

Feaster + Pittman Parks Re-Design Project

Community Outreach and Conceptual Design Process Report Appendices

August 2019



RUTGERS
CUES — Center for Urban
Environmental Sustainability

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APPENDIX A: SOPARC PROTOCOL & FULL REPORT

This Appendix includes documents that explain the System for Observing Play and Active Recreation in Communities (SOPARC) protocol and the full SOPARC report prepared by the Trust for Public Land using data collected by CUES.

Feaster Park and Pittman Park

Pre-Renovation Evaluation Results Summary

As part of the participatory design process underway for Feaster Park and Pittman Park, The Trust for Public Land partnered with Rutgers University to collect information, using direct observations, about how the park is currently being used.

FINDINGS SUMMARY:

- In aggregate, Feaster Park and Pittman Park had 211 park users throughout the week. This is approximately equivalent to 17-18 people using the park per hour, but use did vary by day, time of day, and target area.
- The grass areas were used by the most number of people, and the basketball court was used most often. Sitting was the most commonly observed activity, followed by walking and team sports (soccer and basketball). Organized activity or team sports appeared to attract the highest percentage of people to the parks.
- Feaster Park, which is the larger site with more and varied target area types, saw higher levels of park use than Pittman Park. Adults used the parks most, followed by children. More males were observed overall. While males and females were seen in approximately the same numbers at Pittman Park, more males than females were observed at Feaster Park.
- Both parks had observed concerns and areas that was described to be in not good condition.

DIRECT OBSERVATION DATA COLLECTION:

Data collection occurred between September 4th and 15th, 2018, and Amanda Leifer and Zoe Orlino, of Rutgers University conducted these observations. Observations were conducted 3 times per day over 4 days (12 observation periods total), including weekend days. Observation times took place between 8am and 6pm, and represented three periods: early (8 to 11:30am), mid-day (11:30 to 3pm), and late (3 to 6pm). The weather varied over the course of the observation week, beginning as hot and sunny, and then alternating between warm and cool weather. One day was reported as rainy.

Direct observations used the System for Observing Play and Recreation in Communities (SOPARC), a validated direct observation tool designed to obtain information about community park use, including characteristics of parks and their users. It provides an assessment of park users' physical activity levels, gender, activity types, and estimated age. Additionally, it provides information on individual park activity areas, such as their levels of accessibility, usability, supervision, and organization (McKenzie et al., 2006).¹

In order to provide more detail, information about the site's current conditions was also collected, using questions adapted from the Community Park Audit Tool, a reliable tool designed to evaluate parks for their potential to promote physical activity (Kaczynski et al, 2012).²

PARK CHARACTERISTICS:

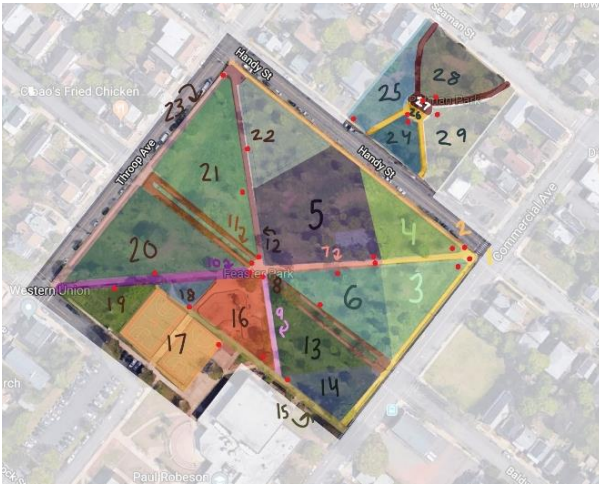
The parks are in a primarily residential area, though Feaster Park is located directly adjacent to a school. While the park has no boundary fence, data collectors report that there are features that make the park difficult to access. The park has a posted sign with the name of the park, but there are no other signs (with rules or hours of operations).

¹ https://activelivingresearch.org/sites/activelivingresearch.org/files/SOPARC_Protocols.pdf

² <https://activelivingresearch.org/community-park-audit-tool-cpat>

Feaster Park and Pittman Park Pre-Renovation Evaluation Results Summary

To enable SOPARC observations, the site was divided into 29 target areas (a smaller, observable section of space in the park in which activities may occur), which are illustrated in the map on the left, below (on the right, below is an aerial map of the same area). Each of these target areas fell into one of these 6 types of spaces: sidewalks (which connected to pathways in the park, but were directly adjacent to the street), pathways (paved within the park), grass (primarily open, unmarked grass fields), playground, community garden, or basketball.



In addition to the primary target areas, other supportive amenities were noted as present; the park has drinking fountains (working condition was not recorded), benches and public tables, and trash cans.

All areas of the parks were accessible and usable throughout the observation periods (meaning the area is open and accessible to the public, with everything necessary for use present – excluding portable equipment – and with nothing preventing use).³ More specifically, the basketball court (in Feaster Park) and all walking paths were both reportedly in good condition.⁴ The data collectors mainly consider the playground (in Feaster Park) to not be in good condition. The playground has distinct areas for different age groups, is colorful, shaded, has adjacent benches, is un-fenced, and is separated from the surrounding roads.

To determine overall condition, data collectors were asked if there were aesthetic (pleasing) features present in the park (such as art, elements that reflect local community or culture, historical or educational feature, landscaping, a natural area, or trees throughout). Data collectors noted the presence of trees throughout the park, and that these provided shade for much of the park. In addition, data collectors noted several safety or appearance concerns about the parks, including the presence of graffiti, vandalism, excessive litter, excessive noise, heavy traffic (e.g. constant or fast moving traffic on adjacent street), and poor maintenance (e.g. overgrown grass/weeds/bushes, broken or rusted play equipment).

³ On the Friday morning observation, one walkway in Feaster Park was coded as inaccessible, but it was accessible the remainder of the 11 observation periods. On the Saturday afternoon observation, one sidewalk (along Handy Street) was coded as unusable, but it was usable the remainder of the 11 observation periods.

⁴ Data collectors assessed the condition (a yes or no answer about whether the area was in good condition) for key target areas. "Good condition" is taken to mean that the area looks clean and maintained (e.g., minimal rust, graffiti, broken parts; even surface; etc.). In this case, it was a fairly subjective measure, but data collectors were also asked for more detail about the presence of specific features or concerns in the park (see the next paragraph).

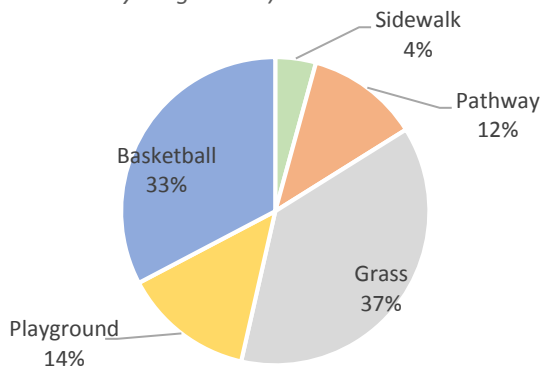
Feaster Park and Pittman Park Pre-Renovation Evaluation Results Summary

DETAILED FINDINGS:

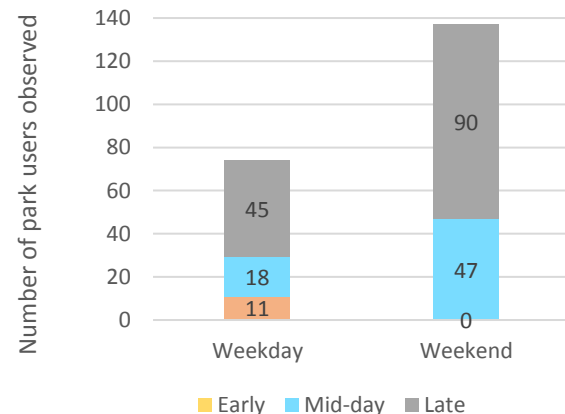
Data collectors observed 211 park users over the course of the week – this is an aggregate of park users observed in Feaster and Pittman Parks. On average, this is approximately equivalent to 17-18 people using the park per hour, though, as typically expected, use did vary by target area, day, and time of day.

The grass areas had the highest level of use (where 37% of all park users were observed), followed by the basketball court and playground (33% and 14%, respectively, of overall park use). No park users were observed in the Community Garden target area (so it is not included in the charts). While other areas were used over the course of the week, they were found empty during many observation periods. The grass areas, pathways, and sidewalk areas were empty during 85% of the 12 observation periods, and the playground was empty during 58% of observations. The basketball court was only observed empty 33% of the time. Higher levels of use were observed on the two weekend days (approximately equivalent to 23 park users per hour, compared to 12 on weekdays), and late afternoon was the busiest time period, followed by mid-day use. The charts below illustrate these findings.

Location of Park Users
(Percentage of Total Park Users
Observed by Target Area)

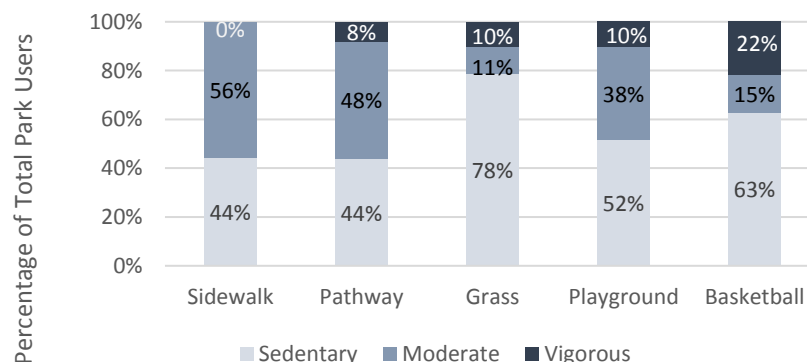


Overall Park Use by Day and Time



57% of all park users observed were sitting, followed by 16% observed walking, and 12% participating in a team sport (soccer or basketball). 5% of users were playing, another 5% were standing, and the remainder were running, exercising, or laying. Related to this, 57% of park users were participating in sedentary behavior, 21% in moderate physical activity, and 11% in vigorous levels of physical activity. Use of the target areas is also illustrated in the chart below.

Physical Activity Observed in Target Areas

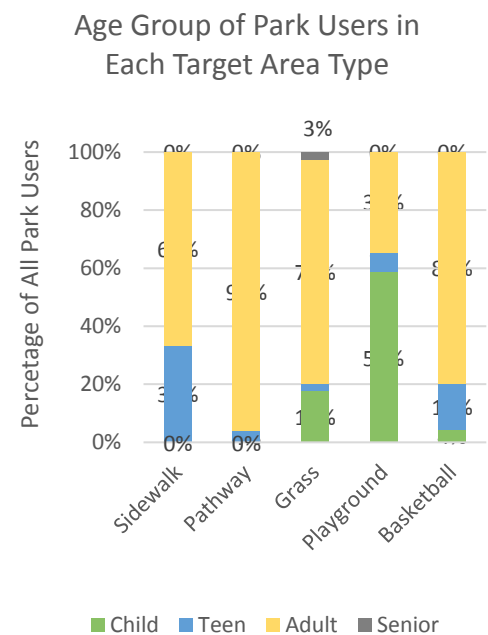
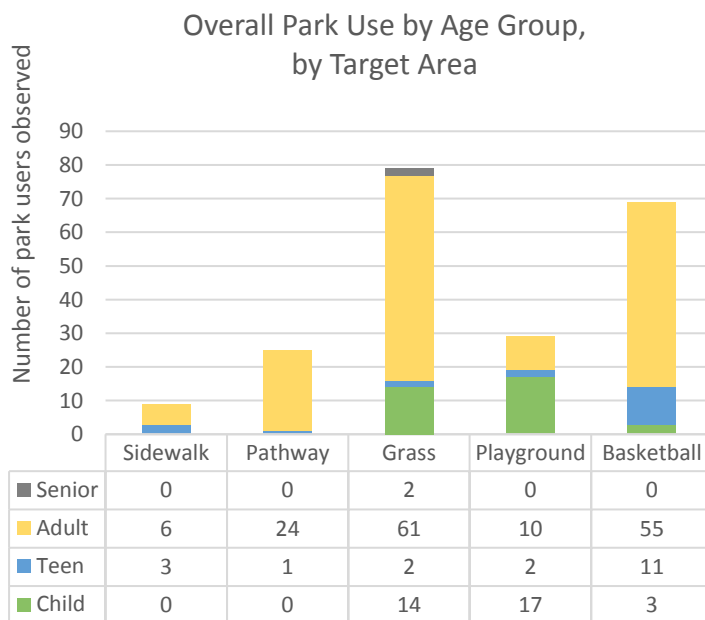


Feaster Park and Pittman Park Pre-Renovation Evaluation Results Summary

In Feaster Park specifically, 186 park users were observed. On Saturday, organized and supervised activity was observed in two adjacent target areas (activity appeared scheduled or led by an official and a designated park or adjunct personnel was present). During this observation, 29 people were observed (almost 14% of total park use observed overall), all were sedentary (sitting or standing). Data collectors noted that during the evening on Saturday – a concert with a sound system, speakers, and a generator present. During most other days, there was some supervision observed around the park, likely maintenance of other parks staff working at the park.⁵

In Pittman Park, 25 park users were observed overall. Most use was observed in the grass areas (60% of total park users), with the remaining use observed on pathways. To note, the park did not have any additional target area types. Main activities noted included sitting or standing in the park, with 60% observed to be sitting, followed by 16% walking, 16% standing, and 8% running.

Use of the park also varied by age. 74% of all park users were adults, followed by 16% children, 9% teens, and 1% seniors. In Feaster Park, most parks users were adults (73% of all park users), followed by 17% children and 10% teens. In Pittman Park, most parks users were also adults (80% of all park users), followed by 12% children (3 children observed) and 8% seniors (2 seniors).

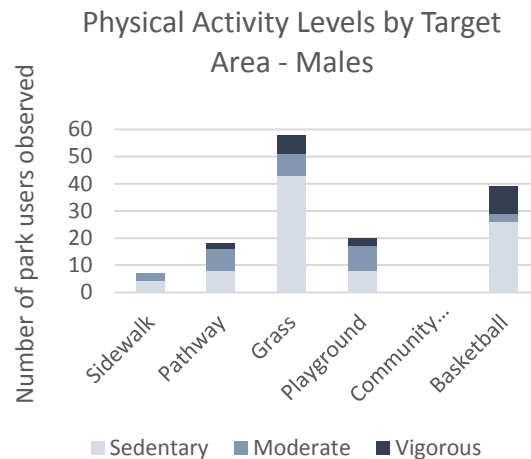
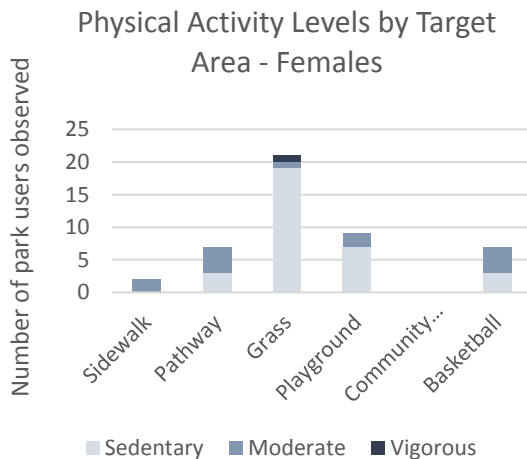
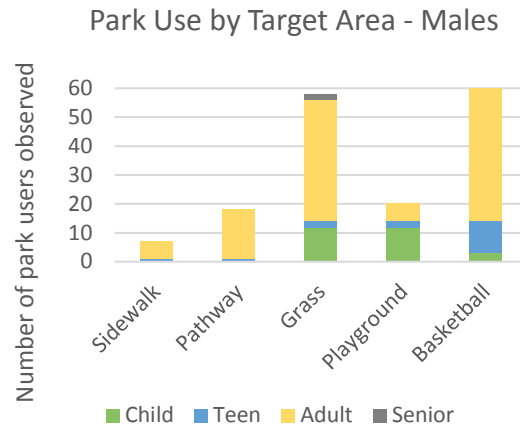
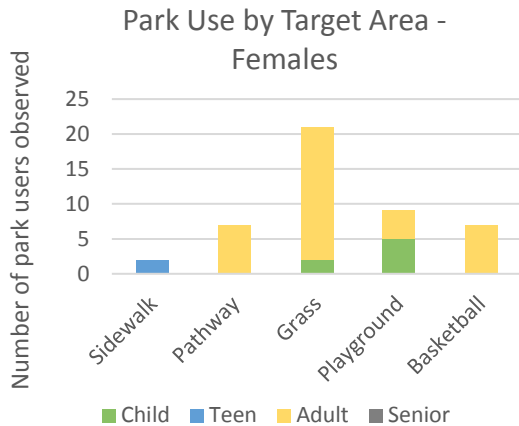


Use of the park also varied by gender. More males were observed overall, and within each of the target area types. Overall, 78% of park users were male. In Feaster Park, 82% of park users were male, and 18% were female. In Pittman Park, park users were split fairly evenly between males and females (13 and 12 park users, respectively). Use of the target areas by age and gender is illustrated in the charts below (on the top of next page).

⁵ This was specifically noted by data collectors during one observation day.

Feaster Park and Pittman Park Pre-Renovation Evaluation Results Summary

The top two charts show park use for each target area type for females (left) and males (right), by age group. The bottom two mirror these, but show physical activity levels.



A NOTE AND NEXT STEPS:

Specific questions or additional detail can likely be provided based upon the data collected, and in the future, observations can be structured to answer different types of questions and determine impact (contact heidi.cohen@tpl.org for more information). Surveys were not completed during the observation period at the park; community engagement efforts conducted to date will – and potential further community engagement efforts around the design of the park could continue to – inform preferred interventions and selection.

