSIONS

- Requirements as indicated in the Competition Packet
- In addition, the narrative for all submissions should discuss which portion(s) of the site was included in the team's scope and why.

SUPPORTING DOCUMENTS AND RESOURCES

Site specific (a link to access and download the following documents will be provided only to those who register for this design challenge category)

Maps and Aerials

- Context map
- Neighborhood aerial photo
- Land use map
- Site aerials
- Historic maps



Site Photos

Virtual tour

Drawings

Site plans

Building plan/elevations

Philadelphia Water stormwater analysis

Neighborhood Studies/History/Context

Philadelphia City Planning Commission Lower North District Plan

Recreation Center/neighborhood history

Recreation Center reclamation photos

Cost Calculation Template

Additional Resources

Philadelphia Parks & Recreation Standards

General (refer to [Resource](#) section of the Competition Packet)



Reviving Recess: Haverford Bright Futures

BACKGROUND

Haverford Bright Futures is one of 32 Bright Futures preschool enrichment programs in the Philadelphia School District (PSD). Bright Futures programs are similar to Head Start programs, however, they are state funded rather than federally funded. Some of the Bright Futures programs are housed in elementary schools while the Haverford program is a stand-alone program located in the Mill Creek neighborhood of West Philadelphia. The school is housed in a former YMCA building which was repurposed by PSD for the Bright Futures program. The school has four classrooms with twenty students each – for a total of eighty students aged 3-5. Only approximately 20% of the students come from the neighborhood; others come from throughout the city. Many are international, being students of graduate students who attend the nearby Drexel University and University of Pennsylvania.

While the site is vast, it is underutilized by the school community and, although currently open to the community, its lack of amenities creates no incentives for neighbors to utilize the space. With proposed improvements to the site, PSD would like to encourage the use of the site by the surrounding community.

The site's unique qualities – its size and amount of grass – offer the opportunity to truly integrate the outdoor play space into the Bright Futures program curriculum, while also allowing it to serve the surrounding community. How can the design enable the teachers to use the outdoor space as an extension of their classrooms? How can the space be transformed to respond to the needs of the students and the community without eliminating too much grass and increasing the impervious area? Can the design bring more visibility and identity to the site? How can the unique opportunity to plant in-ground inform the designs?

SITE ADDRESS

Haverford Bright Futures
4601 Haverford Avenue
Philadelphia, PA 19139

NEIGHBORHOOD

Mill Creek – bordered on the north by Parkside and Lancaster Avenues and on the south by Market Street and Haverford Avenue. Mill Creek's western border is North 54th Street and its eastern border is Belmont Avenue and Farragut Street.

SITE OWNER

[*Philadelphia School District*](#)

COMMUNITY TASK FORCE

The Barnes Foundation, Community residents, Delaware Valley Association for the Education of Young Children (DVAEYC), The Enterprise Center/The Enterprise Center Community Development Corporation, Fairmount Park Conservancy, Haverford Bright Futures, Mayor's Office of Community Empowerment and Opportunity, Mill Creek Advisory Council, Office of Councilwoman Jannie Blackwell, Pennsylvania Horticultural Society, People's Emergency Center, Philadelphia City Planning Commission, Philadelphia LISC, Philadelphia Water, Playcare Inc., School District of Philadelphia, The Trust for Public Land



