

Session: Developing and Executing a Population Health Strategy

Creating Equitable, Healthy and Resilient Communities

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Environmental, Social & Economic Justice

Philadelphia and Deep Poverty

Of the nation's 10 most populous cities, Philadelphia has the highest rate of deep poverty — 12.2 percent, or **nearly 185,000 people**, around **60,000 of whom are children**.

A family of three living in deep poverty would have an income of around \$10,000 annually; the figure is half the poverty rate of \$20,000 for a family of the same size.

City	Total population	Percentage living in poverty	Number living in deep poverty	Percentage living in deep poverty
Philadelphia	1,510,294	26.3%	184,218	12.2%
Phoenix	1,497,409	23.6	168,969	11.3
Chicago	2,661,511	23.0	287,093	10.7
Dallas	1,242,153	24.4	122,617	9.8
Los Angeles	3,817,978	23.0	375,898	9.8
Houston	2,163,663	22.4	198,115	9.1
New York	8,268,526	20.9	748,321	9.0
San Antonio	1,385,442	19.6	115,475	8.3
San Diego	1,322,205	15.8	99,507	7.5
San Jose	988,021	12.8	54,463	5.5

While Camden is not large enough to be ranked with those cities, it has a rate higher than Philadelphia's.

City	Total population	Percentage living in poverty	Number living in deep poverty	Percentage living in deep poverty
Camden	74,044	42.6%	14,816	20.0%

SOURCE: Inquirer analysis of the U.S. Census' 2013 American Community Survey

MIKE PLACENTRA / Staff Artist

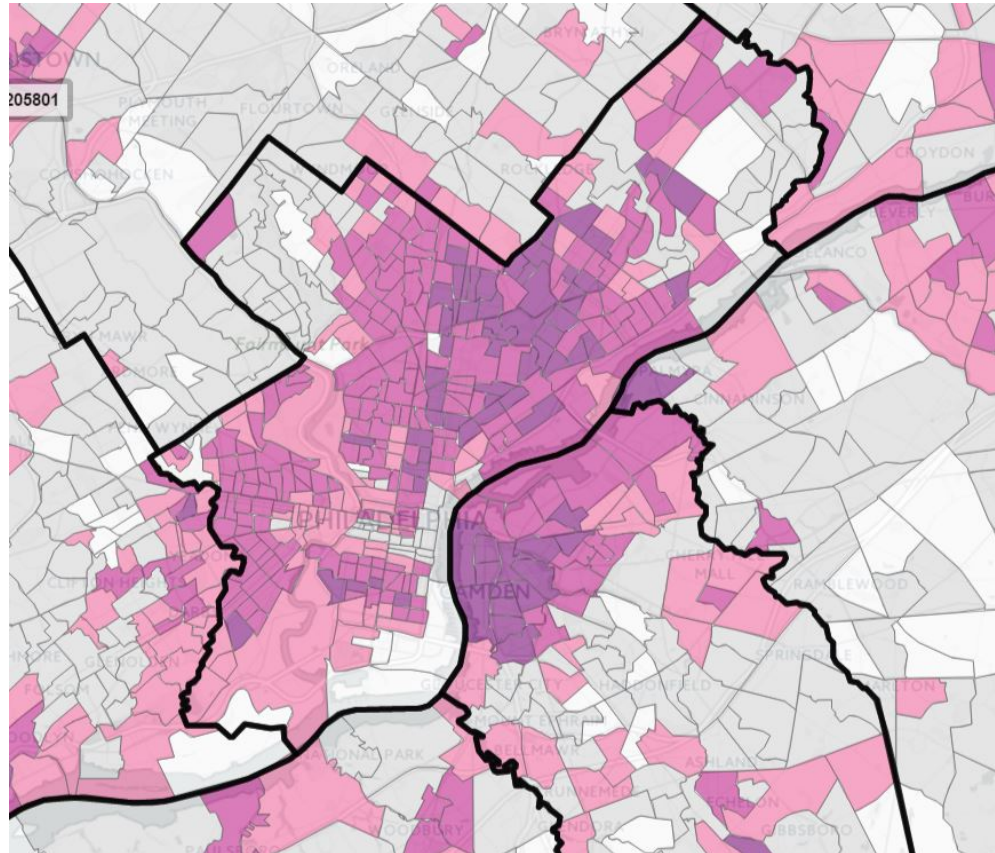
Source: "Phila. rates highest among top 10 cities for deep poverty," September 25, 2014, Philadelphia Inquirer

http://www.philly.com/philly/news/20140925_Phila_s_deep_poverty_rate_highest_of_nation_s_10_most_populous_cities.html

Environmental, Social & Economic Justice

Delaware Valley Regional Planning Commission

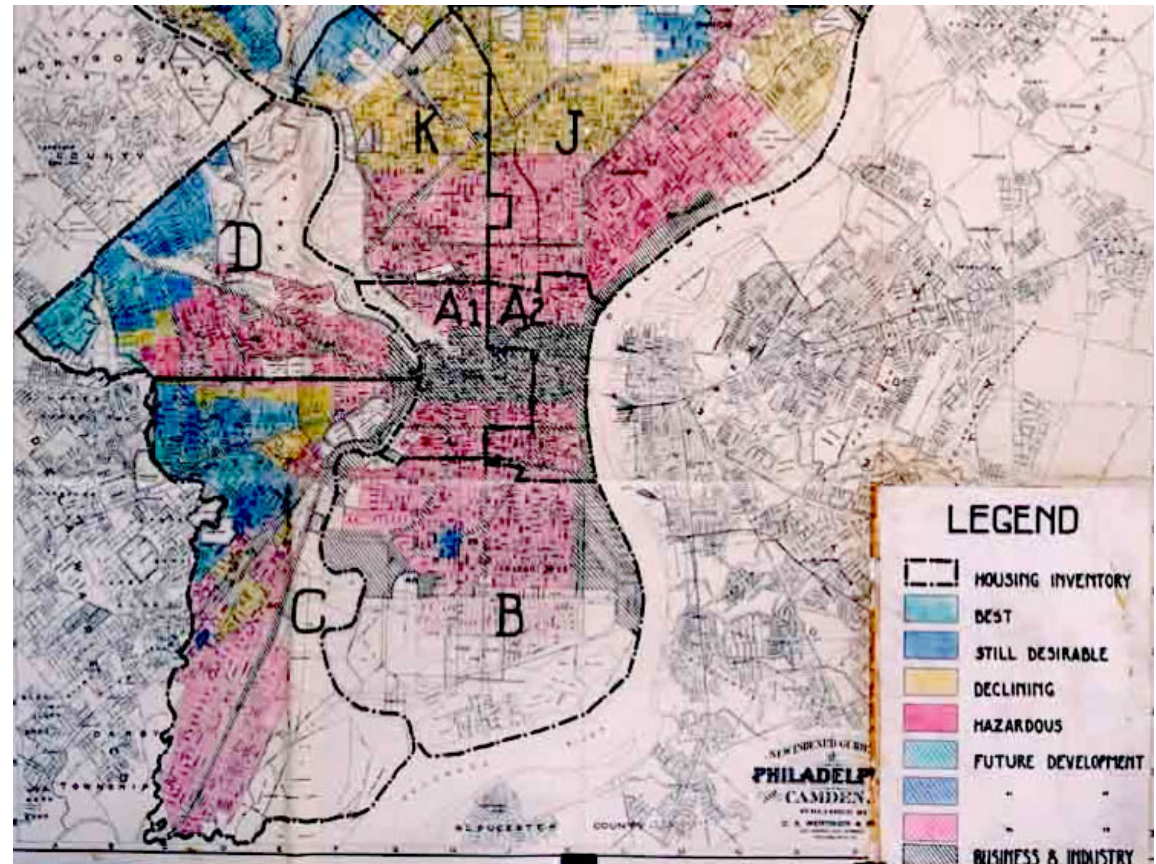
Number of Indicators
present by tract (2010)