Once the design and renovation of the park is complete, this type of assessment can be conducted to determine impact of site interventions. In order to compare data (for instance, to limit effects of weather), it is generally good practice to conduct post-construction observations around the same time as the pre-construction observations. The schedule below could be used (potentially with some modification) in fall/early September 2019, depending upon the park reopening timeline.

	Tuesday (weekday)	Friday (weekday)	Saturday (weekend)	Sunday (weekend)
Early	8 am	9:30 am	12 pm	10:30 am
Mid-day	11:30 am	12:15 pm	3:00 pm	2:00 pm
Late	5:45 pm	4:30 pm	5:00 pm	6:00 pm

PARK/SCHOOLYARD ASSESSMENT

FIRST TIME ASSESSMENT FORM

I. GENERAL INFORMATION

1. School/Park Name: _____ 2. Evaluator: _____
3. Date: _____ / _____ / 2018 Time: _____ : _____ am / pm
4. Was the park easy to find onsite? ☐ Yes ☐ Somewhat ☐ No
5. Weather (check all that apply): ☐ Hot ☐ Warm ☐ Cool ☐ Cold ☐ Sunny ☐ Cloudy ☐ Windy
6. Approximately how much of the park is shaded? ☐ <25% ☐ 25-75% ☐ >75%
- Do any of the following features provide shade? ☐ Trees ☐ Gazebo/pavilion ☐ Building/overhangs

II. ACCESS

6. Are the following features or conditions present?

How many gates are there in the fences?	<input type="checkbox"/> Only 1	<input type="checkbox"/> 2-5	<input type="checkbox"/> More than 5	<input type="checkbox"/> No fence
Are any of the gated entrances locked?	<input type="checkbox"/> N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Is at least one gate unlocked?	<input type="checkbox"/> N/A	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Are areas of the park being used by school or other organized groups?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Is there a sign with the name of the park?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Are there posted hours of operation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Are there signs with rules?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
Are there any features that make the park difficult to access (e.g. stairs)	<input type="checkbox"/> Yes	<input type="checkbox"/> No		

7. From the center of the park, how visible is the surrounding neighborhood (i.e. If you are outside the park, can you see most of the areas or people inside? If you are inside the park, are you visible to people who might be walking by)?

- ☐ Fully ☐ Partially ☐ Not at all

III. PARK FEATURES

For the next few questions, keep these definitions in mind (also see references):

- Useable: everything necessary for use is present and nothing prevents use
- Good condition: looks clean and maintained (e.g., minimal rust, graffiti, broken parts; etc.)

8. Is there a playground? ☐ Yes ☐ No

Useable	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Good condition	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Distinct areas for different age groups	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Colorful equipment	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Shade cover for some of the area (at least 25%)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Benches in/surrounding area	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Fence around area	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Separation or distance from road	<input type="checkbox"/> Yes	<input type="checkbox"/> No

9. Information about other schoolyard/park areas:

	Present		Usable		Good Condition	
Soccer field	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Baseball field	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Basketball court	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Trail/Walking path	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Yes	<input type="checkbox"/> No

10. Are there any of the following amenities present in the schoolyard/park area?

Drinking fountain(s)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Benches or other seating area	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Picnic tables	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Trash cans	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other:	<input type="checkbox"/> Yes	<input type="checkbox"/> No

IV. PARK CONDITIONS

11. What are the main land use(s) around the park? (check all that apply)

☐ Residential ☐ Commercial ☐ Institutional (i.e., City Hall, University) ☐ Natural ☐ Industrial

12. What aesthetic (pleasing) features are present in the park? (check all that are present)

- ☐ Artistic feature (e.g. murals or pavement art)
☐ Elements that reflect local community or culture
☐ Historical or educational feature (e.g. nature gardens with educational signs)
☐ Landscaping (e.g. planted flower beds, trimmed bushes)
☐ Natural area (e.g. natural grass area)
☐ Trees throughout the park
☐ Other: _____ ☐ None present

13. Which of the following park quality or safety concerns are present in the park? (check all that are present)

- ☐ Graffiti
☐ Vandalism
☐ Excessive litter
☐ Excessive noise
☐ Heavy traffic (e.g. constant or fast moving traffic on adjacent street)
☐ Poor maintenance (e.g. overgrown grass/weeds/bushes, broken or rusted play equipment)
☐ Evidence of threatening persons or behaviors (e.g. alcohol/drug use)
☐ Other: _____ ☐ None present

14. On a scale from 1 (very unattractive) to 5 (very attractive), how attractive do you feel this park is? (circle one)

1	2	3	4	5
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15. On a scale from 1 (not at all) to 5 (extremely well), how well-maintained do you feel this park is? (circle one)

1	2	3	4	5
---	---	---	---	---

Data Collection Schedule

Park Name

Data Collector

SOPARC Schedule:

To be able to estimate total park usage, by target area, collect data 4 times per day on 4 (randomly chosen) days.

Day of week <i>(at least one weekend)</i>				
Date				
Morning 7:30am to 10:30am				
Midday 10:30am to 1:30pm				
Afternoon 1:30pm to 4:30pm				
Evening 4:30pm to 7:30pm				

When not conducting observations, data collectors can conduct/handout surveys.

SOPARC Mapping Form

Park Name: _____

Address: _____

Include:

- Cross-streets by park
- Entrance points
- Outlines of “target areas” and number them (*these numbers should correspond with the Target Area Number in the SOPARC Observation Form*)
- Outlines and name of facilities and amenities



Direct Observation SOPARC Instructions

System for Observing Play and Recreation in Communities (SOPARC) Procedures Overview:

- Review the map of the park and target area boundaries.
- If multiple data collectors, determine who will count and who will record
- Conduct the Park Use Observations, using SOPARC method:
 - a. Record start time.
 - b. Start with the first target area.
 - c. Record the conditions for area.
 - d. Determine if there are any females. *[Remember to Record data after each of these steps:]*
 - Scan from left to right, noting how many per age group.
 - Then scan a second time from left to right, noting activity levels.
 - Note the main activity type.
 - e. Determine if there are any males. *[Remember to Record data after each of these steps:]*
 - Scan from left to right, noting how many per age group.
 - Then scan a second time from left to right, noting activity levels.
 - Note the main activity type.
 - f. Repeat steps c-e for each target area. Observe target areas in numerical order (sub-divide when needed).
 - g. Record end time.

Definitions *(from http://activelivingresearch.org/files/SOPARC_Protocols.pdf):*

Area Characteristics:

- **Accessible** – Yes if area is accessible to the public (e.g., area is not locked or rented to a private party).
- **Usable** – Yes if area is usable for physical activity (e.g., is not excessively wet or roped off for repair).
- **Equipped** – Yes if equipment (e.g., balls, jump ropes) provided by the park is present. No if equipment is permanent (e.g., basketball hoops, climbing apparatus) or owned by park users (e.g., ball brought by family).
- **Supervised** – Yes if area is supervised by designated park or adjunct personnel (e.g., volunteers, sport officials, teachers). The supervisor must be in or adjacent to that specific area (e.g., available to direct park users and respond to emergencies), but does not have to be instructing, officiating, or organizing activities.
- **Organized** – Yes if an organized physical activity is occurring (e.g., a scheduled sporting event or exercise class is being led by park staff or adjunct personnel).
- **Empty** – Yes if there are no individuals present during the observation.

Age Groups:

- **Child** – Children from infancy to 12 years of age.
- **Teen** – Adolescents from 13 to 20 years of age.
- **Adult** – People from 21 to 59 years of age.
- **Senior** – People 60 years of age and older.

Activity Levels:

- **Sedentary** – Individuals are lying down, sitting, or standing in place.
- **Moderate** – Individuals are walking (at a casual pace).
- **Vigorous** – Individuals are currently engaged in an activity more vigorous than an ordinary walk.
- **Main Activity** – The activity in which a majority of individuals are participating during the observation (e.g. walking, sitting, climbing/sliding, basketball, etc.).

SOPARC Observation Form

Observation Period _____

Page Number: _____

City: _____

Park Name: _____

Date/Start Time: _____

Evaluator: _____

Target Area Number:		Description:				
Area Characteristics:		User Counts:				
Accessible:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Females	Child	Teen	Adult	Senior
Usable:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
Equipped:	<input type="checkbox"/> Yes <input type="checkbox"/> No		Sedentary	Moderate	Vigorous	Main Activity
Supervised:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
Organized:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Males	Child	Teen	Adult	Senior
Empty:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
General Notes:			Sedentary	Moderate	Vigorous	Main Activity

Target Area Number:		Description:				
Area Characteristics:		User Counts:				
Accessible:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Females	Child	Teen	Adult	Senior
Usable:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
Equipped:	<input type="checkbox"/> Yes <input type="checkbox"/> No		Sedentary	Moderate	Vigorous	Main Activity
Supervised:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
Organized:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Males	Child	Teen	Adult	Senior
Empty:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
General Notes:			Sedentary	Moderate	Vigorous	Main Activity

Target Area Number:		Description:				
Area Characteristics:		User Counts:				
Accessible:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Females	Child	Teen	Adult	Senior
Usable:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
Equipped:	<input type="checkbox"/> Yes <input type="checkbox"/> No		Sedentary	Moderate	Vigorous	Main Activity
Supervised:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
Organized:	<input type="checkbox"/> Yes <input type="checkbox"/> No	Males	Child	Teen	Adult	Senior
Empty:	<input type="checkbox"/> Yes <input type="checkbox"/> No					
General Notes:			Sedentary	Moderate	Vigorous	Main Activity

APPENDIX B: TEACHER SURVEY, SUMMARY, AND TEACHER MEETING MINUTES

This Appendix includes the Paul Robeson School Teacher Survey, a summary of the data collected, and minutes from the November 19 meeting.

FEASTER AND PITTMAN PARKS RE-DESIGN TEACHER SURVEY

The Trust for Public Land is assisting The City of New Brunswick in the redesign of Feaster and Pittman Parks. As part of this effort, we want to explore how the parks can support teachers and student education. How would you utilize the parks with your students? What facilities would you need? How could the parks be designed to support instructional partnerships with local organizations? Your answers will help the designers learn what the top priorities for the design are among teachers.

Name: _____ Grade/Subject: _____ Date: _____ / _____ / 2018

HOW DO YOU CURRENTLY UTILIZE FEASTER PARK FOR TEACHING? (Please list 2-3 ways)

☐ I don't use Feaster Park for teaching

IF YOU DON'T USE FEASTER PARK FOR TEACHING, WHY NOT? (Please list 2-3 reasons)

HOW DO YOU CURRENTLY UTILIZE PITTMAN PARK FOR TEACHING? (Please list 2-3 ways)

☐ I don't use Pittman Park for teaching

IF YOU DON'T USE PITTMAN PARK FOR TEACHING, WHY NOT? (Please list 2-3 reasons)

WHAT WOULD YOU HAVE IN YOUR IDEAL OUTDOOR CLASSROOM? (Please list 3-5 things)

AS A TEACHER, WHICH OF THESE WOULD YOU LIKE TO SEE IN FEASTER PARK? (Choose 10 and

rank 1 -10 (1 being least, 10 being most))

- | | |
|--|---|
| <input type="checkbox"/> Trees/forest | <input type="checkbox"/> Shade structure |
| <input type="checkbox"/> Flower garden | <input type="checkbox"/> Boulders and tree stumps |
| <input type="checkbox"/> Vegetable garden | <input type="checkbox"/> Soccer field |
| <input type="checkbox"/> Rain water harvesting | <input type="checkbox"/> Basketball courts |
| <input type="checkbox"/> Drinking Fountain | <input type="checkbox"/> Walking Path |
| <input type="checkbox"/> Places to sit | <input type="checkbox"/> Running track |
| <input type="checkbox"/> Stage/amphitheater | <input type="checkbox"/> Playground equipment |
| <input type="checkbox"/> Gaga Pit | <input type="checkbox"/> Water spray area |
| <input type="checkbox"/> Stage/amphitheater | <input type="checkbox"/> Playground equipment |
| <input type="checkbox"/> Security lighting | <input type="checkbox"/> Art |

AS A PARK USER, WHAT WOULD YOU LIKE TO SEE IN FEASTER PARK? (Circle all that apply in the above list)

FEASTER AND PITTMAN PARKS RE-DESIGN TEACHER SURVEY

WHAT AREAS AND IDENTIFYING FEATURES WOULD YOU LIKE TO SEE IN AN OUTDOOR

CLASSROOM? (Choose 5 and rank 1 -5 (1 being least, 5 being most))

- ___ Gate and perimeter fence
- ___ Gathering area – seating for a full class
- ___ Individual & small group seating – logs, stone or wood
- ___ Pathways
- ___ Urban meadow – native grasses and wildflowers
- ___ Sample woodland
- ___ Lab area – work tables and storage
- ___ Landscape forms – a small hill, berm, or rain garden (circle all that you choose)
- ___ Armature – structure to support teaching tools

WHAT ELEMENTS AND TEACHING TOOLS WOULD YOU LIKE TO SEE IN AN OUTDOOR CLASSROOM?

(Choose 5 and rank 1 -5 (1 being least, 5 being most))

- ___ Natural materials to investigate – pebbles, sand, soil
- ___ Scientific tools – wind instruments, thermometers, rain gauges, rulers, sundials, levels, pulleys, etc.
- ___ Animal habitat – fallen logs and flat stones
- ___ Signage – site map, plant ID labels, student displays
- ___ Planting beds – edible & experimental gardens
- ___ Writing surface – chalk board
- ___ Work surfaces – tables, rocks, stumps
- ___ Compost bin & leaf cage
- ___ Water source

AS A TEACHER, WOULD YOU BE INTERESTED IN ANY OF THE FOLLOWING? (Check all that apply)

- ☐ Use an outdoor classroom for education
(The outdoor classroom would be located close to the school)
 - ☐ Science
 - ☐ Reading
 - ☐ Art
 - ☐ Math
 - ☐ PE
 - ☐ Environmental
 - ☐ History
 - ☐ Liberal Arts
- ☐ Use Feaster Park features for education
 - ☐ Science
 - ☐ Reading
 - ☐ Art
 - ☐ Math
 - ☐ PE
 - ☐ Environmental
 - ☐ History
 - ☐ Liberal Arts
- ☐ Use Pitman Park features for education
 - ☐ Science
 - ☐ Reading
 - ☐ Art
 - ☐ Math
 - ☐ PE
 - ☐ Environmental
 - ☐ History
 - ☐ Liberal Arts
- ☐ Stewardship of the outdoor classroom
- ☐ Stewardship of Feaster Park
- ☐ Partnership with local organizations
 - ☐ Elijah's Promise programs ("Food Changes Lives")
 - ☐ Rutgers University Nurture Thru Nature program
 - ☐ Rutgers University Paul Robeson Cultural Center
 - ☐ Other: _____

Thank you for participating in this survey!

Paul Robeson School Teacher Surveys Summary

Total number of surveys received: 36

#1. How do you currently utilize Feaster Park for teaching?

- 72% do not use for teaching
- 17% use for teaching
 - 1st grade (3), PE/Health (2), Art (1), Kindergarten Autism (1), Unknown (1)
- 11% only use for non-teaching purposes (11%)
 - recess/breaks (3), fire drill or field day (1)

#2. Why do you not use Feaster Park for teaching?

The top 3 reasons for not using Feaster Park for teaching include:

- No place to have class gather/sit/work: 7
- Safety concerns/need security (broken glass, needles, adults congregating in park): 6
- Didn't know we could: 6 (especially new teachers)

Additional reasons:

- Lack of time: 3
- Need parent permission: 2
- Not a general education teacher: 2
- Too many different classes: 1
- Not enclosed: 1
- No class facilities: 1
- No clear connection to curriculum: 1
- Not clean: 1
- New teacher still developing lesson plans: 1
- Park is drawn on board for indoor lessons: 1
- Students look for items (e.g. rocks) and bring back into classroom: 1

#3. How do you currently utilize Pittman Park for teaching?

- 94% do not use for teaching
- 3% use for science and nature lessons
- 3% use for gross motor, math counting and waiting

#4. Why do you not use Pittman Park for teaching?

Top 2 reasons for not using Pittman Park are:

- Don't know where it is located: 9
- Didn't know we could: 6 (especially new teachers)

Additional reasons for not using are:

- Safety concerns (adults in park, etc.): 2
- Lack of seating: 2
- No class facilities
- No athletic field: 1
- New teacher still developing lesson plans: 1
- Need parent permission: 1
- Muddy/wet ground: 1
- No clear connection to curriculum: 1

#5. What would you have in your ideal outdoor classroom?