SITE CONDITIONS AND CONTEXT

- Site total gross area = 82,323 square feet (sf)
- Site total impervious area = 26,305 sf
- Zoned RM-1, Residential Multi-Family-1
- Located within combined sewer system area in the Lower Schuylkill River Watershed
- Located in the [West Philadelphia Promise Zone](#)
- Located near other recreational facilities: [Mill Creek Playground](#) at 743-81 N. 48th Street, Sister Clara Muhammad Park at 48th Street and Wyalusing Avenue, [Martha Washington Elementary School](#) at N. 44th and Aspen Streets and [Locke Elementary School](#) at N. 46th Street and Haverford Avenue.
- At N. 46th and Market Streets, just one block away, a new city hub is growing with the development of the [new police headquarters](#) and [CHOP's Karobots Center](#).
- Locke Elementary School is located across the 46th and Haverford intersection.
- St. Ignatius Nursing Home is located across 46th Street.
- The surrounding community is predominantly African American.
- There are over 400 families with children in the neighborhood.
- The majority of the site is grass with large trees along 46th Street.
- The parking area is underutilized and in poor repair; just a portion of it is used for drop-off and pick-up.
- The existing service drive from the parking area to the building is not utilized.
- Access to the site is from both N. 46th Street (pedestrian and vehicular) and from Haverford Avenue (pedestrian); main entry to the building is from Haverford Avenue and is not very visible. There is also an entry to the building lobby from the main lawn area.
- Children enter the school directly into their classrooms through doors on the east side of the building off the main lawn.
- Play equipment was recently donated by another public school and installed adjacent to the building.
- The school has 80 students, all ages 3-5; four classes of 20.
- School hours are typically 8:30-3:15 and many children are picked up by afterschool programs
- The school currently has a partnership with the [Barnes Foundation](#) for an art program, [Look! Reflect! Connect!](#)
- Curriculum includes recycling- parents donate recycled materials to incorporate into activities and lessons. Curriculum also includes learning about the silkworm life cycle process.
- There is an existing Mulberry tree at the rear of the building which the children visit to gather leaves for their silkworms; otherwise, children do not use the rear of the site due to unsafe play equipment which is to be removed.
- The only shade on the site in proximity to the building is to the rear of the building.
- Students access the outdoor space during the school day directly from their classrooms and use the outdoor space for walking in the grass, riding bikes, playing organized ball games, using hula hoops and frisbees; children want to climb the gates and trees but this is not allowed.

CHALLENGES

- The site is not visible to the surrounding community; no signage/identity
- Trees are too far away from the building for teachers to be able to supervise children playing near them.
- There is not enough shade on the site, especially in proximity to the front of the building.
- The rear yard, which does get some shade, is not utilized due to the equipment in disrepair.



- There are large dogs at adjacent houses behind the fence at the rear yard.
- Teachers expressed concerns about finding drug paraphernalia and condoms on site
- There is puddling on the walkway from 46th Street to the building (at the “L” in the path)
- The paved area that is used for riding bikes is not large enough.
- The site is currently not well lit, however, the level of any proposed lighting must consider the adjacent residents.
- Some people walk dogs on the site.
- Maintenance capacity of staff is limited.
- Potential to introduce recreational space without increasing impervious area

OPPORTUNITIES

- Ability to assist the program as it enters the PA Keystone Stars system by providing outdoor play space that addresses the requirements of the rating system
- Use the expanse of grass
- Enable teachers to bring classroom activities outside
- Enliven the classroom entrances from the main lawn.
- Potential to build on momentum of recent/current development efforts in the community
- Promote multicultural aspect.
- Incorporate the history of the Mill Creek neighborhood.
- Encourage community use of the site.
- Potential to plant in the ground
- There are external gutters and rain leaders on the one-story classroom portion of the building.
- The existing service drive may be eliminated.
- Parking area may be reduced.
- Connect play opportunities with potential storytelling about the historic Mill Creek, sewer encapsulation of the Creek, green stormwater management on the site, and water quality.
- Provide for intergenerational activities/interaction.
- Engage the school and surrounding community in the implementation and maintenance of the site.

DESIRED ELEMENTS/ACTIVITIES (as expressed by the community)

- Additional hardscape for riding bikes; bike trails
- Community gardens, vegetable gardens, orchards, tree bosc (fresh food)
- Uses that complement the active sports activities that are housed elsewhere in the neighborhood
- Physical activities that focus on younger children (age-appropriate climbers)
- Water-based play/a mister
- Spaces/elements that are accessible for adults
- Benches/seating that is close to the play areas
- Access and activities for special needs children
- Butterfly garden, birdhouse, opportunity for interaction with insects
- Recycled nature such as logs to be used as step stools or seating
- Water access/irrigation line
- Outdoor classroom space/performance space
- Shaded areas/awning at building face (for shade and rain)



- Sandbox with retractable lid
- Tree benches for children
- Big slide for multiple children/swings
- Space to promote/do art outside: wall structures; sculptures for climbing; murals; ways to show how light changes images - work with sun shadows; ways to teach balance and symmetry
- Chalk board wall/wall grid which can be used to apply different teaching elements/art pieces
- Secured outdoor storage space for bikes, etc.
- Recycling/compost area with room for storage near the garden
- Welcoming site and building entry; incorporate bright colors
- Area for classes to eat outside
- Adult play-fitness stations/track
- Space for community flea market, festivals, etc.