Source: Delaware Valley Regional Planning Commission, Environmental Justice, dvrpc.org/webmaps/EJ2014/

Environmental, Social & Economic Justice

Home Owners Loan Corporation Map, 1936



Source: <http://www.nis.cml.upenn.edu/redlining/>

Environmental, Social & Economic Justice

Effects of Poverty on Children

One in five children in U.S. lives in poverty

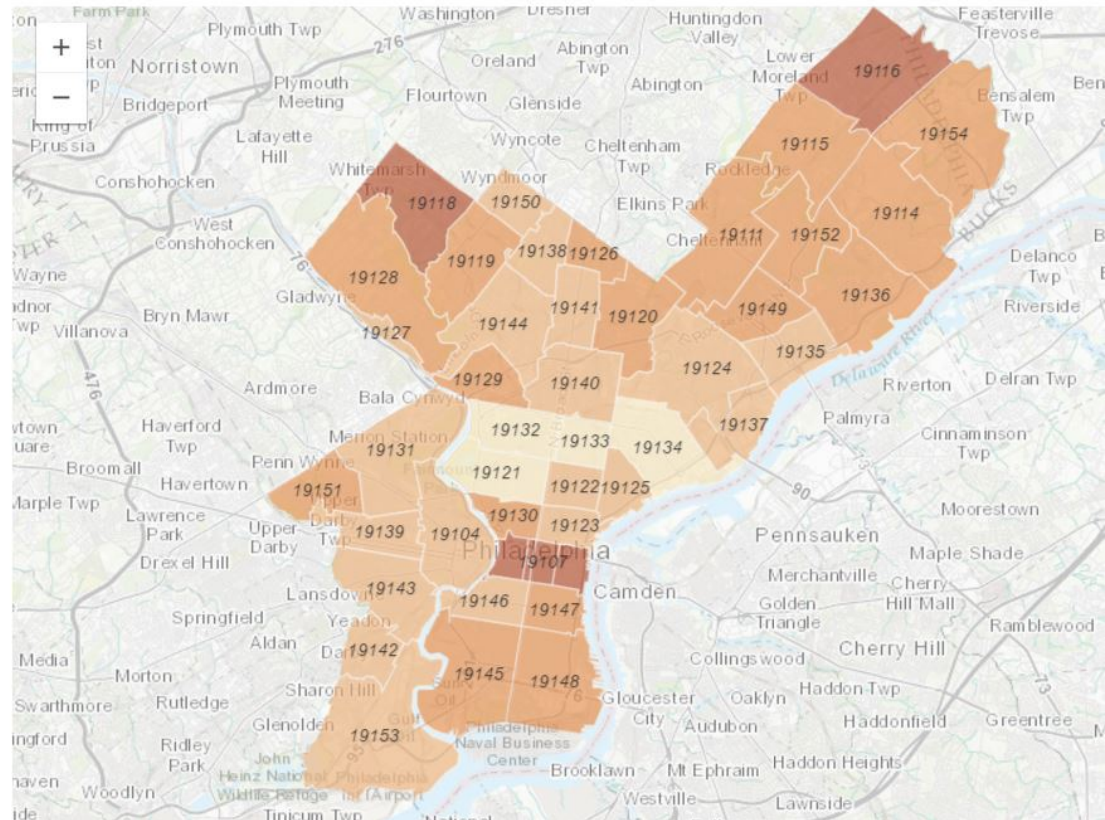
These children often have:

- Issues with cognitive development and reduced educational attainment
- Increased reliance on public benefits
- Increased rate of incarceration
- Lower lifetime earnings
- Lower birth weights
- Food insecurity
- Chronic illness, disease and disabilities
- Lower life expectancies
- Higher divorce rates
- Difficulty escaping the cycle of poverty

Source: American Psychological Association, Effects of Poverty, Hunger and Homelessness on Children and Youth,
<http://www.apa.org/pi/families/poverty.aspx>

Socio-economic Status and Health

Life expectancy at birth 68 to 71 72 to 75 76 to 79 80 to 88



Source: Virginia Commonwealth University; U.S. Census Bureau; Philadelphia Police Department

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L U S I

LAB FOR URBAN + SOCIAL
INNOVATION

connect

inspire

transform

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Vision Statement:

Every individual has the right to a sustainable community
that is: Socially, Economically + Ecologically Healthy



Project:

Women of Change Safe Haven Homeless Shelter Dorm Station
Design, Fabrication & Installation

Community Partner: Project H.O.M.E.

Faculty: David Kratzer, AIA

Studio Course: ARCH510 Architecture Design Research



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Mission Statement:

LUSI employs research + design to unite stakeholders, students and faculty in collective action to empower + meaningfully contribute to a community's quality of life.