The top 3 requested features are:

- Seating: 23
 - Seating in general: 11
 - Tables/stations: 11
 - Amphitheater /circular seating: 2
- Writing surface/board (with ability to attach teaching materials): 11
- Gardens/flowers: 11
 - Gardens in general (flowers, vegetables, fruits, herbs): +7
 - Pollinator garden/attractors: 2
 - Climbing garden on brick wall: 1
 - Tiered raised garden beds: 1

Additional features requested are:

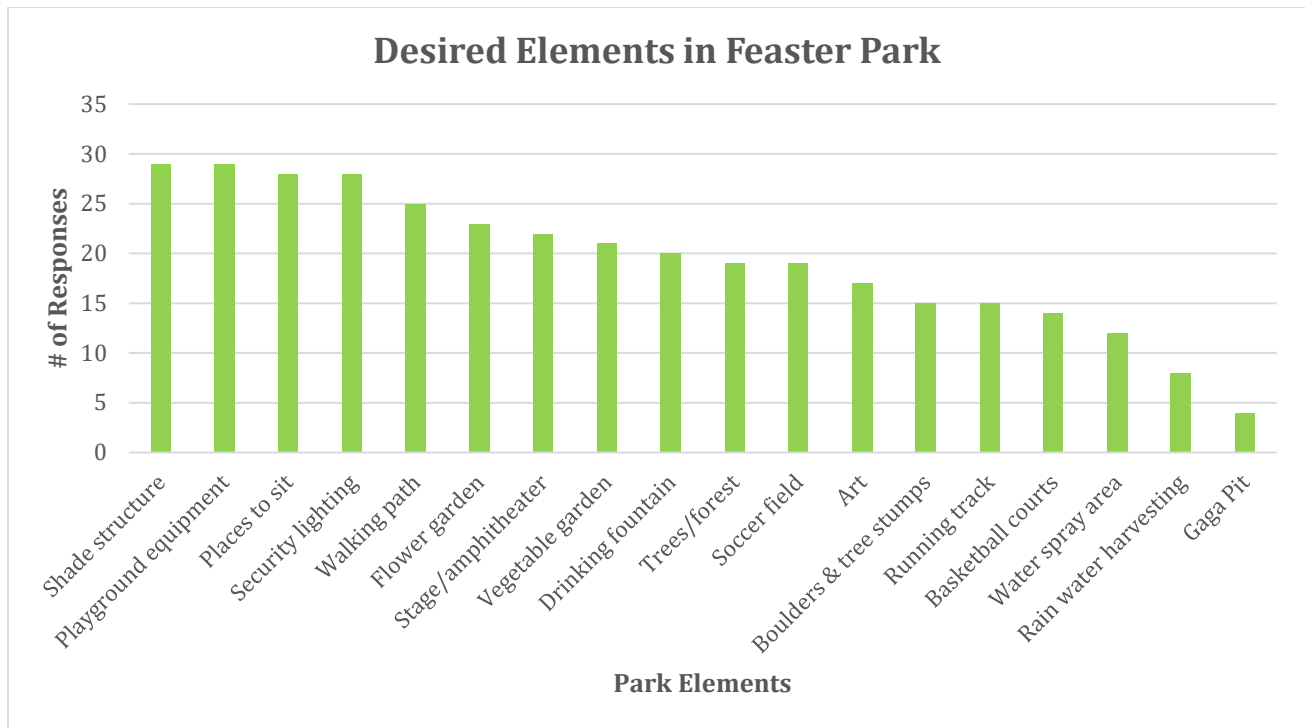
- Shade: 5
 - Trees: 2
 - Shade structure/gazebo: 3
- Science labs/tools: 5
- Water table/feature (e.g. for demonstrating irrigation or washing hands): 4
- Fencing/enclosure: 4

- Performance space/large gathering area (e.g. amphitheater): 3
- Soccer field: 2
- Track/walking path (with distance markers): 2
- Safe/Supervised: 2
- Hands-on/interactive: 2
- Natural jungle gym with landscape forms (grassy mounds, climbing structures, large stones, jungle gym): 2
- Basketball: 1
- Tennis court: 1
- Dig station: 1
- Clean (no bottles): 1
- Inviting: 1
- Materials storage space: 1
- Aerobic area: 1
- Fitness stations: 1
- Art/sculpture: 1
- Bathrooms: 1
- Ecosystem study area: 1
- Materials: 1
- Equipment: 1
- Outdoor access: 1
- Areas for students to explore (range of environments): 1

#6. As a teacher, which would you like to see in Feaster Park?

Note: A significant # of teachers identified the features they want to see without prioritizing, so the chart reflects number of responses per park element.

More than 75% of the participants desired a shade structure, playground equipment, places to sit, and security lighting. More than 50% would like a walking path, flower garden, stage/amphitheater, vegetable garden, drinking fountain, trees/forest, or a soccer field.



Results of the 25 surveys that had Desired Elements in Feaster Park ranked from 10 (highest) to 1 (lowest) are as follows:

Desired Element	Highest			Lower		Total
	Rank 10	Rank 9	Rank 8	Rank 7	Rank 6	
Places to sit	5	2	2	3	1	13
Playground equipment	4	2	1	1		8
Stage/amphitheatre	4	2		1		7
Shade structure	3	8	1	2		14
Security lighting	2		2	3	4	11
Trees/forest	2	2	1	2		7
Basketball courts	1			2		3
Drinking fountain	1	1	3		1	6
Soccer field	1		2		2	5
Vegetable garden	1		3	3	3	10
Art		2	2	1	1	6
Boulder/tree stump			1		1	2
Flower garden		3	3	3	4	13
Gaga pit					2	2
Rainwater harvesting				1	2	3
Running track						0
Walking path		1	1	1	2	5
Water spray		1	2	1		4

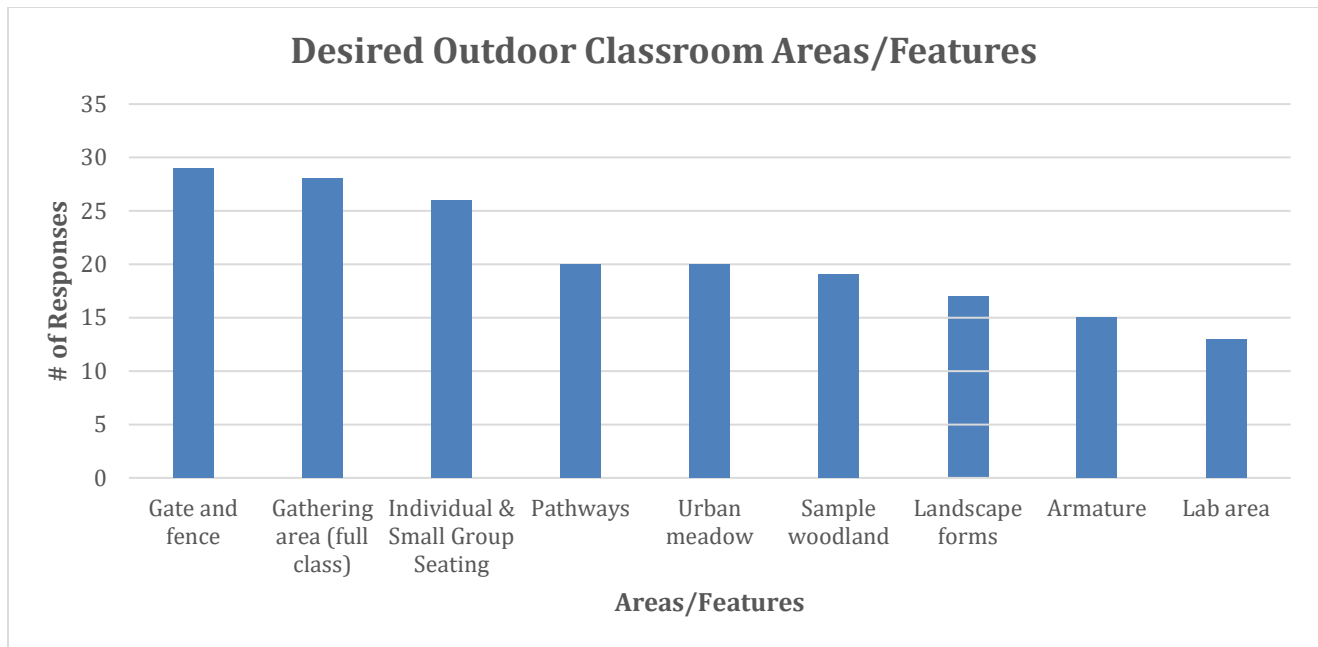
#7. As a park user, what would you like to see in Feaster Park?

Only 7 of the 36 participants answered this question.

#8. What areas and identifying features would you like to see in an outdoor classroom?

Note: A significant # of teachers identified the features they want to see without prioritizing, so the chart reflects number of responses per park element.

More than 75% of the participants want a gate and perimeter fence, gathering areas for a full class, and individual or small group seating. More than 50% would like pathways, an urban meadow, or a sample woodland.



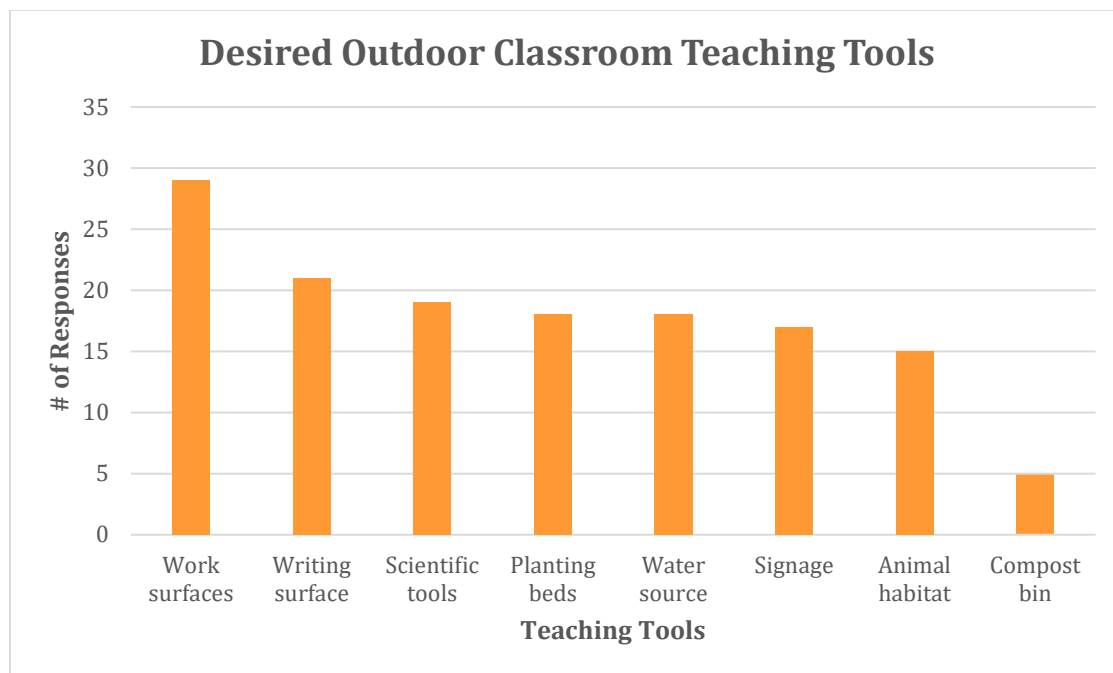
Results of the 24 surveys that had Desired Classroom Areas/Features ranked from 10 (highest) to 1 (lowest) are as follows:

Desired Identifying Feature	Highest					Lowest
	Rank 5	Rank 4	Rank 3	Rank 2	Rank 1	
Gate/perimeter fence	7	2	1	3	4	
Gathering	6	4	3	1	2	
Lab area	2	2	2	1		
Individual and Small Group	2	6	6	2		
Urban Meadow	1	3	1	2	6	
Pathway	1	1	2	3	3	
Armature	1		1	3	2	
Landscape forms		2	3	3	2	
Sample woodland			1	2	1	

#9 What elements and teaching tools would you like to see in an outdoor classroom?

Note: A significant # of teachers identified the features they want to see without prioritizing, so the chart reflects number of responses per park element.

More than 75% of the participants would like work surfaces. More than 50% would like a writing surface, scientific tools, planting beds, or a water source.



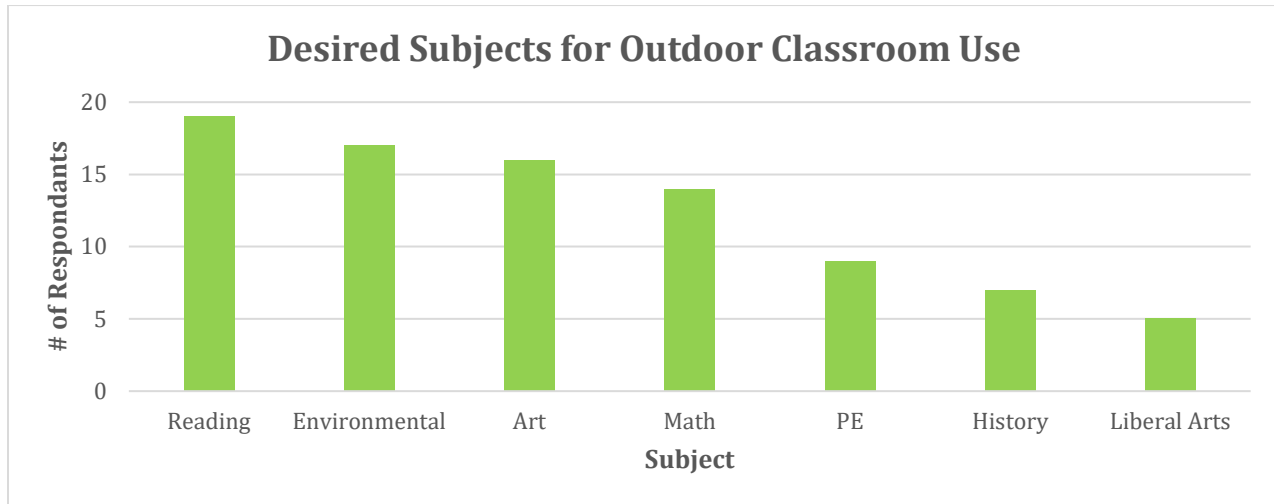
Results of the 24 surveys that had Desired Classroom Areas/Features ranked from 10 (highest) to 1 (lowest) are as follows:

Desired Teaching Tool	Highest					Lowest	
	Rank 5	Rank 4	Rank 3	Rank 2	Rank 1	Rank 5	Rank 4
Work surface	7	5	3	3	2		
Scientific tools	6	2		3	2		
Planting bed	2	2	2	5	1		
Natural materials	2		6	2	6		
Animal habitat	1	3	1	2	4		
Signage	1		2	4	2		
Writing surface	1	6	2	1	1		
Water source		2	4	1	2		

#10A As a teacher would you be interested in using an outdoor classroom for education? For which subjects?

Yes - 94%

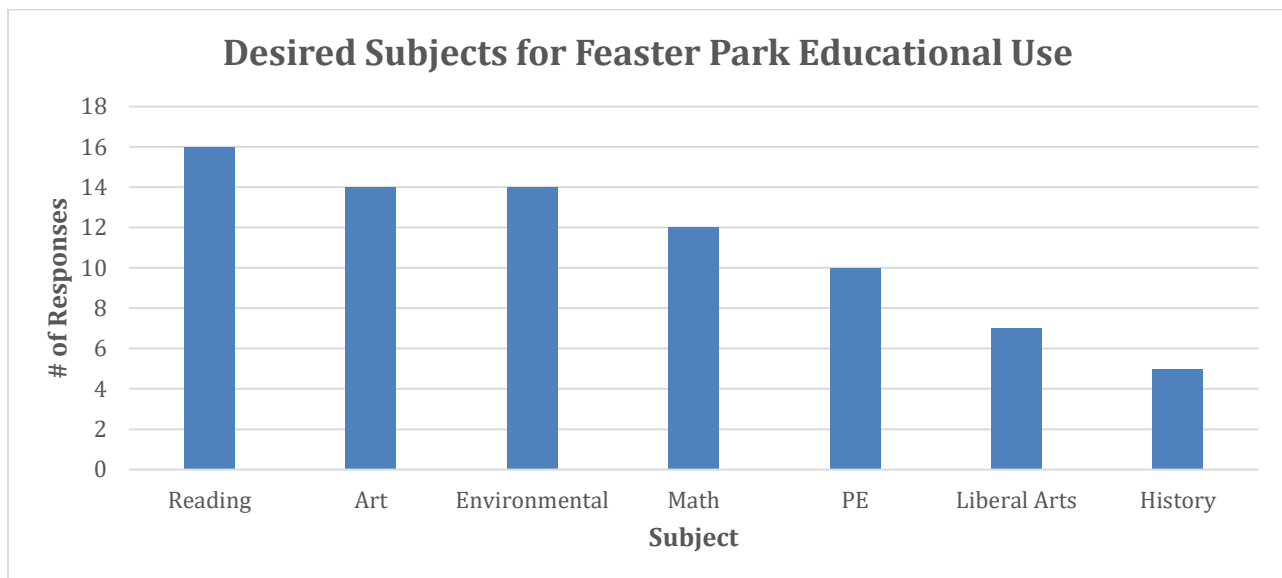
No - 6%



#10B As a teacher would you be interested in using Feaster Park features for education? For which subjects?