DESIGN GOALS

- Meet overall design goals as indicated in the Competition Packet.
- Ensure that while play needs to be appropriate for all ages, it must focus on the school population (3-5 year olds).
- Create more visibility/access to the site.
- Create identity for the site.
- Consider maintaining current ratio of pervious/ impervious area.

DESIGN PARAMETERS

- The entire site may to be considered for this study, although it is not required that the entire site be addressed. At minimum, a play space designed for children aged pre-k through third grade is to be provided.
- Existing play equipment is to stay on-site, but may be relocated.
- Assume removal of the existing play equipment at the rear of the building.
- All materials/elements are to be considered based on durability and low maintenance (use of mulch for safety surfacing is not recommended).
- The use of large boulders for climbing is not recommended.
- Any water feature must limit the amount of water so there is no ponding and so as not to enable children to be soaked.
- The drainage area for stormwater may extend beyond the specific site boundaries - to include the surrounding streets - although the footprint of the stormwater management design must be within the boundaries.

SUBMISSIONS

- Requirements as indicated in the Competition Packet



SUPPORTING DOCUMENTS AND RESOURCES

Site specific (a link to access and download the following documents will be provided only to those who register for this design challenge category)

Maps and Aerials

- Context map
- Neighborhood aerial photo
- Land use map
- Site aerial
- Historic maps

Site Photos

- Virtual tour

Drawings

- Site plan
- Philadelphia Water stormwater analysis

Neighborhood Studies/History/Context

- University Southwest District Plan
- Community Design Collaborative Urban Remix: 46th and Market Plan
- Philadelphia Water Green Stormwater Infrastructure Project for 49th/50th and Haverford
- West Philadelphia Promise Zone
- Neighborhood history

Cost Calculation Template

General (refer to [Resource](#) section of the Competition Packet)



III. Resources

The following resources are critical background and guidelines for this competition. For an expanded list of resources visit www.cdesignc.org/playspace/competition/resources.

Play

The Art of Play: Recess and the Practice of Invention

Anna R. Beresin, 2014

Last Child in the Woods: Saving our Children from Nature Deficit Disorder

Richard Louv, 2008

Nature Play: Nurturing Children and Strengthening Conservation Through Connections to the Land

Ken Finch and Andrew Loza, Pennsylvania Land Trust Association, 2014

conservationtools-production.s3.amazonaws.com/library_item_files/1360/1259/NaturePlayBooklet_Color_PALTA_links_150108.pdf?AWSAccessKeyId=AKIAIQFJLILYGVDR4AMQ&Expires=1443474296&Signature=Y4qJlt68z9AmJ8192wFnyPxce5s%3D

The New Adventure Playground Movement

Morgan Leichter Saxby and Suzanna Law, Notebook Publishing, 2015

Play Matters: A Study of Best Practices to Inform Local Policy and Process in Support of Children's Play

https://media.kaboom.org/docs/documents/pdf/playmatters/Play_Matters_Extended_Case_Studies.pdf

The Science of Play: How to Build Playgrounds that Enhance Children's Development

Susan G. Solomon, University Press of New England, 2014

Smith Memorial Playground

www.smithplayground.org/play/

Education/Development

The Critical Place of Play in Education

Dolores Steglin, A Collaboration Between the US Play Coalition and The Association of Childhood Education International-ACEI, 2015

www.hehd.clemson.edu/downloads/PRTM-Play-Coalition-White-Paper.pdf

The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds

Kenneth R. Ginsburg, MD, American Academy of Pediatrics, Guidance for the Clinician in Rendering Pediatric Care, 2012

pediatrics.aappublications.org/content/119/1/182.full.pdf+html

Quality Outdoor Play Spaces for Young Children

Paul M. Wright and Karen H. Spencer, NAEYC, 2014

http://naeyc.org/yc/files/yc/file/201411/YC1114_Quality_Outdoor_Play_Spaces_Wright.pdf