Project: Patch Adams Free Clinic of Philadelphia Clinic Design Proposals
Community Partners: Patch Adams Design Committee & Tioga United Neighborhood Association

Faculty: David Kratzer, AIA

Studio Course: ARCH412 Comprehensive Building Studio



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University Agency and Advocacy for Public Interest Design:

- Have the intellectual resources to contribute to solving complex challenges and a responsibility to channel those resources effectively
- Provide real world learning and engagement for students
- Provide the understanding of the built environment as a facilitator of healthy behaviors - influencing and enabling communities to address environmental, economic and social conditions of their neighborhoods

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Creating Conduits for Inclusive Design:

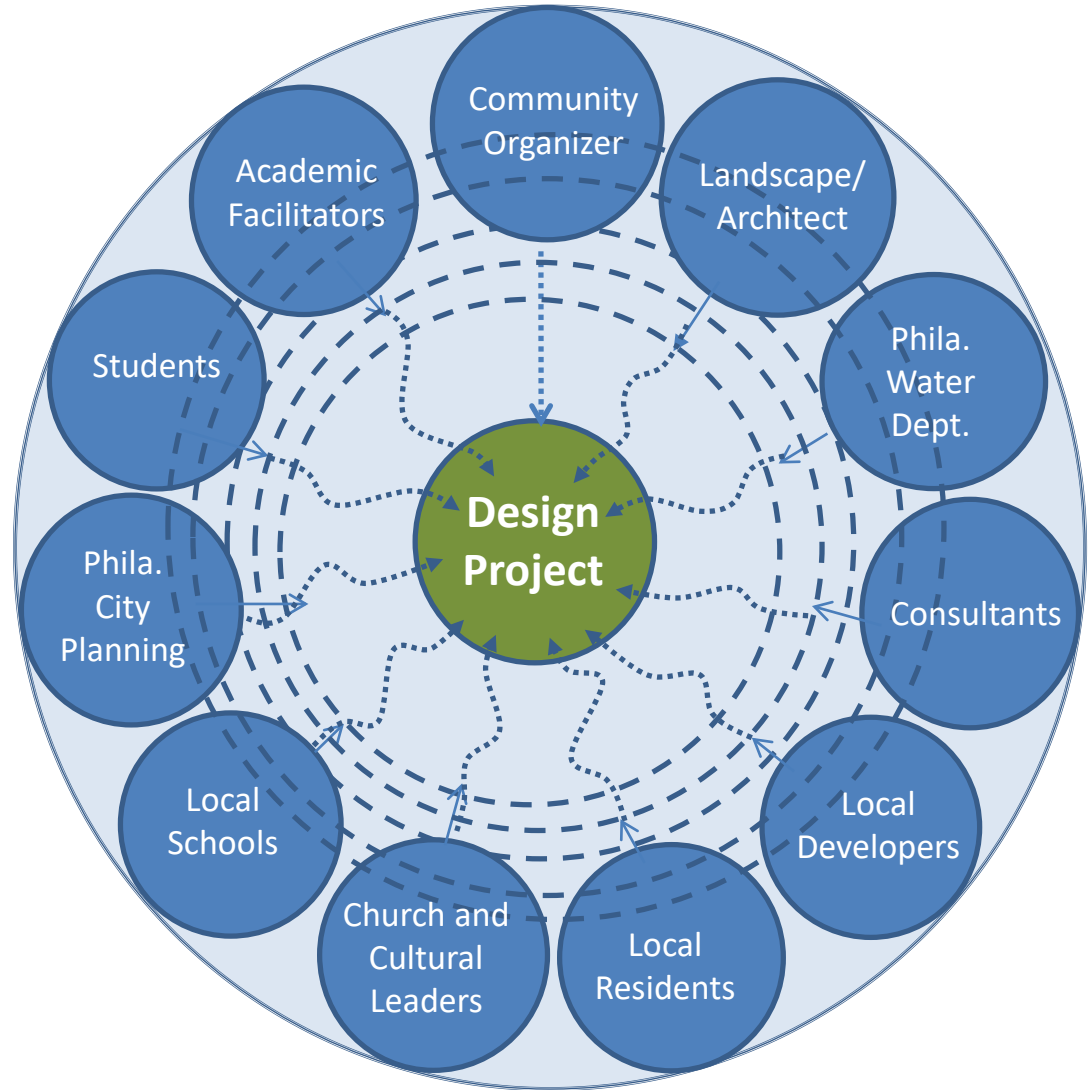
- Communities possess critical experience, insights and knowledge about addressing issues of their neighborhood
- Collaboration with communities is an effective way to generate sustainable solutions to local and global challenges and opportunities



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Collaboration

- LUSI coordinates and facilitates
- Community shares vision
- Stakeholders contribute



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Values

- Promotes collaboration and joint responsibility
- Provides educational opportunities
- Enhances participation and decision making
- Captures economic value of all projects for a sustainable, robust and resilient community
- Increases the quality of life for all citizens
- Cultivates and celebrates strong community identity

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Participatory Action Research

- Involve Community and Researchers in all stages of the project
- Research used to influence social change



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Participatory Action Research: Asset Based Community Driven Development (ABCD)

Four Foundational Goals:

- Focus on Assets and Strengths
- Identifies and Mobilizes
- Community Driven
- Relationship Driven



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Focus on Assets and Strengths:

- Switch conventional focus on needs and problems to assets and strengths to avoid community internalization of issues
- Rephrase the questions:
 - What are the **strengths** of the community **not** What are the needs
 - When did you feel your community was **at its best** **not** What needs to change
 - What do you **value** about your community **not** What are the barriers to change

Rewilding: High Quality Healthy Spaces



**Empowered Collaboration:
Improving Healing Through Community Led Urban Design**

Effects of Poverty on Children

“The lack of cognitive stimulation does not affect a child’s development.

What seems to have more of an effect is the chaotic environments that many low-income kids grow up in and the often stressful relationships they have been adults around them”

Source: Dr. Jack Shonkoff, Director of the Center on the Developing Child at Harvard University



Executive Function

Executive Function
involves the mental
processes that enable
people to complete tasks
from the planning stage
to the final deadline



Natural Play

- Young children prefer natural landscapes to built environments
- Linked to the development of imagination, independence, autonomy and creativity

Hughes, Fergus P., *Children Play & Development*, Massachusetts, Allyn & Bacon, 1991