Yes - 86%

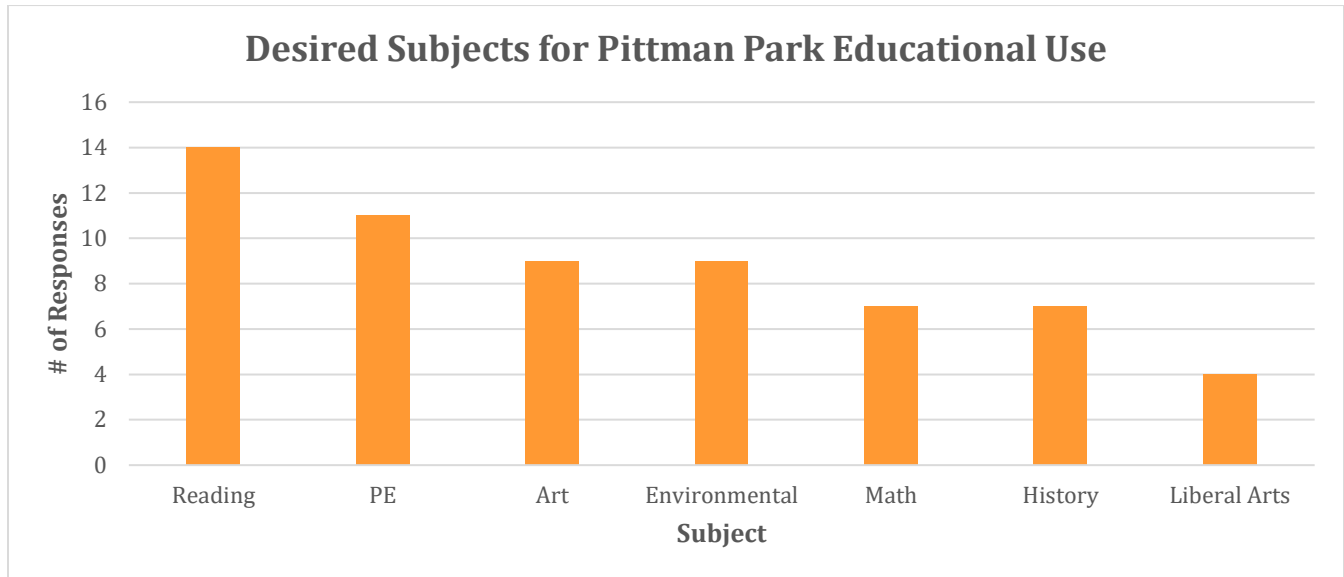
No - 14%



#10C As a teacher would you be interested in using Pittman Park features for education? For which subjects?

Yes - 69%

No - 31%



#10D As a teacher would you be interested in stewardship of the outdoor classroom?

Yes - 19%

No - 81%

#10E As a teacher would you be interested in stewardship of Feaster Park?

Yes - 19%

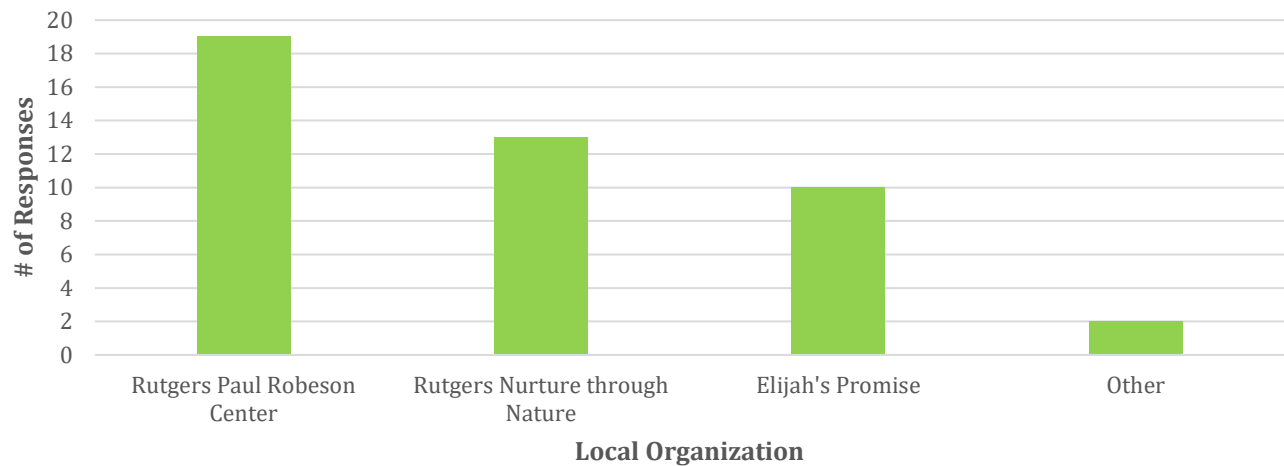
No - 81%

#10F As a teacher would you be interested in partnership with local organizations? Which ones?

Yes - 58%

No - 42%

Desired Partnerships With Local Organizations



Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Paul Robeson Community School for the Arts Teacher All-staff Meeting

Mtg. Date/Time: 19 November 2018 / 4:30 pm

Mtg. Location: Paul Robeson Community School for the Arts
199 Commercial Ave, New Brunswick, NJ 08901

Attendees: Principal Kelly Mooring, All school teachers, Heidi Cohen, Joana Clark

Minutes Issued: 21 November 2018

Introduction:

- TPL provided background on the community outreach progress to date.
- TPL provided background on the conceptual design process.
- TPL reviewed the current draft concept plan.
- See attached slides for information provided.

Participant Feedback:

- Teacher survey
 - Received 36 responses (see attached for survey questions).
 - Reviewed results of each survey question (see attached slides for all responses). The majority of participants agreed with the survey analysis results.
 - 72 percent of respondents do not use Feaster Park and 94 percent of respondents do not use Pittman Park for education.
 - 94 percent of respondents would use Feaster Park if there were places for classes to sit and their safety concerns (broken glass, needles, adults congregating in park) were addressed. Also, some respondents did not know they could.
 - 69 percent of respondents would use Pittman Park for education. The top two reasons for not using Pittman Park was they didn't know where it was or didn't know they could.
 - What areas and identifying features would you like to see in an outdoor classroom?

Desired Identifying Feature	Highest					Lowest
	Rank 5	Rank 4	Rank 3	Rank 2	Rank 1	
Gate/perimeter fence	7	2	1	3	4	
Gathering	6	4	3	1	2	
Lab area	2	2	2	1		
Individual and Small Group	2	6	6	2		
Urban Meadow	1	3	1	2	6	
Pathway	1	1	2	3	3	
Armature	1		1	3	2	
Landscape forms		2	3	3	2	
Sample woodland			1	2	1	

- There is concern with the use of a public space for instruction. Numerous teachers noted having a defined area with the use of a fence and gate is important. Is there the ability to restrict use of the outdoor classroom space during school hours?
- Ideally the size would be large enough for multiple classrooms.
- What elements and teaching tools would you like to see in an outdoor classroom?

Desired Teaching Tool	Highest					Lowest	
	Rank 5	Rank 4	Rank 3	Rank 2	Rank 1		
Work surface	7	5	3	3	2		
Scientific tools	6	2		3	2		
Planting bed	2	2	2	5	1		
Natural materials	2		6	2	6		
Animal habitat	1	3	1	2	4		
Signage	1		2	4	2		
Writing surface	1	6	2	1	1		
Water source		2	4	1	2		

- Classroom configuration to include amphitheater style seating (similar to what was available before the school building addition was built).
- Capacity to accommodate more than just one class (as before)
- Seating should be circular and be able to double as a writing surface. The preferred configuration would be similar to the last seating slide of Nat Turner Park.
- There is a strong desire to have a vertical writing surface (work surface).
- Locate and configure the outdoor classroom where there will be few distractions, such as no mulch as the ground surface.
- Provide a sink for art instruction.
- Provide electrical outlets within the outdoor classroom.
- Provide opportunities to explore the various aspects of water such as with a dam, to see how water is redirected. No water for the student to go in like a pool.
- Provide opportunities for gardening. Can the school use a portion of the community garden?
- No one spoke up about being interested in participating in the stewardship of the outdoor classroom or either park.
- Feaster Park
 - The use of Feaster Park (or Pittman Park) requires coordination with security. Security must accompany students when in the park. Depending upon security staffing this can restrict park use for instruction. Returning to the school from Feaster Park can be difficult due to all doors locking upon exit.
 - The use of Feaster Park as instructional space may be considered a field trip as the students would be going off school grounds. It was suggested that an overall release, similar to the photo release, could be used.
 - Provide a variety of opportunities that are not available in the school.
 - One example given was a sand volleyball court. This would also be heavily used by the local community. The opportunity to have volleyball as part of a multi-use basketball court would be an acceptable alternative to sand volleyball.
 - The PE teachers would like as large of an open level lawn area as possible to use for their lessons. They currently use the basketball courts for soccer.
 - The PE teachers hold class outside as often as possible April through November.
 - Having playground equipment close to the school is important for recess use.

Next Steps:

- The outdoor classroom layout will be revised based on the teacher input received. The revised layout will be shared with the teachers for comment. This may be distributed via email and not at a meeting.
- The final concept design will be presented to the community in January 2019. Date, time and location to be determined. The teachers will be notified once set.
- TPL to open a dialogue with Unity Square and the local residents who operate and use the community garden to follow-up on an area in the community garden for school use.
- TPL to open a dialogue with the City regarding hours of public use in the outdoor classroom area during school hours.

Attachments to the Minutes: (The following items are being distributed along with the meeting minutes):

1. Teacher Survey – Feaster and Pittman Parks Re-design
2. Presentation slides: Teachers All-staff slides 11-19-2018

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

APPENDIX C: STUDENT WORKSHOP NOTES, PRESENTATION, PROGRAM AND DESIGNS

This Appendix includes notes taken during the Student Design Workshop at Paul Robeson School, as well as presentation slides, program, and the designs prepared by the four student groups.

Feaster and Pittman Parks Re-design

Student Workshop #1 Program

Paul Robeson Community School and Feaster Park
September 27, 2018

Welcome (Heidi)	Time: 10 min (1:00)
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- Name Introductions (project group, students)
- Why are we here?
- Today's process, goals and objectives

Activity #1 What makes a good/lousy park (Heidi)	Time: 10 min. (1:10)
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Entire group brainstorms adjectives that describe what makes a good park and what makes a lousy park.

Activity #2 Let's Play (Group Facilitators/Heidi)	Time: 15 min. (1:20)
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Imagine play, not play equipment, how they like to feel when they play at home, parks, with friends, family, etc. Why do they like to play? On one page, list how they like to play. On the second page each group member to draw what they are doing when they play. Groups report back to each other on how they want to feel when they play.

Activity #3 The Seven S's (Group Facilitators)	Time: 55 min. (1:35)
--	----------------------

What is Slope, Stormwater, Size + Shape, Sun/Shade, Surroundings (including sound, smell, activities, uses, etc.) (5 min.)
Transition outside (5 min.)
Site visit (30 min.)
Transition inside (5 min.)
Report on what was found on the site visit and why it is important to how you design the park. (10 min)

Activity #4 Design Buffet (Group Facilitators)	Time: 40 min. (2:20)
--	----------------------

Create a playground model using materials from the "buffet" line and craft materials provided. Before each group makes models, the facilitator informs the participants of the sizes of different objects, such as the height and length of the desk and the room, to create a sense of scale.

Report Back on Design Buffet (Each Group)	Time: 15 min. (3:00)
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Once groups complete their models, they present their parks to the audience, describing their intention, the activities, and why they chose the activities and placed them where they did. After each presentation, the facilitator summarizes the design character.

Wrap-up (Heidi)	Time: 5 min. (3:15) End (3:20)
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The designer will develop a couple design options based on the two community workshop results, the student workshop and other conversations within the neighborhood community. We will bring these design options back to the community to review and comment.

- | | |
|------------------------------------|--|
| • Community Workshop – Park Design | October 2, 2018, 6:00pm at Unity Square Community Center |
| • Design Review Community Workshop | November 3, 2018, 6:00pm at Paul Robeson School |

Materials

- | | |
|--|--|
| • Easel post-it note pad | • Surveys |
| • Paper for list and drawing play | • Computer and slide deck on flash drive |
| • Crayons, colored pencils, markers | |
| • Scissors, colored paper, tape, glue dots | |

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Student Workshop #1

Mtg. Date/Time: 28 September 2018 / 1:00pm

Mtg. Location: Paul Robeson Community School for the Arts
199 Commercial Ave, New Brunswick, NJ 08901

Attendees: Heidi Cohen, Donna Kirkland, Richard Alomar, Angela Johnsen

CC:

Minutes Issued:

Introductions:

- A total of forty students and four teachers participated, representing four New Brunswick Elementary Schools (ten students + 1 teacher from each school): Paul Robeson Community School for the Arts, Lord Stirling Community School, Redshaw Elementary School, and Livingston Elementary School.
- Heidi Cohen presented an introductory slideshow:
 - Explains the project, shares brief site history and legacies of Paul Robeson and Joseph Feaster.
 - Discusses the 7 S's—information that helps us know what to put where: slope, stormwater, scale, shape, sun/shade, and surroundings.
 - Shares project timeline and park user surveys going home.

Group Q&A Discussion:

- Question #1: What makes a good park?
 - Student Responses: Trampoline, food cart, garden, petting zoo, dog park, benches, water park, little hut
- Question #2: What make a bad park?
 - Student Responses: Trash, broken swings, graffiti, kids not having fun (if not lots of activities), smoking, unsafe activities, no bathrooms, strangers looking into the park or coming in too close where kids are playing if adults aren't watching

Student Writing Exercises About Play:

- Students were provided paper and writing implements to individually respond to two writing prompts about play. After completion, they were encouraged to share their responses with the group.
- Writing Prompt #1: What do you feel when playing (at home, school, park, etc.)?
 - Written responses were scanned & summarized in tables below. Some children decided to write what they wanted in the new Feaster Park design instead.

STUDENT WRITTEN RESPONSES	
How I Feel	Number of Students
Happy	26
Safe	12
Excited	11
Bored	6
Silly	5
Free/Unstoppable	4
Relaxed	3
Thrilled	3
Funny	3
Exhausted	2
Scared	2
Frustrated	2
Healthy	1

- Verbal responses included:
 - I like a park that has wi-fi.
 - I feel bored when there is a line to wait for swings.
 - When I finish playing, I feel hungry, so vending machines would be good.
 - I would feel more happy if there were more benches & baby swings.
 - Music, food, trails, and basketball court make me feel happy.
 - I feel thrilled when I play and when I have many activities to choose from like swing and climbing.
- Writing Prompt #2: What do you need to feel that way?

STUDENT WRITTEN RESPONSES	
Necessary/Requested Amenity	Number of students
Swings	22
Food Court	13
Pools	11
Soccer Field	10
Wi-fi	9

STUDENT WRITTEN RESPONSES (CONT.)	
Necessary/Requested Amenity	Number of students
Benches	8
Tennis	8
Monkey Bars	7
Trampoline	5
Dog Park	5
Little Kid/Baby Zone	4
Garden	4
Water fountains	4
Slide	3
Stage	3
Baseball Field	2
Basketball Court	2
Water Slide	2
Garbage Cans	2
Bathrooms	2
Petting Zoo	1
ATM	1
Rock Climbing	1
Gazebo	1
Smoking Zone	1
Carpet Ball	1
Clean Field	1
Trails	1
Volleyballs	1
Bike path/racks	1
Tree house	1
Golf Carts	1
Charging Stations	1

Student Park Designs

- Students were grouped by school to create their own new design for Feaster and Pittman Parks.
- They were provided a wide array of scaled templates depicting park elements including active recreation (sports fields/courts, splash pad, jump rope pavement, running track, etc.), passive recreation (game tables plaza, reading area under trees, etc.), supportive amenities (benches, water fountains, charging station, etc.), and aesthetic features (flower beds, decorative water features, etc.).
- Students were provided construction paper, scissors and markers to create their own templates if desired.

- Upon completion, students selected a spokesperson from each group to explain the designs. Summaries of each design and specific elements included are attached at the end of this document.
- General Observations:
 - Students desired more sports/active recreational facilities (especially soccer, swings, splash pad) at Feaster Park, as well as opportunities for passive enjoyment (reading, sitting) and social spaces (movie area, community arts & crafts, performance area). Emphasis was placed on having a wide range of choices.
 - Students strategically placed supportive amenities (especially restrooms, copious shaded seating, drinking fountains, food vendors) and aesthetic enhancements (colorful flowers and gardens) with great consideration for visitor comfort and inclusion (seniors, disabled, small children).
 - Students desired more interesting features at Pittman Park. While they tended to describe their designs as quiet and restful to honor the dead (and included flowers and seating), this reverence did not preclude recreational enjoyment of the park (jump rope, community gardening, performance spaces).
 - Students also introduces a number of new and exciting elements such as a petting zoo, pool, jungle room, etc. into the designs. While these elements may not be viable at this location, they could provide inspiration for recreational programming post construction (beach-themed summer movie night, animal themed summer children's festival or animal conservation demonstration, etc.)

Actions

- Trust for Public Land (TPL) will coordinate follow up workshop with Paul Robeson students for art in the parks visioning.

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

Student Park Design Summaries

Group A – Paul Robeson Community School for the Arts

Summary:

Pittman Park with more trees & seating, as well as active play. Feaster has more active recreation opportunities (lots of soccer), as well as basketball, volleyball, tennis, track & field with seating for spectators, water play, pool. Move & enlarge community garden area. Provide seating area with food options and social gathering spaces (community movie area, outdoor classrooms, amphitheater).

Specific Element Utilized in Design:

Feaster Park has 2 jr soccer fields along Commercial Ave (one over existing school building), synthetic turf fields over existing basketball courts along with bleachers. Fitness station and full-court basketball added where at location of existing community garden. Volleyball, tennis court, amphitheater seating at a small synthetic field with track, and jr tennis court are placed along Throop Ave. Plaza with seating, 2 outdoor classrooms, outdoor movie area with tables & chairs, water play, vending machines with garbage/recycling receptacles and amphitheater along Handy Street. Expanded community gardens, rain gardens, a pool with changing rooms, and more synthetic turf field near the corner of Handy and Commercial Ave. Restrooms and play area added to existing playground with water play and statue surrounded by trees at the center of the park where existing paths meet.

Crosswalk across Handy Street for safe passage between the two parks. Pittman Park has soccer and bleachers, playgrounds for small and older children respectively, and more trees.

Group B – Livingston Elementary School

Summary:

Passive Pittman Park with seating, colorful flowers and gardening, trees. Basketball area made more comfortable. Existing community garden and fitness station retained. More shaded seating added throughout park. Enhanced play options for older & younger children at existing playground. Quiet reading/seating area with restrooms. More play opportunities: tennis, practice hoop, swings, stage/amphitheater, a series of water playrooms. Memorials providing focal points at center and entrances.