Design

Approved Street Trees

Philadelphia Parks & Recreation

<http://www.phila.gov/ParksandRecreation/environment/Documents/PPR%20Approved%20Street%20Tree%20List.pdf>

Changing Skyline: Redesigning playgrounds to promote 'loose play' - think pop-up play spaces

Inga Saffron, Philadelphia Inquirer, 2015

http://articles.philly.com/2015-02-28/entertainment/59589609_1_playgrounds-solomon-forts



How We Play Precedent Exhibition

Curated by the Community Design Collaborative
<http://cdesignc.org/infill/playspace/exhibition4>

Plants for Play: A Plant Selection Guide for Children's Outdoor Environments

Robin Moore, MIG Communications, 1993

Playspace Precedents

Compiled by Jillian Hopkins, 2015
<http://cdesignc.org/uploads/files/165433411614686229-playground-precedents-jillian-hopkins.pdf>

Schoolyard Design Guide

Community Design Collaborative
<http://cdesignc.org/guides/schoolyards>

Health

Active Living and Social Equity: Creating Healthy Communities for All Residents

International City/County Management Association
<http://www.nlc.org/documents/Find%20City%20Solutions/IYEF/Community%20Wellness/icma-active-living-social-equity-2005.pdf>

From Fitness Zones to the Medical Mile: How Urban Park Systems Can Best Promote Health and Wellness

The Trust for Public Land
<http://cloud.tpl.org/pubs/ccpe-health-promoting-parks-rpt.pdf>

Stormwater Management

Green Stormwater Infrastructure Planning and Design Guidelines

Philadelphia Water
<http://cdesignc.org/uploads/files/468854360136786571-greenstormwaterinfrastructureplanningdesign-guidelines.pdf>

Green Stormwater Infrastructure Design Requirements and Guidelines

Philadelphia Water - Office of Watersheds
http://phillywatersheds.org/doc/GSI/GSI_Design_Requirements_&_Guidelines_Packet_5-15-2015.pdf

Green Stormwater Infrastructure Landscape Design Guidebook

Philadelphia Water - Office of Watersheds
http://phillywatersheds.org/doc/Landscape_Manual_2014.pdf

Philadelphia Stormwater Regulations

Philadelphia Water
<http://www.pwdplanreview.org/stormwater-101>
<http://www.pwdplanreview.org/stormwater-101/regulations>
<http://www.pwdplanreview.org/manual-info/guidance-manual>

Stormwater Management Grant Programs

Philadelphia Water
<http://www.phila.gov/water/wu/stormwater/pages/grants.aspx>

Stormwater Management Incentive Program (SMIP) Fact Sheet

Philadelphia Water
<http://www.phila.gov/water/wu/Stormwater%20Grant%20Resources/SMIPFactSheet.pdf>



Guidelines and Standards

Department of Justice's 2010 ADA Standards

Refer to Chapter 2 for scoping requirements and Chapter 10 Section 1008 for Play Areas
www.access-board.gov/attachments/article/983/ADASTandards.pdf

Guide on Play Areas

<http://www.access-board.gov/guidelines-and-standards/recreation-facilities/guides/play-areas>

Infant Toddler Environment Rating Scale (IERS)

Thelma Harms, Debby Cryer, Richard M. Clifford, Teachers College Press
<http://ers.fpg.unc.edu/infanttoddler-environment-rating-scale-iters-r>

School-Age Care Environmental Rating Scale (SAERS)

Thelma Harms, Ellen Vineberg Jacobs, Donna Romano White, Teachers College Press
<http://ers.fpg.unc.edu/school-age-care-environment-rating-scale-sacers>

Early Childhood Environmental Rating Scale (ECERS)