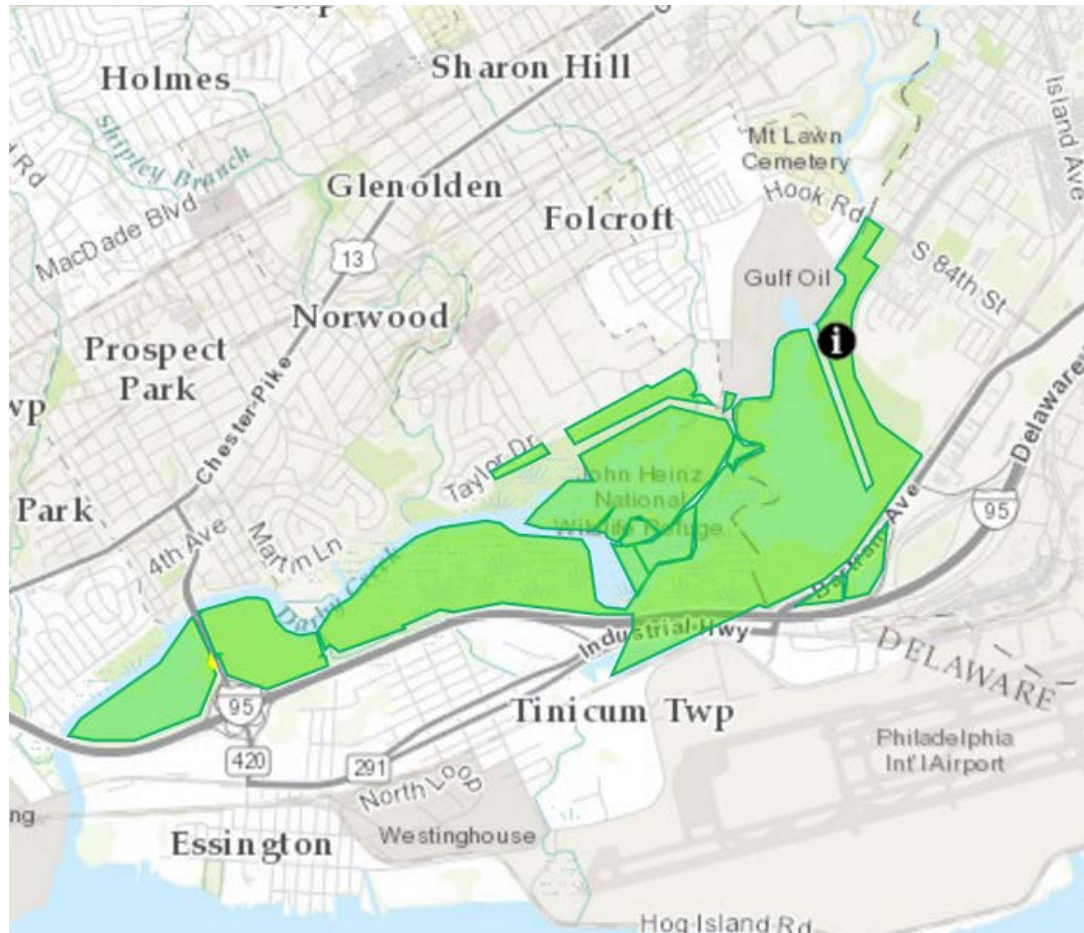
Nature of Play:

More children and adults visit **zoos and aquariums** than attend all major professional sports combined

Source: Lewis, Charles A., *Green Nature, Human Nature: The Meaning of Plants in Our Lives*, Chicago, University of Illinois Press, 1996