Specific Element Utilized in Design:

Shade structure between existing bleachers and school, retain exiting basketball courts in their location, but add drinking fountains, tables and chairs and storage shed between. Retained existing community garden, adding a trees, benches, and an amphitheater in the adjacent lawn area. Swings for older children, play equipment with soft ground surface, jump rope, and first aid station added to existing playground. Tennis, practice hoops, benches, and garbage/recycling station added adjacent to the school along Commercial Ave. Feaster memorials at either end of the central axis from Throop Ave to Commercial Ave with the Robeson Memorial at the park's center with a stage. Jr

soccer field and bleachers along Throop Ave. Benches shaded by trees and a series of water play areas, rain garden and USB charging station along Handy Street across from Pittman. Retained existing fitness station. Added shaded benches, gazebo, and restrooms along the lawn on Commercial Ave.

Decided to keep Pittman Park passive, but added flowerbeds, community gardens, shaded seating and a plaza with seating.

Group C – Redshaw Elementary School

Summary:

Passive Pittman with flowers, trees, seating and safe crossing over Handy Street. Bathrooms conveniently located near activity areas for both parks. More colorful flower beds, trees and seating in Feaster Park. Separation of play areas for older & younger children. Wider array of activities (dog park, arts & crafts, outdoor classroom, swings, water park, soccer, wi-fi.

Specific Element Utilized in Design:

Jr soccer field with seating at both ends where existing basketball courts are located. Existing community garden was not covered. Drinking fountain near new kindergarten swings, monkey bars and seating were added in the adjacent lawn along Throop with additional community gardens, flowerbeds, storage shed, and trees approaching restrooms at the corner of Throop Ave & Handy St. More fitness equipment trees, and benches near the existing fitness station, with bathrooms near the corner of Handy St. and Commercial Ave. Arts and crafts center, more restrooms and trees along Commercial Ave, with swing for older children and a practice hoop adjacent to the school. Dog park at the existing playground, wi-fi and USB changing station near the water play area at the park center.

Pedestrian bridge and traffic calming for safe passage across Handy Street to Pittman Park, which was enhanced with some additional trees, seating, a community garden, outdoor classroom, restrooms, and Feaster Memorial (at the center of the park where the tree currently stands).

Group D – Lord Stirling Community School

Summary:

Passive Pittman with additional seating and gardens. Wider variety of play options at Feaster: soccer, volleyball, baseball, tennis, jump rope, water play. Additional amenities also desired, seating trees, restrooms, performance area, USB charging, and garbage/recycling facilities.

Specific Element Utilized in Design:

Convert one basketball court into volleyball and add shade structure to other. Add stage and colorful flowerbeds, seating under trees and USB charging where community garden currently is. Water play, “jungle house” and baseball field along Throop Ave with additional seating, trees, and recycling/garbage along Throop Ave. Soccer field along Handy Street with tree-shaded bleachers. Seating, expanded community garden, restrooms, junior tennis, and play area included along

Commercial Ave. Robeson memorial at center while existing playground is enhanced with a tree, jump rope area, and nearby water play station.

Pittman Park is fairly passive, with tables & chairs, amphitheater seating, community garden, tree, and flower beds surrounding a central Feaster memorial.



Feaster and Pittman Parks
New Brunswick, New Jersey

Feaster and Pittman Parks
New Brunswick, New Jersey



• Fence to Border
Park

Lord Stirling School Students' Parks Design



Feaster and Pittman Parks
New Brunswick, New Jersey

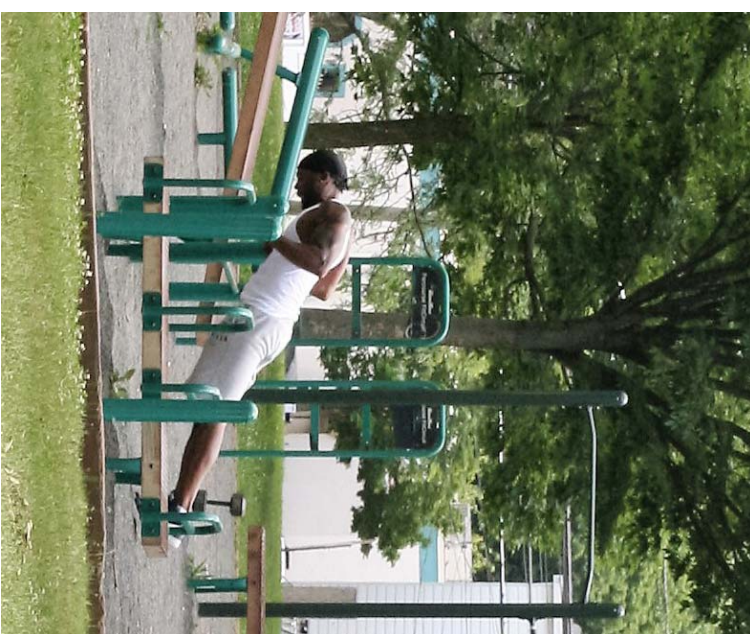
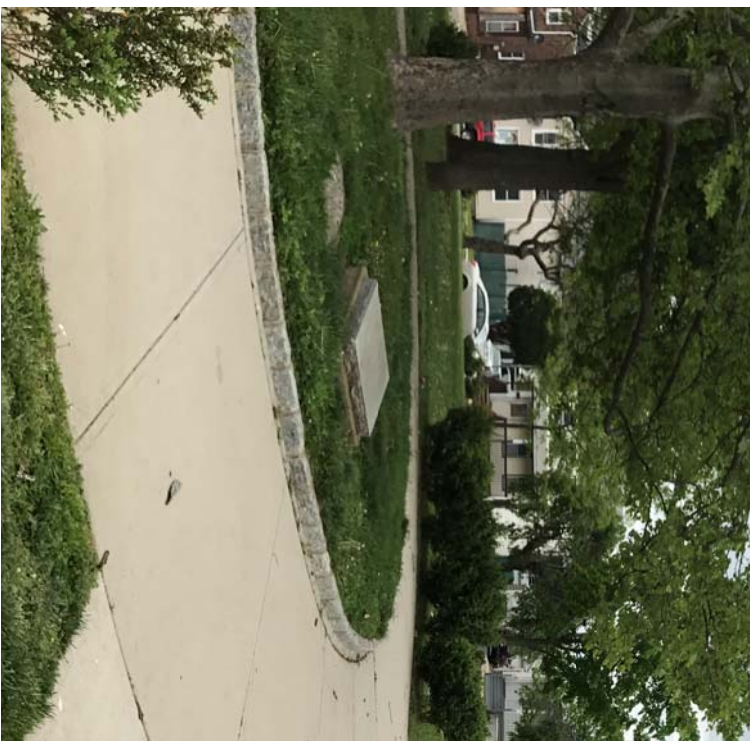
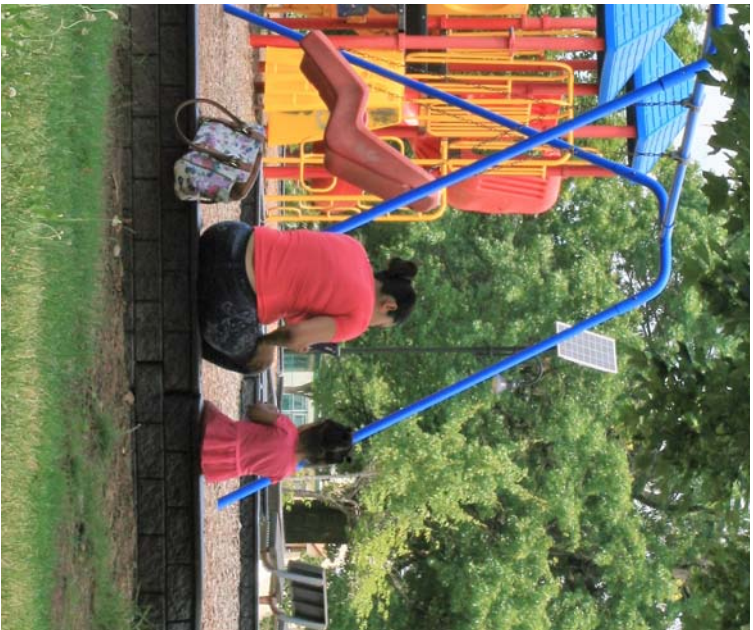


Feaster + Pittman Parks Re-Design Project

Student Workshop | September 28, 2018

Proyecto para rediseñar los Parques Feaster y Pittman

Taller estudiante | Septiembre 28, 2018



Where are we from? | ¿De donde somos?



The Parks | Los Parques

Feaster Park



- Improve safety

Mejorar
seguridad



- More activities & amenities

Más actividades y
amenidades

Pittman Park



- Facilitate passive use

Facilitar el uso
pasivo



- Connect to Feaster Park

Conectar al parque
Feaster



The 7 S's | E1 7 S's

Information that
will help decide
what to put where

Site History



1836



c. 1910





c. 1970

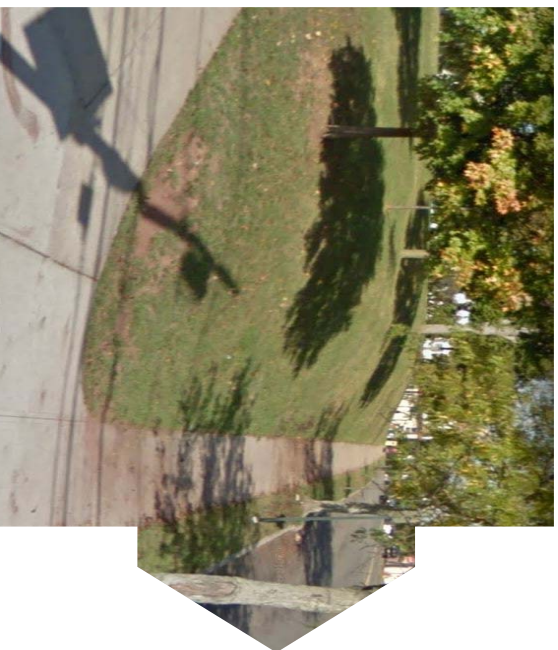
- New South Wales



The 7 S's | El 7 S's

Information that will help decide what to put where

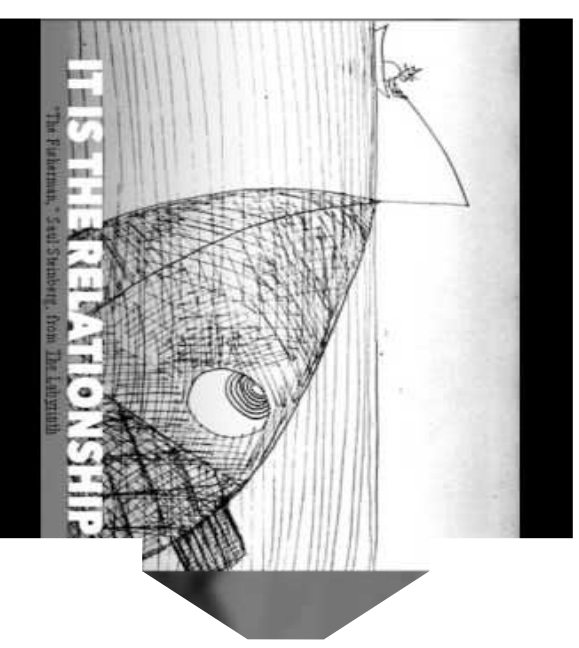
SLOPE



STORMWATER



SCALE



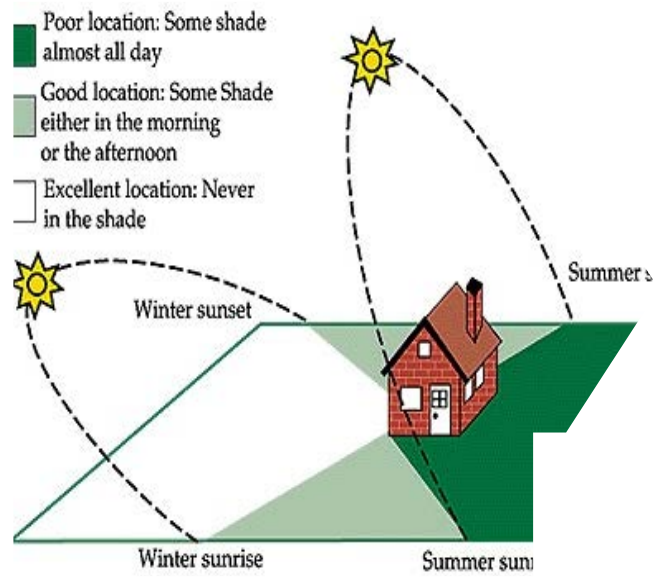
The 7 S's | E1 7 S's

Information that will help decide what to put where

SHAPE



SUN/SHADE


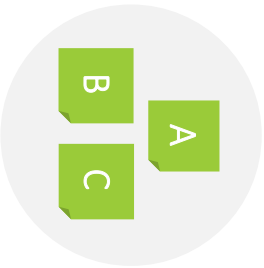





SURROUNDINGS





Project Timeline | Calendario de proyecto

September 2018	October 2018	November 2018	Spring 2019	Summer 2019
Community Suggestions	Develop Design Options	Approve Final Design Concept	Pre-Construction (Bid & Award)	Begin Construction!
				
Septiembre 2018	Octubre 2018	Noviembre 2018	Principios de verano 2019	Finales de verano 2019
Sugerencias de la comunidad	Desarrollar opciones de diseño	Aprobar el concepto del diseño final	Pre-construcción (oferta y adjudicación de contrato)	Comenzar construcción

Park Surveys | Las encuestas

FEASTER PARK USER SURVEY

This survey is part of an evaluation effort that explores the effectiveness of Feaster Park in meeting the communities recreation needs. We would appreciate it if you also filled out a separate survey for Pittman Park. This effort is led by The Trust for Public Land and The City of New Brunswick with Rutgers University.

All questions are optional. All answers are anonymous. We appreciate you taking the time to take this survey.

Date: ____ / ____ / 2018

Time: _____ am / pm

1. How often do you visit Feaster Park? (Check one)

- ☐ Daily
- ☐ A few times per week
- ☐ Once per week/a few times per month
- ☐ Monthly
- ☐ A few times per year
- ☐ Never, this is my first time

2. If you do not visit this park or go very often, why not? (Check all that apply)

- ☐ Safety concerns
- ☐ Maintenance issues
- ☐ Not nearby to my house
- ☐ Desired facilities/equipment not available
- ☐ Not enough lighting at the park
- ☐ Other: _____

3. When do you usually visit Feaster Park? (Check all that apply)

- ☐ Weekdays (Monday – Friday)
- ☐ Weekend mornings (before noon)
- ☐ Weekend afternoons (noon to 4pm)
- ☐ Weekend evenings (after 4pm)

5. Have you ever participated in programmed recreation (e.g., classes, team sports) at this park?

- ☐ No ☐ Yes

6. When you are at Feaster Park do you run into people you know? (Check one)

- ☐ Yes, often
- ☐ Yes, sometimes
- ☐ Rarely
- ☐ No, not at all

7. Do you visit other parks? (Check one)

- ☐ No ☐ Yes, which ones and why? _____

8. Is Feaster Park the primary park you visit? (Check one)

- ☐ No ☐ Yes

9. What are the specific things you like about Feaster Park?

**Thank you for
participating in this survey!**

**We would appreciate it if you would complete the survey
for Pittman Park as well.**



If you would like to be contacted about project updates, future workshops, or park related events please provide your information below.

Name: _____

Address: _____

Email address: _____

Phone number: _____

APPENDIX D: PARK USER SURVEY AND SUMMARY

This Appendix includes a summary of the data collected through the Park User Survey, which was distributed throughout the project conceptual design process. English and Spanish versions of the survey are also included. Survey questions were the same on both the Feaster Park and Pittman Park version of the survey, other than the name of the park used.

Park User Survey Summary

A total of 18 surveys were completed (12 in English, 6 in Spanish) with 13 related to Feaster Park and 5 to Pittman Park. Most respondents did not indicate gender, age, race/ethnicity, or whether they lived in the neighborhood and how long. Nevertheless, those who did respond to these questions usually were adults (ages 35-51) or children (ages 11-12), female, Hispanic, and residents of more than 10 years (others living/working in the area for 1-10 years). Participants in both surveys tended to express some appreciation for the neighborhood and a fair percentage were willing to participate in park stewardship events/programs.

Feaster Park

Overall, most survey participants indicated that they use Feaster Park multiple times per week (many of whom use it daily), usually on weekdays, and usually walk to it. They value their time outdoors, appreciate a number of the park's existing features (trees/garden/grass, sports, playground), and feel that the park contributes to social cohesion. They chiefly use the park at present for sitting/relaxing, meeting with friends, and playing soccer or bringing children. Most have participated in programmed recreation at Feaster Park. Most exercise primarily at a park several times per week, although many of them use other neighborhood parks in addition to Feaster Park to meet their recreational needs (e.g. go to Recreation Park for water play).

However, participants often cited safety concerns related to undesirable behaviors (alcohol consumption, substance abuse, violence) as limiting their enjoyment of the park. Recommended park improvements include resolving safety concerns, addressing litter and other maintenance concerns, providing a wider array of amenities (such as soccer field and splash pad), and adding more safety features (additional lighting, traffic calming).

Note: percentages below relate to the total number of Feaster Park surveys received, not the total number of Park User surveys.

Question #1: How often do you visit Feaster Park?

Approximately 46% of the Feaster Park respondents (6 responses) use the park daily, while 23% use it a few times per week and few times per year respectively (3 responses each).