Thelma Harms, Richard M. Clifford, Debby Cryer, Teachers College Press
<http://ers.fpg.unc.edu/early-childhood-environment-rating-scale-ecers-r>

PA Position Statements for the ECERS-R

http://www.cscinc.org/wp-content/resource_pdfs/PA%20Position%20Statements%20for%20the%20ECERS%204%201%2012.pdf

Head Start Center Design Guide

US Department of Health and Human Services, 2005

http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/head-start-design-guide.pdf

Play Space Assessment

Head Start Body Start National Center for Physical Development and Outdoor Play
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/nature-based-learning/Create%20and%20Naturalize%20a%20Play%20Space/play-space-assessment-preschool.pdf>

"Supporting Outdoor Play and Exploration for Infants and Toddlers," Technical Assistance Paper 14

Early Head Start National Resource Centre, 2013

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/docs/ehs-ta-paper-14-outdoor-play.pdf>

Keystone Stars: Continuous Quality Improvement for Learning Programs

Center Performance Standards for FY 2014-2015 Revised

<http://www.pakeys.org/docs/2014-2015%20REVISED%20Keystone%20STARS%20Performance%20Standards%20for%20Centers.pdf>

Nature Play & Learning Places National Guidelines: Creating and managing places where children engage with nature

Robin C. Moore, Natural Learning Initiative and National Wildlife Federation, 2014

http://natureplayandlearningplaces.org/wp-content/uploads/2014/07/Nature-Play-Learning-Places_v1.0_Web_Sept-8.pdf

The Pennsylvania Code. Chapter 3270. Child Day Care Centers

<http://pacode.com/secure/data/055/chapter3270/chap3270toc.html>

Public Playground Safety Handbook 2010, US Consumer Product Safety Commission

<http://cpsc.gov/PageFiles/122149/325.pdf>



Citywide/Statewide Policy Documents

2014 Philadelphia Department of Health Activity Report

Get Healthy Philly

<http://www.phila.gov/health/ChronicDisease/gethealthyphilly.html>

Complete Streets Design Handbook (2012)

Mayor's Office of Transportation and Utilities

Streets Department

http://www.philadelphiastreet.com/images/uploads/resource_library/cs-handbook.pdf

Estimating the Supply of and Demand for Child Care in Philadelphia

The Reinvestment Fund

<http://williampennfoundation.org/sites/default/files/reports/TRF%20Child%20Care%20Report.pdf>

Green 2015: An Action Plan for the First 500 Acres (2010)

Philadelphia Parks & Recreation

http://issuu.com/pennpraxis/docs/green2015_executivesummary

http://issuu.com/pennpraxis/docs/green2015_full

Philadelphia 2035 (2011)

Philadelphia City Planning Commission

<http://phila2035.org/>

<http://phila2035.org/wp-content/uploads/2011/06/summaryVision.pdf>

Pre-K for PA

<http://www.prekforpa.org/wp-content/uploads/2015/04/Pennsylvania-Prek4PA-ask.pdf>

A Running Start Philadelphia

Shared Prosperity Philadelphia

<http://sharedprosperityphila.org/a-running-start-philadelphia/>



IV. Terms and Conditions

General

- The *Infill Philadelphia: Play Space* international design competition is organized and administered by the Community Design Collaborative (the Collaborative) in partnership with Delaware Valley Association for the Education of Young Children (DVAEYC) – The Partners.
- The decisions and opinions of the judges represent their professional viewpoints, not the opinions of The Partners.
- All prizes will be awarded at the discretion of The Partners and all decisions are final.
- This competition is purely conceptual, and the selection of finalists or prize winners in no way indicates intent of the property owners or The Partners to implement the proposed schemes.
- By entering, the competition entrants agree in full to these Terms.

Registration and Submissions

- The Partners reserve their right to refuse any entry.
- All Submissions shall be vetted for eligibility and strict adherence with all Competition Rules and Criteria as defined herein or in any competition brief (or similar).
- The Partners assume no responsibility for postal, technical or natural conditions that prevent the receipt or judging of a competition submission, or any part thereof.
- Through participation in the Competition, entrant agrees to release, indemnify, defend, and hold harmless any party from any liability, any claim for damages, and/or suit for or by reason of said submission.
- All images must either be created by the team or sufficiently cited. Failure to do so will result in disqualification.
- Upon registering for this competition, all competitors agree to waive any and all claims against the Partners as a result of the competition.