John Heinz National Wildlife Refuge



John Heinz National Wildlife Refuge



Rewilding: Network of outdoor spaces



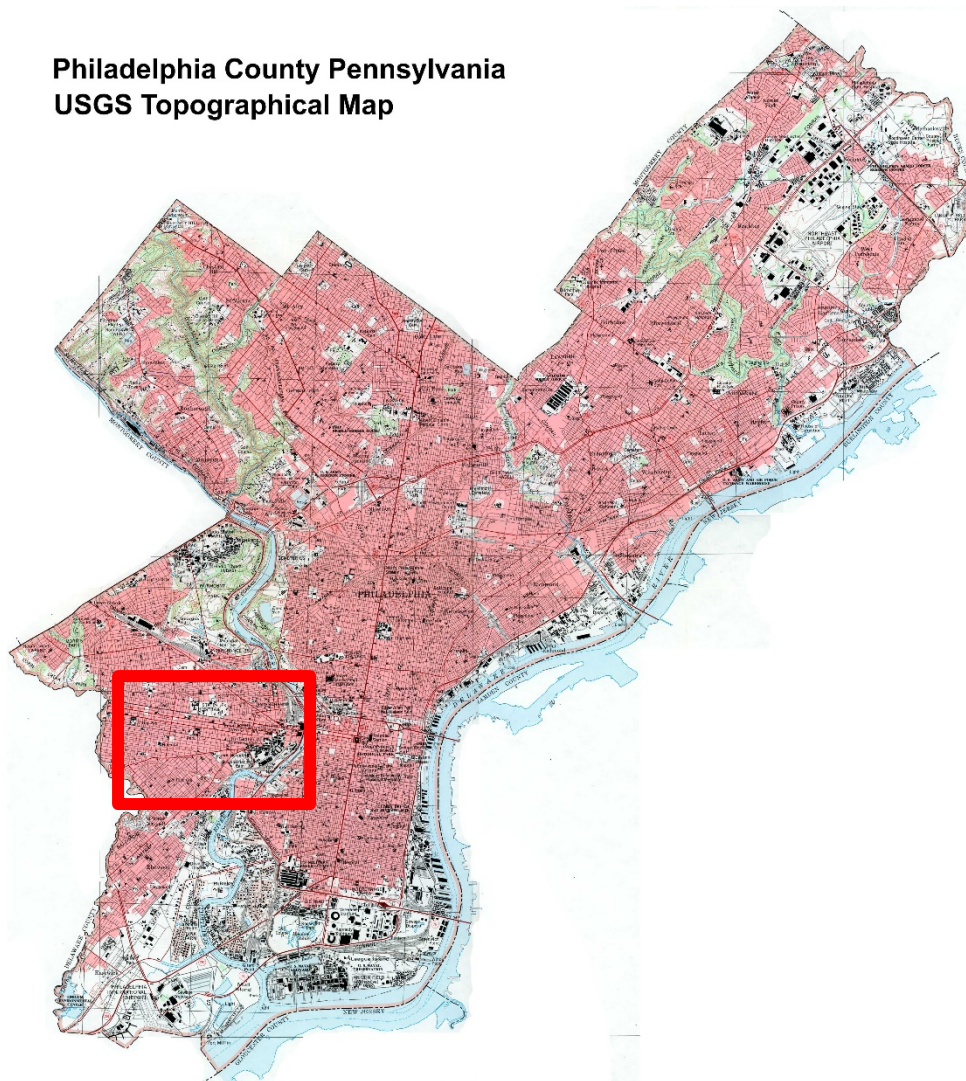
Case Study: Kingessing Design Process

An Integrated Community Vision

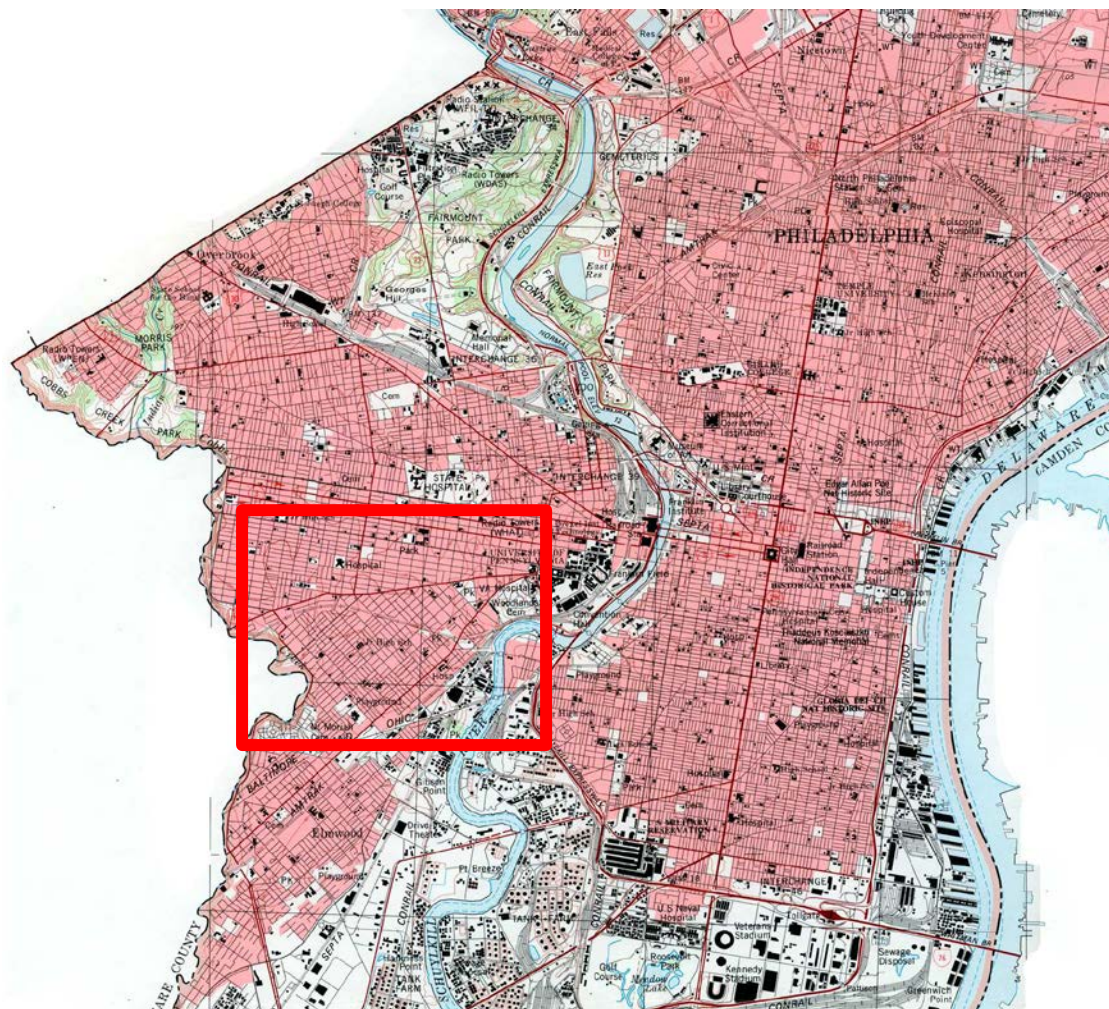


Case Study: Kingessing Design Process

Philadelphia County Pennsylvania
USGS Topographical Map



Case Study: Kingsessing Design Process



Case Study: Kingessing Design Process

During the semester:

- Develop Guiding Principles
- Assemble Focus Group of Key Stakeholders
- Series of Community Meetings
- Research, Inventory + Analysis
 - determine pertinent information to move forward
 - determine program
- Design Iteration
 - work with focus group and community on different design scenarios
- Design concept
 - finalize community vision of design concept

Case Study: Kingessing Design Process

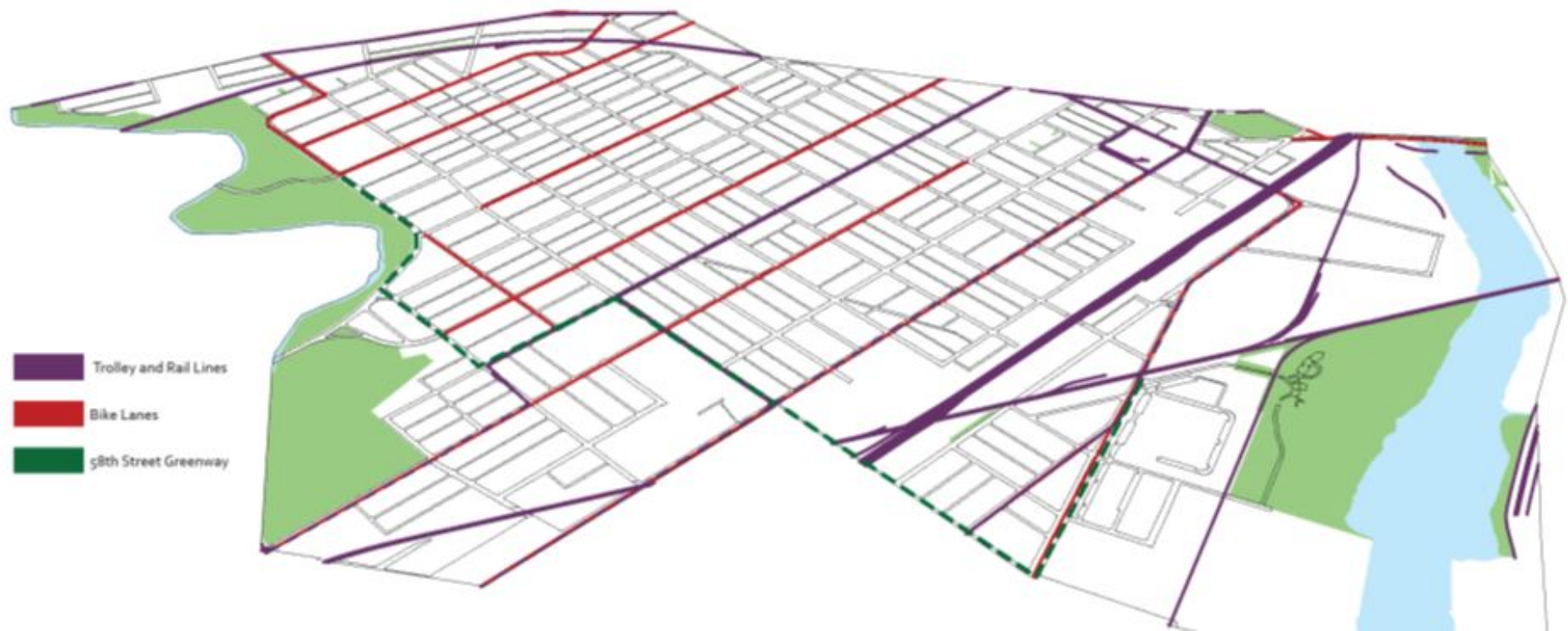
Community Garden: Guiding Principles (Example)