Question #2: If you do not visit this park or go very often, why not?

Approximately 46% of respondents noted safety concerns as a limiting factor (6 responses), followed by not near home (3 responses), maintenance issues (2 responses), not enough lighting (2 responses).

Question #3: When do you usually visit Feaster Park?

The vast majority of participants visit on weekdays (10 responses, 77%), while 15% use the park on weekend mornings or weekend afternoons (2 responses each).

Question #4: What do you usually do while at Feaster Park?

The majority of participants cited sitting and relaxing (6 responses, 46%), meeting friends (5 responses, 38%) as their normal activities. Twenty-three percent play soccer or bring children (3 responses each).

Question #5: Have you participated in programmed recreation at this park?

Seventy-seven percent have participated in programmed recreation (10 responses), while 23% (3 responses) have not.

Question #6: When you are at Feaster Park do you run into people you know?

Forty-six percent responded that they do sometimes (6 responses) and 23% that they do often (3 responses). Thirty percent (4 responses) indicated that they do not run into people they know.

Question #7: Do you visit other parks?

Most respondents mentioned visiting other parks including: Recreation/Pine Street Park (6 responses, 46%), St. Peter (Buccleuch?) Park (2 responses, 15%), Boyd Park (1 response), Joyce Kilmer Park (1 response), Johnson Park (1 response), and Tecteron Park (1 response). Reasons given included splash pad (at Recreation Park) and closer to home, although many respondents did not provide a reason. One person mentioned not visiting other parks because “the pretty ones are too far away.”

Question #8: Is Feaster Park the primary park you visit?

Feaster Park is the primary park for a little more than 50% (7 responses).

Question #9: What are the specific things you like about Feaster Park?

There was not a clear front-runner on this question. Basketball, swings, trees, and soccer each received two responses, while the community garden, grass, monkey bars, space, opportunity to hang out with friends, and proximity to home each received one response.

Question #10: How would you improve Feaster Park?

More security (e.g. through police presence) and putting a stop to undesirable behaviors (smoking, drug/alcohol use) were mentioned 5 times (38%), followed by addressing litter (3 responses, 23%), and adding additional lighting (2 responses, 15%). Other suggestions included adding more benches, activating the park so more people would be around, activities for children, more swings, more basketball courts and crack repairs, and more instructional activities (1 response each).

Question #11: What would encourage you to visit Feaster Park more often?

Soccer (3 responses), more safety (2 responses), activities/programs for kids (2 responses) were mentioned most frequently, followed by enhanced attractiveness, cleanliness, additional tables, more activities, basketball, bike riding, and additional lighting (1 response each).

Question #12: On a scale from 1 (not at all) to 5 (extremely well), how well maintained do you feel Feaster Park is?

Results ranged across the spectrum from rank 5 extremely well (4 responses), to rank 3 somewhat maintained (4 responses) to rank 1 not maintained at all (3 responses), and a vote each for ranks 2 and 4. Reasons for not appearing maintained included trash/litter predominantly (9 responses, 69%), followed by equipment conditions (2 responses), and safety and cigarette smoke (1 response each).

Question #13: In general, how safe do you feel Feaster Park is?

Sixty-nine percent indicated that they felt the park was not very safe (6 responses) or not safe at all (3 responses). Thirty percent indicated that they felt the park was safe (1 response) or very safe (3 responses), although some of these respondents then identified safety issues. Safety issues included: crime/violence (5 responses, 38%), safety hazards (4 responses, 30%), smoking/alcohol consumption (1 response), not enough lighting (1 response), anyone allowed at any time without regular security presence (1 response).

Question #14: How do you usually travel to Feaster Park?

The vast majority of participants walk to the park (11 responses, 84%), followed by biking (3 responses, 23%) and driving (2 responses, 15%).

Question #15: Is there anything that makes it difficult to visit Feaster Park?

Safety concerns was the primary impediment to visiting Feaster Park (7 responses, 53%), followed by traffic (4 responses, 30%), sidewalk conditions (2 responses, 15%) and lack of parking (1 response).

Question #16: Where do you usually exercise?

Most respondents exercise at the park (9 responses, 69%), followed by at home or the gym (2 responses each), streets/trails/sidewalks (1 response) or at school (1 response). Two respondents do not usually exercise.

Question #17: How many days per week do you exercise?

Four respondents exercise 4 times per week and two exercise twice per week. Three times per week, one time per week, and no times per week were each indicated once.

Question #18A: Does Feaster Park encourage community cohesion?

Seventy-six percent of respondents agreed with this statement to some degree: rank 5 strongly agree (1 response), rank 4 agree (4 responses), rank 3 agree somewhat (5 responses). Only two respondents indicated that the park does not encourage community cohesion.

Question #18B: In general, are there sufficient facilities or equipment for what you want to do?

Responses were more mixed on this question. Five respondents disagreed with the statement to some degree, while four agreed somewhat (rank 3), and three agreed strongly (rank 5) that there are sufficient facilities/equipment.

Question #18C: In general, are there recreational opportunities (programmed, pick-up, led) for what you want to do?

Responses were split fairly evenly on this statement, with 6 respondents (46%) disagreeing to some degree and 6 agreeing to some degree (46%).

Question #18D: Would you feel that an important part of your life was missing if you were not able to get out and enjoy nature from time to time?

Eighty-four percent of respondents agreed with this statement: rank 5 strongly agree (6 responses), rank 4 agree (2 responses), rank 3 agree somewhat (3 responses). Only two respondents strongly disagreed with the statement.

Question #18E: Does being in Feaster Park increase your wellbeing?

Fifty-three percent indicated that the park does increase their wellbeing to some degree (7 responses), while 30% said that the park did not (4 responses).

Question #18F: Have you participated in stewardship programs/events somewhere?

Seventy-six percent of respondent had participated in stewardship events (10 responses) while one respondent had not.

Question #18G: Would you be willing to participate in a stewardship event/program at Feaster Park?

Almost 70% of respondents indicated that they would be willing to participate in Feaster Park stewardship, while two respondents were not willing to participate in stewardship at Feaster Park.

Question #18A-G Explanations

Very few respondents explained their reasons for answering Questions 18A-G as they did, however one participant indicated that they would be willing to participate in litter cleanup. Another person stated that New Brunswick is not what it used to be and felt that most focus is on the Hispanic community while there are not activities focused on keeping colored youth engaged and off the street (e.g. YMCA, PAL).

Question #19: Does Feaster Park attract people to your neighborhood?

Overall almost the same number of people felt that the Parks attracts people to the neighborhood (four responses) as those who felt it did not (five responses). In reading responses to whether community members felt this was positive or negative, it appeared that there were multiple interpretations of the question and responses were at times rather unclear, making statistical analysis challenging. On the positive side, one respondent thought that people coming to the park was positive because it facilitated meeting more neighbors. Two others were concerned that the park attracted people with undesirable behaviors (bringing drugs and safety issues).

Question #20: What outdoor recreational opportunities are you aware of in your neighborhood for youth after school and during the summer?

Two respondents mentioned soccer, while others mention sprinklers, basketball, summer camp, and a neighborhood outing to Buccleuch Park (1 response each). One person was not aware of any outdoor recreational opportunities.

Question #21: What one thing do you like most about your neighborhood?

Six respondents mentioned the people as their favorite aspect of the neighborhood: that they don't litter or help pick up litter when asked (3 responses), cultural diversity, and ability to play with neighbors. One person mentioned enjoying difference activities/programs available.

Question #22: What one thing do you like least about your neighborhood?

Undesirable behaviors (lots of violence, smoking, drinking, drug use, prostitution, littering) were mentioned by 7 respondents, while noise and not enough play opportunities were mentioned by 1 person each.

Pittman Park

Five survey participants provided information about their use of Pittman Park.

Overall, survey participants indicated that they use Pittman Park across the whole spectrum from daily to never, usually on weekdays or weekend afternoons, and get there by walking. They value their time outdoors to varying degrees, and use the park at present for sitting/relaxing or meeting with friends. Most

exercise primarily at a park (some four times per week), although many of them use other local parks in addition to Pittman Park to meet their recreational needs since Pittman Park does not support their desired facilities/equipment. Most respondents have not participated in programmed recreation at Pittman Park, nor do they feel that the park contributes to social cohesion.

Participants cited safety concerns related to undesirable behaviors (smoking, violence) as limiting their enjoyment of the park. Recommended park improvements include resolving safety concerns (including adding additional lighting), addressing litter, and adding a providing a wider array of amenities such as more seating, flowers, games for children, and soccer.

Question #1: How often do you visit Pittman Park?

Answers covered nearly the whole spectrum from Daily to Never.

Question #2: If you do not visit this park or go very often, why not?

Four respondents noted safety concerns as a limiting factor, followed by maintenance issues (1 response) and not enough desired facilities/equipment (1 response).

Question #3: When do you usually visit Pittman Park?

Two participants visit on weekdays, while two use the park on weekend afternoons.

Question #4: What do you usually do while at Pittman Park?

Participants cited sitting and relaxing (3 responses) and meeting friends (1 response) as their normal activities.

Question #5: Have you participated in programmed recreation at this park?

The only three response indicated that they have not participated in programmed recreation at Pittman Park.

Question #6: When you are at Pittman Park do you run into people you know?

Three responded that they do sometimes (2 responses) or often (1 response) meet people they know in the park, while two indicated that they do not run into people they know.

Question #7: Do you visit other parks?

Most respondents mentioned visiting other parks including: Feaster Park (3 responses), Boyd Park (2 responses), Recreation/Pine Street Park (1 response), St. Peter (Buccleuch?) Park (1 response), or Johnson Park (1 response).

Question #8: Is Pittman Park the primary park you visit?

Half of the respondents consider Pittman Park their primary park (2 responses, versus the 2 that do not consider it their primary park).

Question #9: What are the specific things you like about Pittman Park?

The only response was “nothing.”

Question #10: How would you improve Pittman Park?

Suggested improvements ranged from renovating the park, to providing more games for kids (e.g. soccer), to more sitting areas and flowers. One respondent would like guns not allowed.

Question #11: What would encourage you to visit Pittman Park more often?

Additional security and lighting were the only two items identified.

Question #12: On a scale from 1 (not at all) to 5 (extremely well), how well maintained do you feel Pittman Park is?

Results ranged across the spectrum from not well-maintained (3 responses) to maintained to some degree (2 responses). Reasons for not appearing maintained included trash/litter predominantly (4 responses), followed by smoking (1 response), and condition of benches/chairs (1 response).

Question #13: In general, how safe do you feel Pittman Park is?

Four of the five respondents (80%) do not feel the park is safe. Safety issues included: crime/violence (4 responses) and safety hazards.

Question #14: How do you usually travel to Pittman Park?

Four participants (80%) walk to the park.

Question #15: Is there anything that makes it difficult to visit Pittman Park?

Safety concerns was the primary impediment to visiting Feaster Park (3 responses), followed by traffic (1 response) and sidewalk conditions (1 response).

Question #16: Where do you usually exercise?

Most respondents exercise at the park (3 responses), followed by at home, the gym or at school (1 response each).

Question #17: How many days per week do you exercise?

The only two respondents exercise 4 times per week.

Question #18A: Does Pittman Park encourage community cohesion?

Four respondents did not feel that Pittman Park encourages community cohesion. One respondent indicated that the park encourages community cohesion somewhat (rank 3).

Question #18B: In general, are there sufficient facilities or equipment for what you want to do?

Four respondents did not feel that Pittman Park has sufficient facilities/equipment. One respondent indicated that the park somewhat has sufficient facilities/equipment (rank 3).

Question #18C: In general, are there recreational opportunities (programmed, pick-up, led) for what you want to do?

Responses were split fairly evenly on this statement, with 3 respondents agreeing to some degree and 2 disagreeing to some degree.

Question #18D: Would you feel that an important part of your life was missing if you were not able to get out and enjoy nature from time to time?

Three respondents agreed strongly or fairly strongly with this statement. Two respondents disagreed with the statement to some degree.

Question #18E: Does being in Pittman Park increase your wellbeing?

Three respondents agreed to some degree with this statement. Two respondents disagreed with the statement to some degree.

Question #18F: Have you participated in stewardship programs/events somewhere?

Three respondents had participated in stewardship events while two had not.

Question #18G: Would you be willing to participate in a stewardship event/program at Pittman Park?

Four respondents indicated that they would be willing to participate in Pittman Park stewardship, while one was not.

Question #18A-G Explanations

No explanations provided.

Question #19: Does Pittman Park attract people to your neighborhood?

The only four respondents indicated that the park does not draw people into the neighborhood. Two felt that this was a negative thing, although another respondent was happy that negative people are not attracted to the park.

Question #20: What outdoor recreational opportunities are you aware of in your neighborhood for youth after school and during the summer?

The only two respondents were not aware of outdoor recreational opportunities. Providing More opportunities was suggested.

Question #21: What one thing do you like most about your neighborhood?

Cleanliness, friendliness, and the community organization were favorite aspects of the neighborhood.

Question #22: What one thing do you like least about your neighborhood?

Air contamination from smoking, lots of violence, and street uncleanliness were least favorite aspects of the neighborhood.

PITTMAN PARK USER SURVEY

This survey is part of an evaluation effort that explores the effectiveness of Pittman Park in meeting the communities recreation needs. We would appreciate it if you also filled out a separate survey for Feaster Park. This effort is led by The Trust for Public Land and The City of New Brunswick with Rutgers University.

All questions are optional. All answers are anonymous. We appreciate you taking the time to take this survey.

Date: _____ / _____ / 2018

Time: _____ : _____ am / pm

1. How often do you visit Pittman Park? (Check one)

- ☐ Daily
- ☐ A few times per week
- ☐ Once per week/a few times per month
- ☐ Monthly
- ☐ A few times per year
- ☐ Never, this is my first time

2. If you do not visit this park or go very often, why not? (Check all that apply)

- ☐ Safety concerns
- ☐ Maintenance issues
- ☐ Not nearby to my house
- ☐ Desired facilities/equipment not available
- ☐ Not enough lighting at the park
- ☐ Other: _____

3. When do you usually visit Pittman Park? (Check all that apply)

- ☐ Weekdays (Monday – Friday)
- ☐ Weekend mornings (before noon)
- ☐ Weekend afternoons (noon to 4pm)
- ☐ Weekend evenings (after 4pm)

4. What do you usually do while at Pittman Park?

(Check all that apply)

- ☐ After-school program
- ☐ Basketball
- ☐ Exercise
- ☐ Garden
- ☐ Meet friends
- ☐ Picnic
- ☐ Sit and relax
- ☐ Visit with child; do they attend Paul Robeson School? Yes / No
- ☐ Other/notes: _____

5. Have you ever participated in programmed recreation (e.g., classes, team sports) at this park?

- ☐ No ☐ Yes

6. When you are at Pittman Park do you run into people you know? (Check one)

- ☐ Yes, often
- ☐ Yes, sometimes
- ☐ Rarely
- ☐ No, not at all

7. Do you visit other parks? (Check one)

- ☐ No ☐ Yes; **which ones and why?** _____

8. Is Pittman Park the primary park you visit? (Check one)

- ☐ No ☐ Yes

9. What are the specific things you like about Pittman Park?

10. How would you improve Pittman Park?

11. What would encourage you to visit Pittman Park more often?

12. On a scale from 1 (not at all) to 5 (extremely well), how well-maintained do you feel Pittman Park is? (circle one)

1	2	3	4	5
---	---	---	---	---

If not well-maintained, why not? (Check all that apply)

☐ Equipment conditions ☐ Trash/litter

☐ Other: _____

13. In general, how safe do you feel Pittman Park is? (Check one)

☐ Very safe

☐ Safe

☐ Not very safe

☐ Not safe at all

If not safe, why not? (Check all that apply)

☐ Safety hazards ☐ Crime or violence

☐ Other: _____

Please explain: _____

14. How do you usually travel to Pittman Park? (Check one)

☐ Walk ☐ Drive ☐ Bike

☐ Subway ☐ Other: _____

15. Is there anything that makes it difficult to visit Pittman Park? (Check all that apply)

☐ Sidewalk conditions ☐ Traffic

☐ Safety concerns ☐ Lack of parking

☐ Other: _____

☐ None, it is easy

16. Where do you usually exercise?

☐ Park

☐ Home

☐ Streets, trails and sidewalks

☐ Gym

☐ Other: _____

☐ I don't usually exercise

17. How many days per week do you exercise?

18. Please rate the following statements on a scale from 1 (strongly disagree) to 5 (strongly agree): (Circle one rating per statement.)

A) Pittman Park encourages community cohesion (i.e. social ties, contact among neighbors).	1	2	3	4	5
B) In general, there are sufficient facilities or equipment for what I want to do.	1	2	3	4	5
C) In general, there are recreational opportunities (programmed, pick-up and self led) for what I want to do.	1	2	3	4	5
D) I would feel that an important part of my life was missing if I was not able to get out and enjoy nature from time to time.	1	2	3	4	5
E) Being at Pittman Park increases my wellbeing.	1	2	3	4	5
F) I have participated in stewardship programs/ events somewhere (such as picking up litter, restoring a playground, or clearing a trail).	1	2	3	4	5
G) I would be willing to participate in a stewardship program/event at Feaster Park.	1	2	3	4	5

Please explain why you answered as you did in question 18: _____

19. Does Pittman Park attract people to your neighborhood? (Please circle) Yes / No

Is that a positive or negative thing? (Please circle)
Positive / negative. Please explain below.