Publicity and Promotion

- By registering, the entrants transfer unlimited use for publication, exhibition and electronic posting of all entries to The Partners.
- Entrants may be asked to take part in publicity and promotional activities for the competition.
- By entering the competition, the entrant acknowledges and accepts that all aspects of any submission may be used for publicity purposes.
- The entrant may be invited to personally partake in publicity opportunities such as interviews put forward to the entrant by the Collaborative.
- Each opportunity will be taken on merit and the entrant will have the right to decline any opportunity.
- All display boards become the property of The Partners.



V. About Us/Contact Us

About the Partners

Delaware Valley Association for the Education of Young Children (DVAEYC) is dedicated to ensuring educational opportunity for every child in our community. To accomplish this, DVAEYC trains early childhood professionals in best practice skills and career development. DVAEYC coaches early childhood education programs to meet higher standards of PA Keystone STARS and national accreditation and engages policy makers to invest in high quality early childhood education throughout Southeastern Pennsylvania.

www.dvaeyc.org

Community Design Collaborative is a community design center that provides *pro bono* preliminary design services to nonprofit organizations, offers unique volunteer opportunities for design professionals, and raises awareness about the importance of design in community revitalization. The Collaborative coordinates responsive, site specific design services through its Design Grants program in addition to its proactive, community engaged design initiative *Infill Philadelphia* to address broader systems level change at the city and regional levels.

www.cdesignc.org

Play Space is funded in part by the **William Penn Foundation**, furthering its mission to improve early education and create a more vibrant Philadelphia through the use of engaging, inviting public space

www.williampenfoundation.org

About the Ad Hoc Committee and Community Task Forces

The Partners would like to thank and acknowledge all property owners, community based-organizations, public agencies, design professionals, and community members who shared their time and energy to contribute to the development of the competition.