Principle 1:

- Enhance participation in the community and in decision making especially for the most disadvantaged
- Capture economic value of all projects in the community to achieve a sustainable and green economy that attracts new business and increases entrepreneurial opportunities
- Increase the quality of life of ***all*** residents by providing environments that are socially, aesthetically and environmentally healthy

Case Study: Kingessing Design Process

Proposed and Existing Connectors



Case Study: Kingessing Design Process

Cultural Areas to Connect and Partner



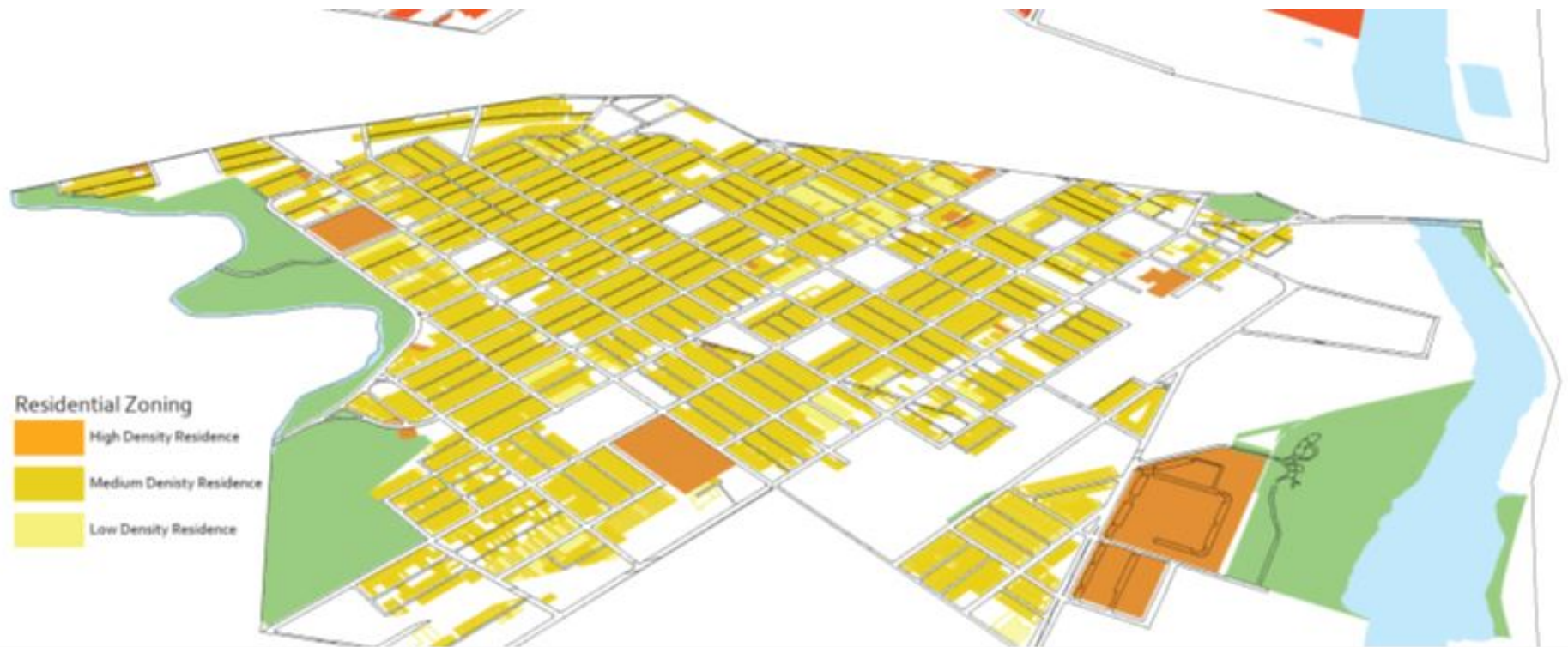
Case Study: Kingessing Design Process

Available Lots



Case Study: Kingessing Design Process

Where people live



Case Study: Kingessing Design Process

Community Assets and Ecological Impacts



Case Study: Kingessing Design Process

Research presented to the Community

COMMUNITY MEETING ONE

2/3/2016

After gathering the information through exploration and research, students sat down with those who know Kingessing best. Community members gathered in the Francis Myers Recreation Center to confer on the data found by the students as well as give opinions on possible project ideas. Students presented both their inventory on Kingessing and a collection of precedent images for the attendees to comment on.



BY EVAN MCCLAUGHT

Kingsewing existed before Philadelphia and the name literally means, "Place where there is a meadow". A great deal has changed in this neighborhood and there are meadows no more. The neighborhood is almost completely covered by residential housing, leaving little space for the people-of-the community to enjoy their neighborhood. The goal of the project is to bring back the history of Kingsewing, easing through the urban meadow and work with the community to create spaces they can be proud of. The meadows would be inherently community based, from start to finish and the use of annual plantings would encourage the local residents to be creative and take ownership of the spaces from year to year. The lot at 414 and Raymond serve as a catalyst for the rest of the neighborhood and a successful meadow here could be replicated throughout the community. Let's go Kingsewing, let's go where the meadows are.



THIS YEAR IN THE KINDERGARTEN WEASONS		MARCH		APRIL	
A place to be proud of		<ul style="list-style-type: none"> -After last week, all will -We should work hard in writing -Community visit (writing) activities 		<ul style="list-style-type: none"> -Many days and weeks and -We will, after that they are proud as their own -Community visiting, day (writing) is also for the day 	
MAY		JUNE		JULY	
<ul style="list-style-type: none"> -School projects from State for New Year -Gathering activities in City activities 		<ul style="list-style-type: none"> -First meeting in City -Children about in New (and old) visiting State in age and for families 		<ul style="list-style-type: none"> -First sitting in the middle, we will for and for children -Educational activities in City activities 	
AUGUST		SEPTEMBER		OCTOBER	
<ul style="list-style-type: none"> -The Church going the middle in City -First meeting in City -State for our state 		<ul style="list-style-type: none"> -School projects from the State for -Gathering activities in City activities 		<ul style="list-style-type: none"> -Kingship (the Day in the State for the State) -New, capital in the state (state) 	
NOVEMBER		DECEMBER		FEBRUARY	
<ul style="list-style-type: none"> -Educational activities in Kingship (the State) -Mapping to the middle, we will for the middle 		<ul style="list-style-type: none"> -Designing projects for the state (state) -Gathering activities in City activities 		<ul style="list-style-type: none"> -Gathering activities for the state (state) 	