20. What outdoor recreational opportunities are you aware of in your neighborhood for youth after school and during the summer? (Please explain below)

21. What one thing do you like most about your neighborhood?

22. What one thing do you like least about your neighborhood?

23. Your gender: _____

24. Your age: _____

25. Your race or ethnicity: _____

26. Do you: (Check all that apply)

- ☐ Live in the neighborhood; closest intersection to residence: _____ & _____
- ☐ Work in this neighborhood/nearby
- ☐ Have a child (children) that attend Paul Robeson School

27. For how long have you lived in this community? (Check one)

- ☐ Less than 1 year ☐ 1 to 5 years
- ☐ 5 to 10 years ☐ More than 10 years

28. Do you have any additional comments?

***Thank you for
participating in this survey!***

***We would appreciate it if you
would complete the survey for
Feaster Park as well.***



If you would like to be contacted about project updates, future workshops, or park related events please provide your information below.

Name: _____

Address: _____

Email address: _____

Phone number: _____

ENCUESTA DEL PARQUE PITTMAN

Esta encuesta es parte de un esfuerzo de evaluación que explora la eficacia del Parque Pittman en atender las necesidades recreativas de la comunidad. Nosotros apreciaríamos si también llenaran otra encuesta para el Parque Feaster. Este esfuerzo es dirigido por el Fondo de Fideicomiso para Tierras Públicas y la ciudad de New Brunswick con la Universidad de Rutgers.

Todas las preguntas son opcionales. Todas las respuestas son anónimas. Apreciamos el tiempo que tomaron para llenar esta encuesta.

Fecha: _____ / _____ / 2018

Tiempo: _____ : _____ am / pm

1. ¿Con qué frecuencia visita el Parque Pittman?

(Marque una)

- ☐ Diariamente
- ☐ Varias veces por semana
- ☐ Una vez a la semana/varias veces por mes
- ☐ Mensual
- ☐ Varias veces por año
- ☐ Nunca, está es mi primera vez.

2. ¿Si usted no visita el parque, o no va con mucha frecuencia, por qué no? (Marque todos los que apliquen)

- ☐ Cuestiones de seguridad
- ☐ Cuestiones de mantenimiento
- ☐ No está cerca de mi casa
- ☐ Instalaciones o equipos deseados no disponibles
- ☐ Falta de iluminación en el parque
- ☐ Otros: _____

3. ¿Cuándo normalmente visitas el Parque Pittman?

(Marque todos los que apliquen)

- ☐ Los días de semana (Lunes – Viernes)
- ☐ Fines de semana por la mañana (antes del mediodía)
- ☐ Fines de semana después del mediodía (12pm a 4pm)
- ☐ Fines de semana por la tarde (después de las 4pm)

4. ¿Qué normalmente haces mientras visitas el Parque Pittman? (Marque todos los que apliquen)

- ☐ Programas extracurriculares
- ☐ Baloncesto
- ☐ Ejercicio
- ☐ Jardinería
- ☐ Reuniones con amistades
- ☐ Picnic
- ☐ Sentarme y relajarme
- ☐ Visitar con hijos; atienden la Escuela Paul Robeson? Sí / No
- ☐ Otros/notas: _____

5. ¿Has participado en programaciones recreativas (ej., clases, deportes de equipo) en este parque?

- ☐ No
- ☐ Sí

6. ¿Cuándo estas en el Parque Pittman, te encuentras con personas que conoces? (Marque una)

- ☐ Sí, con frecuencia
- ☐ Sí, algunas veces
- ☐ Raramente
- ☐ No, jamás

7. ¿Visitas otros parques? (Marque una)

- ☐ No
- ☐ Sí; **cuales y por qué?** _____

8. ¿El Parque Pittman es el parque primario que visitas? (Marque una)

- ☐ No
- ☐ Sí

9. ¿Cuáles son las cosas específicas que más le gusta del Parque Pittman?

10. ¿Cómo mejorarías el Parque Pittman?

11. ¿Qué te animaría visitar el Parque Pittman con más frecuencia?

12. En una escala del 1 (para nada) al 5 (extremadamente bien), que bien mantenido está el Parque Pittman? (Escoja uno)

1	2	3	4	5
---	---	---	---	---

¿Si no está bien mantenido, por qué? (Marque todos los que apliquen)

- ☐ Condición de equipo ☐ Basura
☐ Otros: _____

13. ¿En general, que seguro es el Parque Pittman? (Marque una)

- ☐ Bien seguro
☐ Seguro
☐ No muy seguro
☐ No es seguro

¿Si no es seguro, por qué? (Marque todos los que apliquen)

- ☐ Preocupaciones de la seguridad ☐ Crimen o violencia
☐ Otros: _____
 Por favor explique: _____

14. ¿Como usualmente llegas al Parque Pittman? (Marque una)

- ☐ Caminar ☐ Conducir ☐ Bicicleta
☐ Tren ☐ Otros: _____

15. ¿Hay algo que lo hace difícil visitar el Parque Pittman? (Marque todos los que apliquen)

- ☐ Condiciones de la acera ☐ Trafico
☐ Preocupaciones de la seguridad
☐ Falta de estacionamiento
☐ Otros: _____
☐ Ninguno, es fácil

16. ¿Dónde usualmente haces ejercicio?

- ☐ Parque
☐ Casa
☐ Afuera, Senderos, y Acera
☐ Gimnasio
☐ Otros: _____
☐ No hago ejercicio usualmente

17. ¿Cuántas veces a la semana haces ejercicio?

18. Por favor evalúe las siguientes declaraciones en una escala del 1 (no estoy de acuerdo) al 5 (estoy totalmente de acuerdo): (Circule una calificación para cada declaración)

A) El Parque Pittman anima la cohesión de la comunidad (ej. vínculos sociales, contacto entre vecinos)	1	2	3	4	5
B) En general, hay suficientes instalaciones y equipos para lo que yo deseo hacer.	1	2	3	4	5
C) En general, hay oportunidades recreativas (programadas/espontaneas) para lo que quiero hacer.	1	2	3	4	5
D) Si no pudiera disfrutar de la naturaleza de vez en cuando, sentiría que me haría falta una parte importante de mi vida.	1	2	3	4	5
E) Siento que estando en el Parque Pittman mejora mi bienestar.	1	2	3	4	5
F) He participado en programas/eventos de administración (ej. recogiendo basura, restaurando un campo de juegos, limpiando un sendero).	1	2	3	4	5
G) Estaría dispuesto a participar en un programa/evento de administración en el Parque Pittman.	1	2	3	4	5

Por favor explique sus respuestas a la pregunta

18: _____

19. ¿El Parque Pittman atrae gente a su vecindario?

(Escoja uno) Sí / No

¿Eso es algo positivo o negativo? (Escoja uno)
Positivo / negativo. Por favor explique abajo.

20. ¿De qué oportunidades de recreación al aire libre conoce usted en su vecindario para los niños después de la escuela y durante el verano? (Por favor explique abajo)

21. ¿Qué es una cosa que más le gusta de su vecindario?

22. ¿Qué es una cosa que menos le gusta de su vecindario?

23. Su género: _____

24. Su edad: _____

25. Su raza o etnicidad: _____

26. Usted: (Marque todos los que apliquen)

- ☐ Vive en el vecindario; intercesión más cercana a su residencia: _____ &
- ☐ Trabaja en este vecindario/cerca
- ☐ Tiene hijo (hijos) en la Escuela Paul Robeson

27. ¿Cuánto tiempo llevas en esta comunidad?

(Escoja uno)

- ☐ Menos de 1 año ☐ 1 a 5 años
- ☐ 5 a 10 años ☐ Más de 10 años

28. ¿Alguna información adicional?

¡Gracias por participar en esta encuesta!

Apreciaríamos si también pudieran completar la encuesta del Parque Feaster.



Si quiere que lo contactemos sobre actualizaciones de proyectos, talleres en el futuro, o eventos relacionados con los parques, escriba su información a continuación...

Nombre: _____

Dirección: _____

Correo electrónico: _____

Teléfono: _____

APPENDIX E: COMMUNITY WORKSHOPS NOTES AND ACTIVITY WORKSHEETS

This Appendix includes notes taken during all four community workshops, as well as activity worksheets used in the second Community Workshop.

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Community Workshop #1

Mtg. Date/Time: 12 September 2018 / 6:30pm

Mtg. Location: Paul Robeson Community School for the Arts
199 Commercial Avenue, New Brunswick, NJ 08901

Attendees: Scott Dvorak, Heidi Cohen, Donna Kirkland, Richard Alomar, Angela Johnsen, approximately 20 community members (see sign in sheet)

Minutes Issued:

Project Presentation:

- TPL introduced the project team and Ms. Feaster shared summary of Joseph Feaster legacy.
- CUES and TPL presented overview of the project including recommendations of the 2017 Parks Action Plan, anticipated project timeline, short history of the two parks (not all community members knew where Pittman Park was located or that it still has bodies buried there from its time as a cemetery)
- Participants were provided dot stickers and sticky notes to share their thoughts about the parks on bilingual (Spanish/English) interactive presentation boards.
- Note: The interactive boards were also used at Back to School Night, so comments below reflect all responses received from both events.

Interactive Preference Boards:

- Board A – Favorite locations in the parks
 - Participants indicated that their favorite places in Feaster Park were the basketball courts, playground, community garden, fitness station, and areas where they could sit in the shade of trees. At Pittman Park, the only favorite place identified was at the central specimen tree and headstones.
- Board B – What do you like/not like about the parks now?
 - Feaster Park – Participants like the community garden (4 notes), swings (3 notes), fitness equipment and games (2 notes each) (Fig. 1). Additional features/activities mentioned include basketball courts, benches under trees, playing tag, garbage cans, playground, trees, walking distance from home, and watching people play basketball.
 - Feaster Park – Safety concerns related to undesirable behaviors (violence, alcohol consumption, smoking, drug use, vandalism,) visibility, and lighting accounted for the bulk of issues that detract from community members' current enjoyment of Feaster Park (Fig. 2). Littering, lack of soft play surface, and need for more shaded seating were also frequently mentioned.
 - Pittman Park received fewer comments than Feaster Park. Participants particularly like the flower trees when they bloom, the shade cast by trees, and the general

landscape. They do not like undesirable behaviors of some park visitors (drinking/getting drunk every day, violence, yelling, sitting & smoking) and mention litter and lack of benches. Some find the park to feel abandoned, think that it is not visually open to Seaman Street, and do not like the disconnection from Feaster Park. Two participants indicate that they have never really been there.

- Board C – What do you want the two parks to look/feel like in the future?
 - Participants want Feaster Park to have separate areas for children’s active play and for calm adult relaxation (3 responses). Additional ideas included an open, safe feel and exciting, active, welcoming, happy place for children and adults. More shade, safety fences for corralling young children, restrooms, and plants/flowers were also suggested. One participant suggested having a silent disco night each month with seasonal/holiday themes raise money for the parks/community.
 - Participants want Pittman Park to look safer and have a very quiet atmosphere described by several participants as “tranquil,” “serenity,” and “relaxing place to think or read.” A few participants specifically requested flowers, while others recommended pure air (no smoking) and interpretive signage.
- Board D – What activities would you like the new parks design to support?
 - Participants most frequently requested additional activities (especially a water park, fitness equipment, soccer, games tables, alternative fitness areas for zumba or yoga, etc.) and supportive facilities, such as bathrooms and shaded benches, to enhance their experience at Feaster Park (Fig. 3). The diverse array of requests reflects an interest in having a range of choices and experiences to meet the diverse interests of the entire neighborhood.
 - Desired enhancements at Pittman Park include: more supportive facilities (especially seating and perhaps bathrooms), aesthetic enhancements (a garden to relieve stress, a memorial in the middle of the park, a reflecting pond with fish, or a floral gazebo with lights and seating), or recreational facilities (places to play games, zumba, or use for exercise).

Group Wrap-Up Discussion:

- A group wrap-up discussion helped to clarify issues such as safety concerns, frustrations regarding litter, and desire enhancements in detail. Violence and alcohol/drug use in the park is particularly frustrating to the residents, and although police are called, the issues re-occur after police leave, suggesting a more frequent authority presence might be advisable.
- Litter (along with alcohol use) reportedly is worse after weekends.
- The Parks Department would like a maintenance facility installed at Feaster Park to provide an all-day authority presence and suggests installing a fitness court like the one at Buccleuch.
- Most participants walk to the park. Adding bike racks would make it easier to bike to the park. A crosswalk or other safe crossing infrastructure would help make the trip to the park and crossing Handy Street feel safer.
- Many like to use the community garden to relieve stress.
- Additional safety lighting is needed at the playground/jungle gym at Feaster Park.
- Children could use more play options.
- Note: A couple of comments suggest that there may be some racial tensions in the neighborhood, thus ensuring that the parks provide a safe place where diverse community members can mingle/bond might be a positive step toward stronger community cohesion.

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

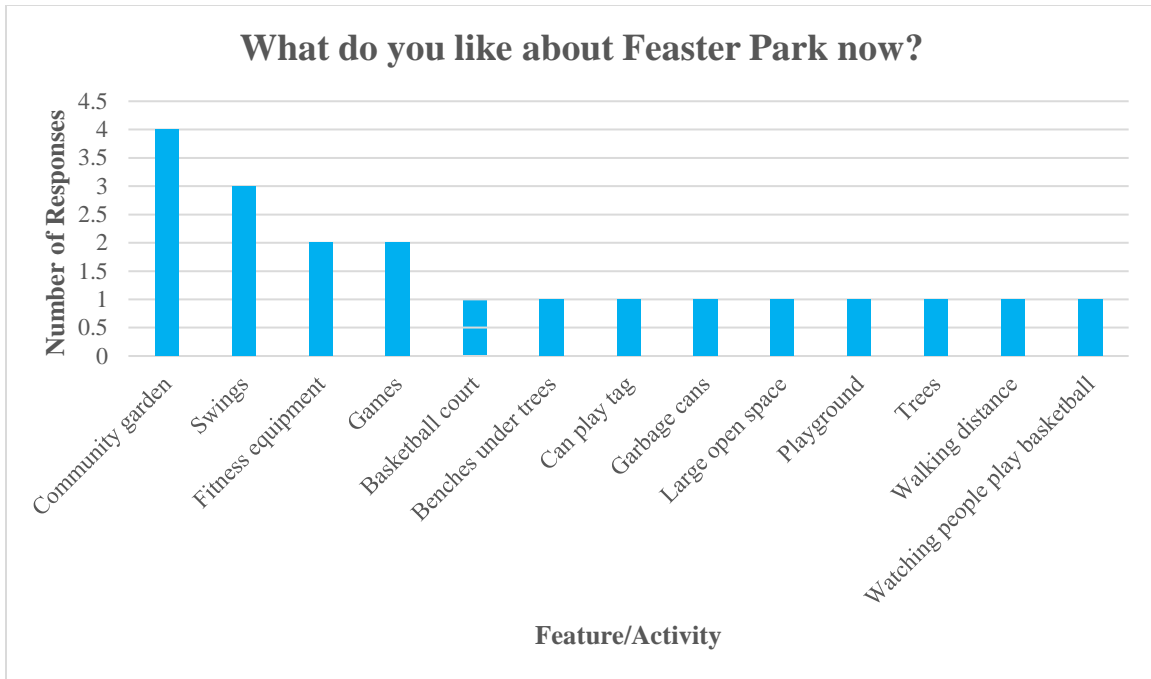


Fig. 1: Community members most frequently identified the community garden, swings, fitness equipment and games as features/activities that they like at the current Feaster Park.

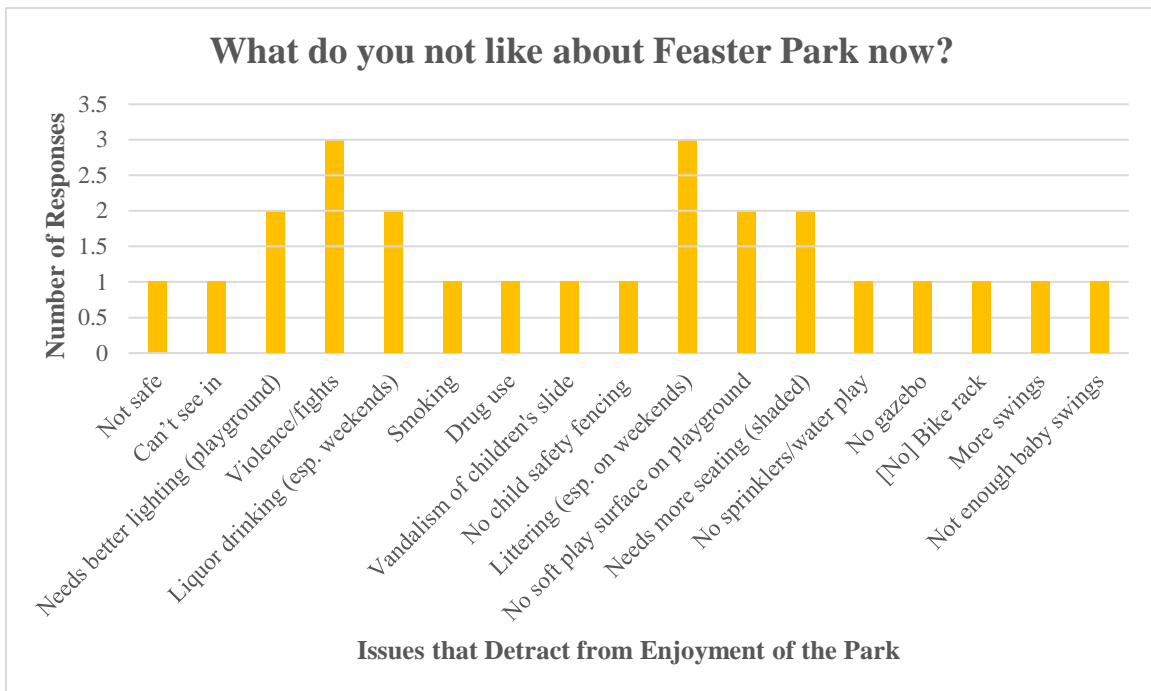


Fig. 2: Safety concerns related to undesirable behaviors (violence, alcohol consumption, smoking, drug use, vandalism,) visibility, and lighting accounted for the bulk of issues that detract from community members' enjoyment of Feaster Park. Littering, lack of soft play surface, and need for more shaded seating were also frequently mentioned.