AD HOC COMMITTEE

Christie Balka | *Mayor's Office of Community Empowerment and Opportunity*

Helaine Barr | *Philadelphia Water*

Maryse Beliveau | *Trust for Public Land*

Joe Benford | *Free Library of Philadelphia*

Betsy Caesar | *Playcare Inc.*

Diane Castlebuono | *The School District of Philadelphia*

Tamara Clark | *Parent Infant Center*

Anthony Cucchi | *The Trust for Public Land*

Erike De Veyra | *CICADA Architecture/Planning, Inc.*

Tavis Dockwiller | *Viridian Landscape Studio*

Nissa Eisenberg | *Associate Architect*

Gail Farmer | *Schuylkill Center for Environmental Education*

Danielle Floyd | *School District of Philadelphia*

Alex Gilliam | *Public Workshop*

Eva Gladstein | *Mayor's Office of Community Empowerment and Opportunity*

Jeff Goldstein | *DIGSAU Architecture/Urbanism*

Mary Grace Gorman | *Philadelphia Parks & Recreation*

Nova Harris | *DesignPhiladelphia*

Brenna Hassinger | *Temple University*

Kathy Hirsh-Pasek | *Temple University*

Claire Laver | *Urban Roots*

Natalie Malawey-Ednie | *Becker & Frondorf*

Randall Mason | *University of Pennsylvania, PennPraxis*

Nancy O'Donnell | *Philadelphia Parks & Recreation*

Mark Paronish | *City of Philadelphia Department of Public Property*

Mica Root | *Philadelphia Dept. of Public Health*

Ellen Schultz | *Philadelphia Water, Fairmount Water Works Interpretive Center*

Kira Strong | *People's Emergency Center*

Peg Szczurek | *Delaware Valley Association for the Education of Young Children*

Paul Vernon | *KSK Architects Planners Historians, Inc.*

Fon Wang | *UCI Architects, Inc.*

Lynn Williamson | *Free Library of Philadelphia*

Meg Wise | *Smith Memorial Playground*



COMMUNITY TASK FORCES

**Learning Landscapes:
Cobbs Creek Library, Blanch A. Nixon Branch**

- ACHIEVEability
- Community residents
- Delaware Valley Association for the Education of Young Children (DVAEYC)
- Fairmount Park Conservancy
- Free Library of Philadelphia
- Friends of Cobbs Creek Library
- Horizon House Initiative
- Mayor's Office of Community Empowerment and Opportunity
- Mural Arts Program
- Office of Councilwoman Jannie Blackwell
- Pennsylvania Horticultural Society
- Philadelphia City Planning Commission
- Philadelphia LISC
- Philadelphia Water
- Playcare Inc.
- The Trust for Public Land
- Virtual Tutoring & Mentoring Inc.

**Reviving Recess:
Haverford Bright Futures**

- The Barnes Foundation
- Community residents
- Delaware Valley Association for the Education of Young Children (DVAEYC)
- The Enterprise Center/The Enterprise Center Community Development Corporation
- Fairmount Park Conservancy
- Haverford Bright Futures
- Mayor's Office of Community Empowerment and Opportunity
- Mill Creek Advisory Council
- Office of Councilwoman Jannie Blackwell
- Pennsylvania Horticultural Society
- People's Emergency Center
- Philadelphia City Planning Commission
- Philadelphia LISC
- Philadelphia Water
- Playcare Inc.
- School District of Philadelphia
- The Trust for Public Land

**Reclaiming Recreation:
Waterloo Recreation Center**

- Asociación Puertorriqueños en Marcha (APM)
- Community residents
- Delaware Valley Association for the Education of Young Children (DVAEYC)
- Fairmount Park Conservancy
- Mayor's Office of Community Empowerment and Opportunity
- Men in Motion in the Community (MIMIC)
- Norris Square Community Alliance
- Office of Councilwoman Maria Quiñones-Sánchez
- Pennsylvania Horticultural Society
- Philadelphia City Planning Commission
- Philadelphia LISC
- Philadelphia Parks & Recreation
- Philadelphia Water
- Playcare Inc.
- Spanish American Law Enforcement Association (SALEA)
- The Trust for Public Land
- Urban Roots



About the Program

Infill Philadelphia was created by the Community Design Collaborative to help urban communities re-envision their neighborhoods, leverage their assets, and address the practical concerns of specific sites and the surrounding community. The initiative uses interactive, design-centered programs and events to bring together design practitioners, community development experts, policy makers, funders, and the media to collaborate on urban infill development—a key revitalization strategy in Philadelphia and other older American cities.

Competition Inquiries

General and Registration Inquiries: Alexa Bosse | alexa@cdesignc.org

Media Inquiries: Bridget Kulik | bkulik@sage-communications.com

Sponsorship Inquiries: Jessica Scipione | jessica@cdesignc.org

Find a team or team members | Join the Facebook Group "Play Space Design Competition Forum" facebook.com/groups/PlaySpaceForum, moderated by the Collaborative, to find teammates or ask questions.

FAQS | Questions that we receive during the registration period will be posted at <http://cdesignc.org/playspace/competition/faqs> and will be updated throughout the competition.

Connect

Website: www.cdesignc.org/Infill/PlaySpace

Use #PlaySpacePHL to share what you're working on or spread the word:

Twitter: [@cdesignc_tweets](https://twitter.com/cdesignc_tweets)

Facebook: [Community Design Collaborative](https://www.facebook.com/CommunityDesignCollaborative)

Instagram: [CommunityDesignCollab](https://www.instagram.com/CommunityDesignCollab)



VI. Competition Forms

Registration

<http://cdesignc.org/playspace/participate>

TEAM INFORMATION

Team Name *

Please choose a team name to enable correct and consistent identification of your registration and team members. It may be the same as your firm name.

Design Competition Site *

Learning Landscapes: Cobbs Creek Library, Blanch A. Nixon Branch Library
 Reclaiming Recreation: Waterloo Recreation Center
 Reviving Recess: Haverford Bright Futures

POINT OF CONTACT

First Name * **Last Name ***

Firm or Organization *

Contact information

Street **City** **State** **Zip Code**

Type of address *
 Please select...