PORCH PARK AND DIVINITY PARK

FINAL ITERATIONS

PRESENTED APRIL 28, 2016

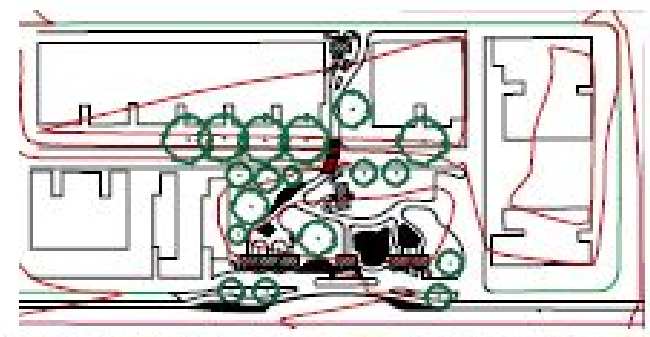
BY JOSEPH CORYELL AND HAKEEM WILSON



Welcome to the
PORCH
wave HELLO
sit read a book
chat with a friend



relax SMILE
listen to the birds
wait for the bus
enjoy the weather
watch the sunset



PORCH PARK AND DIVINITY PARK

FINAL ITERATIONS

PRESENTED APRIL 28, 2016

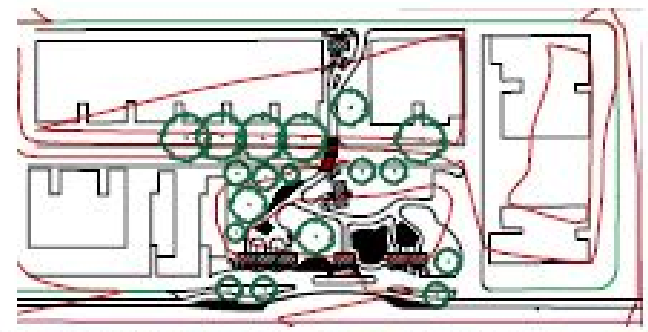
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BE, PLAY, LEARN

FINAL ITERATIONS

PRESENTED APRIL 28, 2016

BY KATHRYN MILLER AND PENELOPE SEGURA



Roots of Kingessing



Reinhard Garden

Activity-based and
leisure-oriented outdoor
and community spaces
in this area. The garden
attracts, not only
pedestrians but also
community members
and visitors to the area.
In the future, the garden
will be used for the
community.

At present, the garden
is used for the
community.

Longitudinal Section
1 Building Daily Use



Reinhard & Upland
Connector

The plan shows the
connector area, which
will be used for the
community. The plan
shows the connector
area, which will be
used for the community.

Gate Panel Lighting
Reinhard
Reinhard

Reinhard & Upland
Connector

The plan shows the
connector area, which
will be used for the
community. The plan
shows the connector
area, which will be
used for the community.

Gate Panel Lighting
Reinhard
Reinhard



Garden

Reinhard & Upland Connector

Case Study: Kingessing Design Process

End of the Semester

Community Meeting

Solicit Input on Final Design Schemes



Case Study: Kingessing Design Process

Feedback

- Created a exhibit of the designs
- Developed a survey monkey to solicit input
- Developed goals for garden with a series of stakeholders

Case Study: Kingessing Design Process

Goals for Gardens

Main Goal:

- Each individual develops a personal understanding of nature

Provide:

- **Natural Unstructured Play Areas** offer children the daily benefits of direct experience with nature and engage in health-promoting, physical activity.
 - climbing, riding tricycles, digging, building, dress up, art opportunities, etc.
 - include areas for adults and children to interact
- **Ecological Opportunities**
 - habitat
 - ecological education opportunities
 - stormwater management
- **Respite**
 - shady and quiet sitting areas
 - areas for gathering with overhead cover
 - areas for games such as chess