Personal email * **Work email** **Where do you prefer to receive email? ***
 Please select...

Cell phone **Home phone** **Work Phone** **Ext.**

Where do you prefer we call you? *
 Please select...

Professional information

Profession * **Profession, if other**

LICENSED PROFESSIONAL

Each team is required to have at least one licensed professional that is either an registered architect, landscape architect, or civil engineer. (Can be the same person as the point of contact.)

First Name * **Last Name *** **Profession ***

AUTHORIZATION

Award Distribution: Who is designated to receive any possible award funds on behalf of the team? *

The firm or organization affiliated with the Point of Contact, as listed above
 The person or entity written in below (must be either the point of contact, the licensed professional or their firm or organization)

Authorization: *

This submission has been authorized on behalf of the firm listed above. As the authorized signatory for Infill Philadelphia: Play Space national design competition team (the "team") defined in this registration form, I (full legal name) verify that the information contained in this registration form is correct. I verify that I have read, understood and accept the Terms and Conditions of the design competition in their entirety.

By checking the box, I hereby agree that this serves as my electronic signature to the Authorization above.

Display Board

<http://cdesignc.org/playspace/submit>

Team entry number: * **Team name: ***

First name: * **Last name: *** **Email: *** **Phone: ***

BOARD SUBMISSION

Upload a PDF of your design board:

No file chosen

Competition Entry Submission

<http://cdesignc.org/playspace/submit>

Team entry number * **Team name ***

Point of contact * **Email address *** **Firm or Organization ***

Project title *

Design Competition Site: *

Learning Landscapes: Cobbs Creek Library, Blanch A. Nixon Branch
 Reclaiming Recreation: Waterloo Recreation Center
 Reviving Recess: Haverford Bright Futures

JURY SUBMISSION

To ensure blind judging, the PDF must not include any identifying features or marks which might reveal the identity of any member of the design team or any organization that may be represented by members of the team. Please be sure that all properties (author/creator) are erased from the PDF file. The entrant identifying number is to be placed on the first page of the jury submission PDF.

Jury Submission *

No file chosen

VALUE OF SERVICES

Use this section to calculate the value of the pro bono services provided by your team in creating its design competition entry. Click "Add another team member" below to fill out a form for every team member separately. This information is for internal use only and will not be viewed by the jury.

First Name * **Last Name *** **Profession *** **Profession if other**

Hours * **Rate *** **Value (hours x rate) ***

Add another team member

PRESS IMAGE

A representative image for press, promotion and online gallery (800px x 600px at 300 dpi) is to be submitted as a jpg file. The file should be named with the entrant identifying number in this format: 1234_image.jpg.

Press image *

No file chosen

AUTHORIZATION

By submitting, you warrant the following statements are true: *

All team members have read and understand the competition brief including the competition terms and conditions.
 To ensure impartial judging, the team has removed all logos, names, or other identifying information from all submission material, excluding this submission form and the design board. (The design board will not be used in judging entries, but may be exhibited following the close of the competition.)

This submission has been authorized on behalf of the firm listed above. As the authorized signatory for the Infill Philadelphia: Play Space national design competition team (the "team") defined in this registration form, I (full legal name) verify that the information contained in this registration form is correct. I verify that the team members have read, understood, and accepted the Terms and Condition of the design competition in their entirety.

Electronic Signature *

By checking the box, I hereby agree that this serves as my electronic signature to the Authorization above.

Team Members

<http://cdesignc.org/playspace/submit>

Team Name * **Team Registration Number**

First Name * **Last Name ***

EMAIL

Work email **Personal email** **Where do you prefer to receive email? ***
 Please select...

PHONE

Home phone **Cell phone** **Work Phone** **Ext.** **Preferred phone: ***
 Please select...

ADDRESS

Street * **City *** **State *** **Zip Code ***

Type *
 Please select...

WORK INFORMATION

Firm or organization * **Title**

Primary Profession * **Profession if other:**