Case Study: Kingessing Design Process



Case Study: Kingessing Design Process



Case Study: Kingessing Design Process



Case Study: Kingessing Design Process



Garden Plan





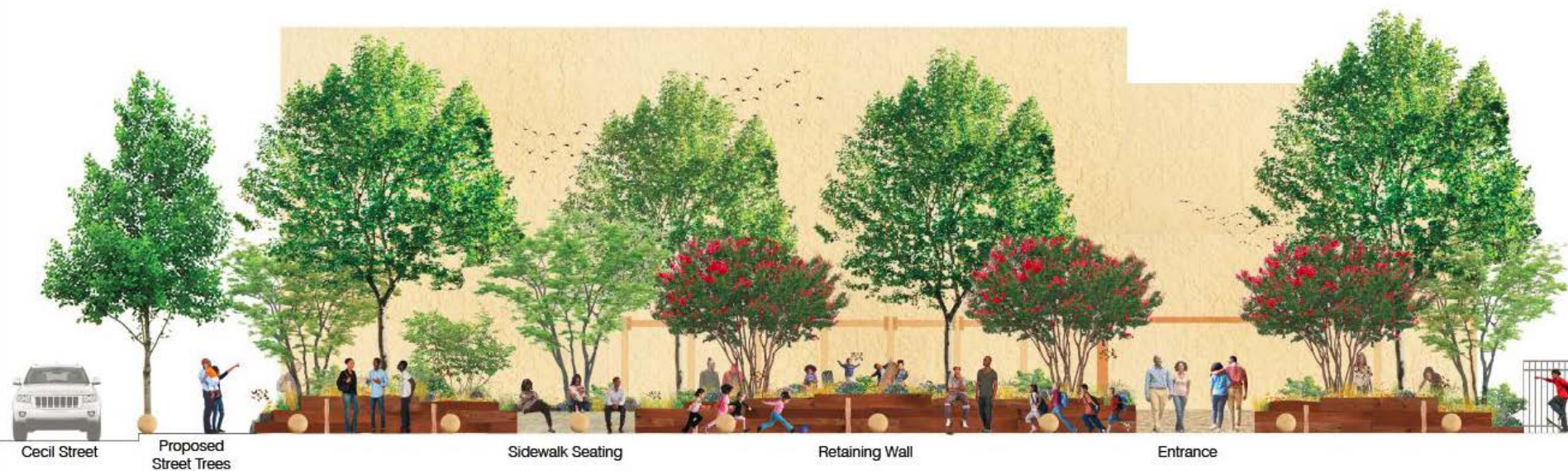
View Looking From Cecil Street



View looking toward Teen Play Area



View from Kingessing Avenue



Southwest Community Garden
Elevation

Philadelphia University
Landscape Architecture Program



Southwest Community Garden
Scale: 3/8" = 1' Section

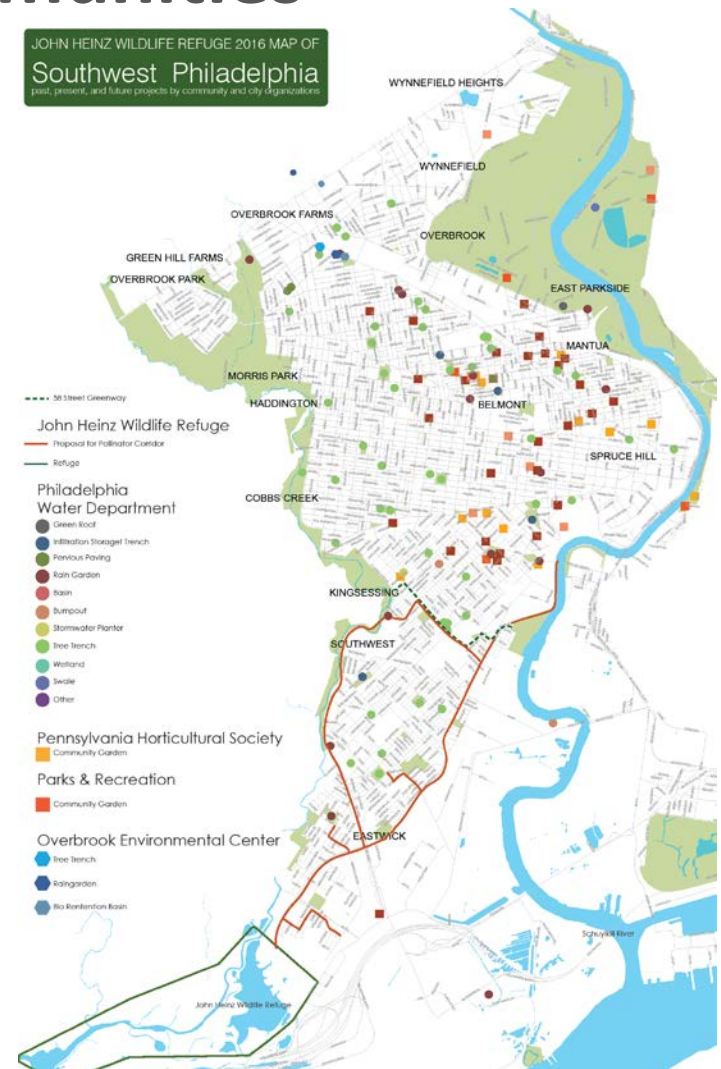
Philadelphia University
Landscape Architecture Program

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Network and Empower Communities

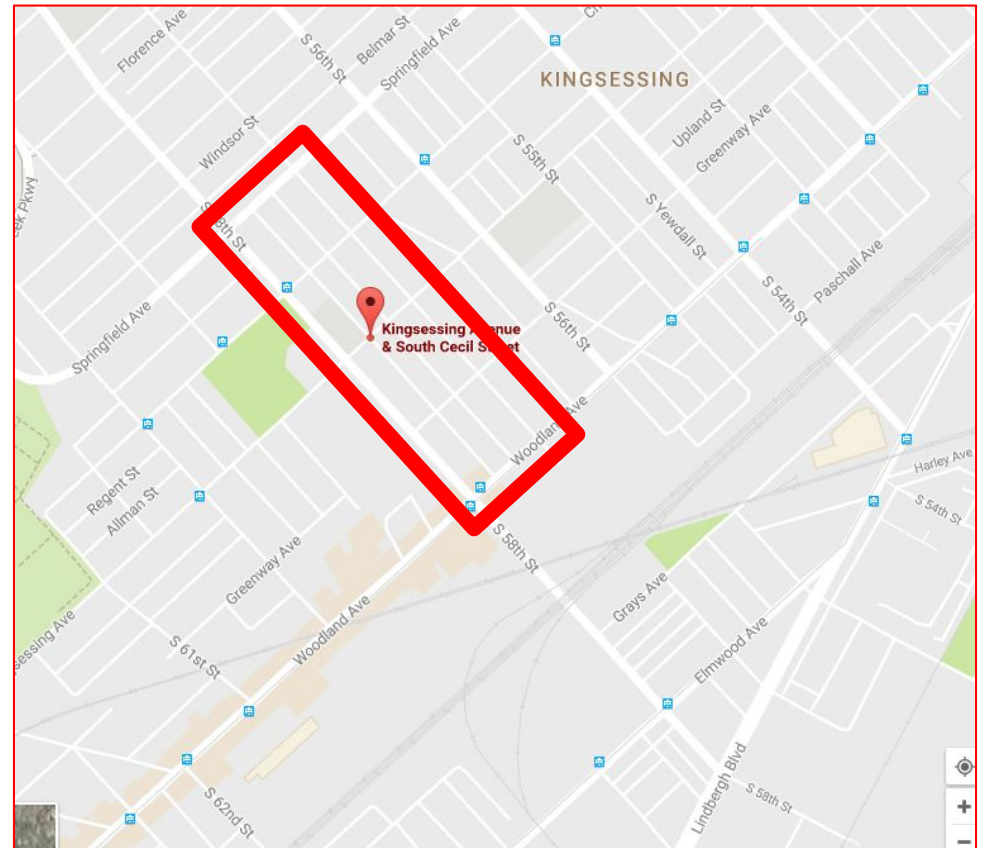
Partners:

- Bartram's Garden
- Audubon PA
- John Heinz National Wildlife Refuge
- Philadelphia Parks and Recreation
- Philadelphia Zoo
- Overbrook Environmental Center
- Philadelphia Horticultural Society (PHS)



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Participatory Action Research: Collaboration with Thomas Jefferson University's Master of Public Health Program



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Participatory Action Research Methods

- Assets Based Community Development (ABCD)
- System for Observing Play and Recreation in Communities: (SOPARC)
- Pre-and Post-assessment Surveys
- PhotoVoice
- Assessment of Children's Emotion Skills (ACES)

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PAR: Surveys

- Pre-and Post-assessment Surveys to gauge park impact for the neighborhood residents
- Question Categories:
 - Demographics
 - Safety
 - Aesthetics
 - Walking /biking access
 - Health/physical activity
 - Neighborhood
Connectedness/social cohesion

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PAR: Connecting Place and Well-being

Research Goals:

1. Did the park increase usage and activity among specific user and age groups due to the physical and natural elements of the park?
2. Did the park increase usage and activity among specific groups due to the program elements and programming of the park?
3. Is it possible to design multi-use and multi-purpose parks that facilitates increased physical activities and social connectedness for a wide number of user groups?
4. To what extent do design and program interventions actually capture new park users or increase park use?
5. Is the park what residents expected? (Positive and negative)

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Design and Collaboration Process:

- Is innovative, inclusive and transparent.
- Cultivates trust
- Advocates + informs communities of their economic, social and ecological rights
- Facilitates outreach
- Develop guiding principles + goals
- Develops a design + research framework as a roadmap
- Develops all initiatives based on performance goals
- Shares + provides a research archive