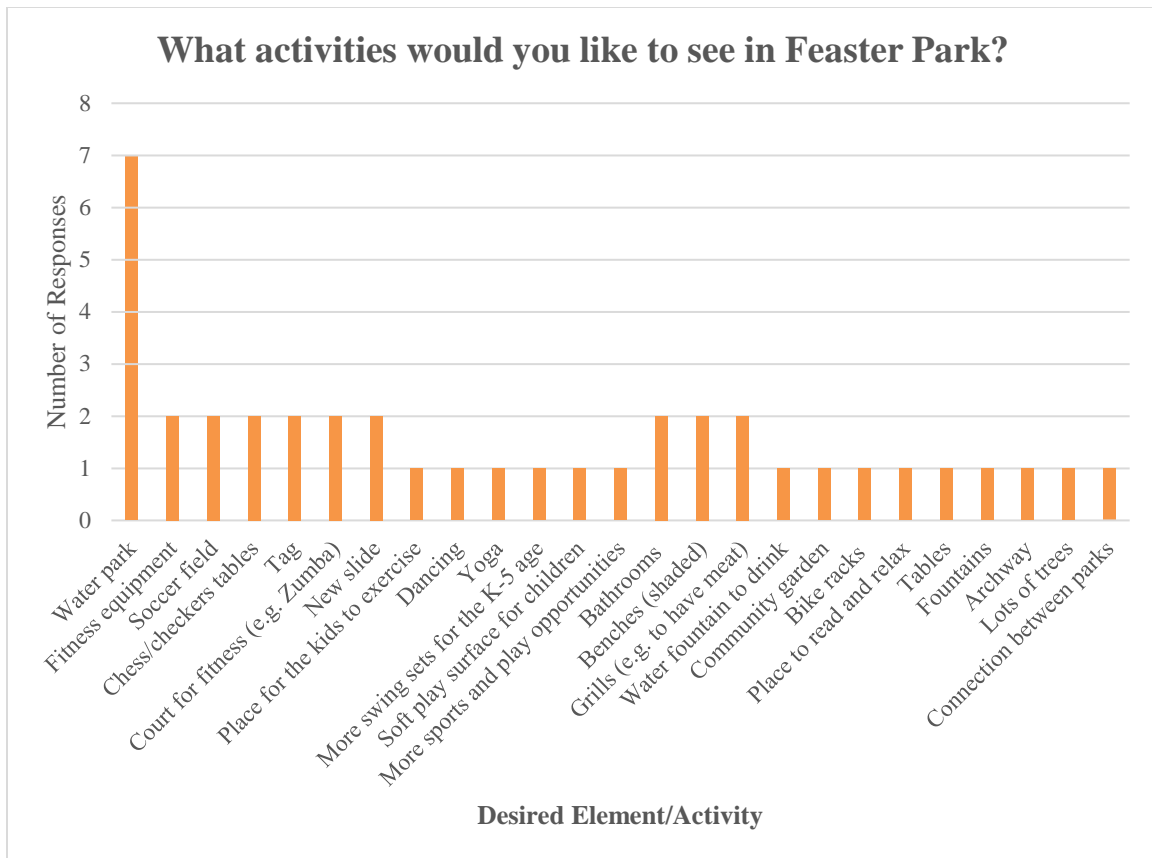


Fig. 3: Participants most frequently requested additional activities (especially a water park) and supportive facilities, such as bathrooms and shaded benches, to enhance their experience at Feaster Park.

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Community Workshop #2

Mtg. Date/Time: 02 October 2018 / 6:00pm

Mtg. Location: Unity Square
81 Remsen Avenue, New Brunswick, NJ 08901

Attendees: Heidi Cohen, Donna Kirkland, Richard Alomar, Angela Johnsen,
approximately 25 community members (see sign in sheet)

Minutes Issued:

Project Presentation:

- TPL provided an overview of the Parks Re-Design project for attendees who had not participated in the first Community Workshop.
- Participants broke into four groups, each moderated by a member of the TPL or CUES team, to conduct activities that encouraged adults to think about how children like to play and the different ways in which play can be stimulating.
 - Each participant made up an fictitious child (name, age, character) and described how the child wants to play, sharing this information with the rest of the group. This stimulated some adult participants to think of what they enjoyed as a child.
 - Each participant listed types of play their imaginary child would participate in (role playing, watching, cooperative play, rough & tumble, etc.) and what they would need to support that play (athletic field, natural materials, etc.). This exercise prompted participants to recall the types of play that they themselves found enriching, as well as think about the diverse types of play described by group members.
- Moderators then provided each group with a scaled map of the parks and scaled templates of park design elements so they could create their own park designs. Template pieces had English and Spanish labels, and a bilingual template key was provided in case participants needed to look up some of the small templates.
- The design workshop concluded with each group selecting a spokesperson to describe the park design and why certain elements were selected/oriented as they were.

Community Park Designs:

- Photos of the group designs are located at the end of this document.
- Design A (Fig. 1) – This group designed a mix of active and passive recreation at Feaster Park. Active elements included a tennis court, additional basketball court, soccer, baseball diamond with bleachers, volleyball pit, new fitness station, and basketball court with shade structure and junior basketball at the existing location. Play equipment for children, swings for young and older children, a jungle gym for toddlers, jump rope area, and water play area rounded out features intended specifically for kids. More picnic tables, trees, a cooling station (indoor and

shaded—perhaps a gazebo?), restrooms and doggie bag dispenser were added to enhance user comfort. The group chose to expand the existing community garden and added a mural on pavement elsewhere in the park to infuse art and color to the park. The group incorporated safe crossing over Handy Street to Pittman Park, where they designed flower gardens, benches for reading, outdoor classroom, and a fitness station, noting that they space should remain otherwise passive out of respect for bodies laid to rest.

- Design B (Fig. 2) – This group featured water play at the center of its design, adding a soccer field, volleyball pit, fitness station, play equipment and swings for older children, jump rope, and additional basketball court with shade structure across from Pittman Park. Additional bleachers and junior basketball was added to the existing basketball area. Restrooms and more swings were incorporated near the existing playground, while lots of trees and seating (including charging station) were scattered throughout. This group chose to enlarge the existing community garden at Feaster Park, as well as add some more gardens at Pittman Park, which is further enhanced with bleacher seating and a fitness station.
- Design C (Fig. 3) – This design included soccer (with adjacent drinking fountain) where the basketball courts currently lie, a baseball diamond with bleachers, two full basketball courts with shade structure by Commercial Avenue (and fencing to keep children from running into the busy street), splash pad, jump rope space and a fitness station. The group retained the existing community garden. Separate play areas for young and older children, a zone designed to support needs of children on the autism spectrum, restrooms, and a drinking fountain were clustered for convenience. Participants added traffic calming at the Handy Street crossing for safe passage to a passive Pittman Park, featuring an amphitheater with stage, charging station, community garden, benches & gazebo, and a reading area.
- Design D (Fig. 4) – A group of young participants designed both Feaster and Pittman parks as very active to maximize recreation options and enjoyment. Feaster Park retained basketball courts at their existing locations, but added volleyball for children, junior basketball, soccer field, baseball diamond, new fitness station, volleyball pit and tennis. Separate play equipment and swings for older and younger children, a splash pad, jump rope area, and outdoor classroom rounded out amenities specifically geared for their ages groups. Three community gardens, a reading plaza, and amphitheater provided alternative forms of enjoyment, with restrooms at the center of the parks, seating near activity areas, and more trees with carefully included for visitor comfort. The new Pittman Park featured tennis, soccer, basketball jump rope, splash pad, and benches. The children pointed out that they wanted to celebrate their heritage, perhaps by designating a space for the American flag to fly alongside flags of countries from which community members have come.

Closing Comments:

- Participants emphasized the need for open restrooms at Feaster Park—bathrooms are sometimes locked in other parks. They suggest hiring a person to open and clean the bathrooms each day and report that the community would be willing to help pay the cost.
- Fig. 5 summarizes the design elements used by all four groups: basketball, swings for young and older children, water play, additional seating, more/expanded community gardens, soccer, fitness station, jump rope area, restrooms, and play equipment for young children.

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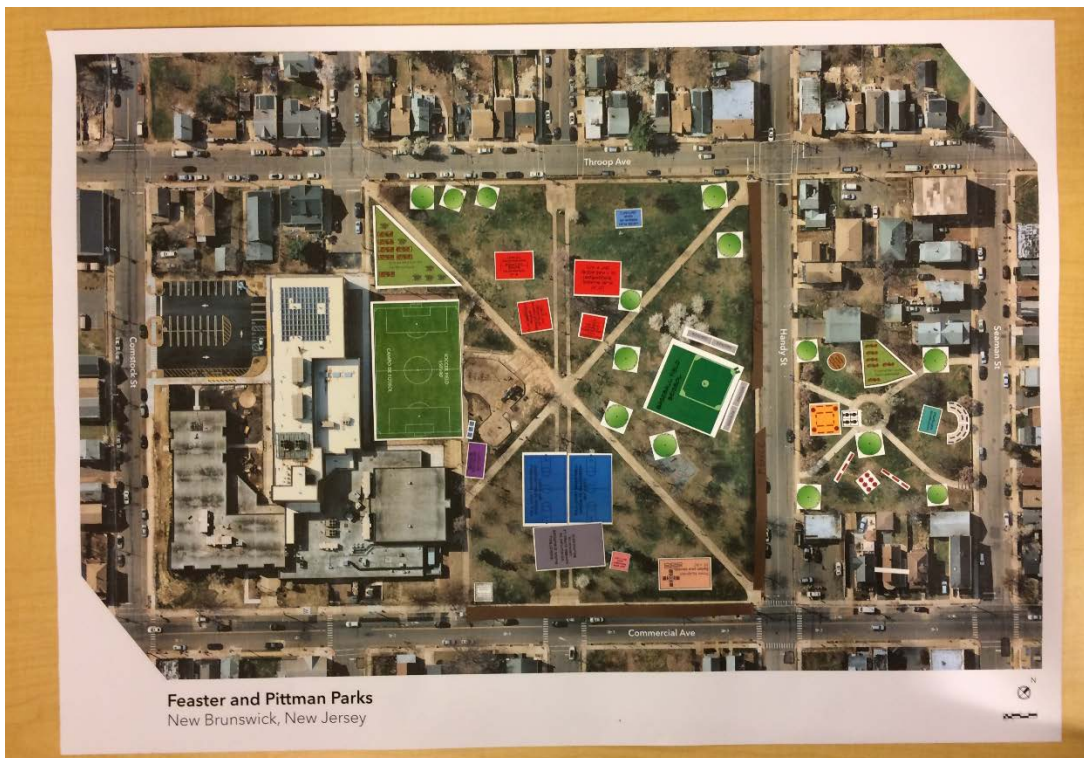


Fig. 3: Group C Design.



Fig. 4: Group D design.

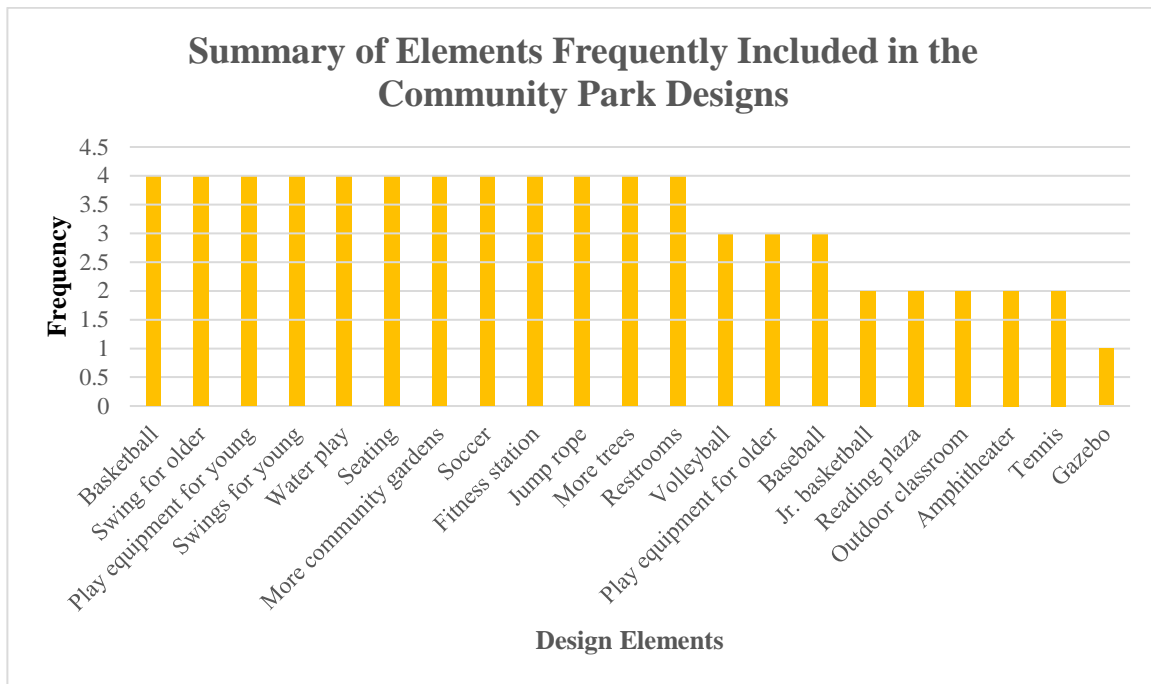


Fig. 5: Community park designs most frequently included basketball, swings for young and older children, water play, additional seating, more/expanded community gardens, soccer, fitness station, jump rope area, restrooms, and play equipment for young children.

Feaster and Pittman Parks Re-design

Community Meeting #2

ACTIVITY #2 Play Persona / Jugar persona

Imagine a child (any child, real or imaginary) and decide how the child wants to play.

Imagine a un niño (cualquier niño, real o imaginario) y decida cómo quiere jugar el niño.

Child's name / Nombre de niño _____

Child's age / Edad del niño _____

Child's character / Personaje del niño _____

Describe how the child wants to play / Describe cómo el niño quiere jugar

Feaster and Pittman Parks Re-design

Community Meeting #2

ACTIVITY #3 Imagine Play / Imagina jugar

Imagine what types of play your hypothetical child might want to do, such as imaginary, quiet, watching others, by him/herself, cooperatively with others, has to always be moving, etc. Then identify what settings best suit these types of play and activities.

Imagine qué tipo de juego su hijo hipotético podría querer hacer, como imaginario, tranquilo, viendo a otros, solo, cooperativamente con otros, tiene que estar siempre en movimiento, etc. Luego, identifica qué ajustes se adaptan mejor a estos tipos de juegos y actividades.

List the types of play and how play is used.	What setting is needed for this activity?
Haz una lista de los tipos de juego y cómo se usa el juego.	¿Qué ajuste se necesita para esta actividad?

Feaster and Pittman Parks Re-design

Community Meeting #2

TYPES OF PLAY

SYMBOLIC PLAY

Using objects, actions or ideas to represent other objects, actions, or ideas, e.g., using a cardboard tube as a telescope.

Usar objetos, acciones o ideas para representar otros objetos, acciones o ideas, por ejemplo, usando un tubo de cartón como un telescopio.

ROUGH AND TUMBLE PLAY

Close encounter play which is less to do with fighting and more to do with gauging relative strength. Discovering physical flexibility and the exhilaration of display and it's friendly and positive. This type of play can burn up a lot of energy.

Juego de encuentro cercano que es menos que ver con pelear y más que ver con medir la fuerza relativa. Descubrir la flexibilidad física y la euforia de la pantalla y es amigable y positivo. Este tipo de juego puede quemar mucha energía.

SOCIO-DRAMATIC PLAY

When children act out experiences, e.g., playing house, going to the shops or going to a restaurant.

Cuando los niños representan experiencias, por ejemplo, jugar en casa, ir a las tiendas o ir a un restaurante.

SOCIAL PLAY

Any social or interactive situation where the expectation is that everyone will follow the set rules - like during a game or while making something together.

Cualquier situación social o interactiva en la que se espera que todos sigan las reglas establecidas, como durante un juego o al hacer algo juntos.

CREATIVE PLAY

Allows children to explore, try out new ideas and use their imagination. They can use lots of different items, altering something and making something new.

Permite a los niños explorar, probar nuevas ideas y usar su imaginación. Pueden usar muchos elementos diferentes, alterar algo y hacer algo nuevo.

COMMUNICATION PLAY

Play using words, gestures, e.g., charades, telling jokes, play acting, etc.

Juega usando palabras, gestos, por ejemplo, charadas, contando chistes, actuando, etc.

DRAMATIC PLAY

Play where children figure out roles to play, assign them and then act them out.

Juegue donde los niños descubran roles para jugar, asígnelos y luego actúen.

LOCOMOTOR PLAY

Movement for movement's sake, just because it's fun. Things like chase, tag, hide and seek and tree climbing fall into this category.

Movimiento por el bien del movimiento, solo porque es divertido. Cosas como persecución, etiquetado, escondite y escalada de árboles caen en esta categoría.

DEEP PLAY

Play which allows the child to encounter risky experiences and conquer fears, like heights, snakes, and creepy crawlies. Some find strength they never knew they had to climb obstacles, lift large objects, etc.

Juego que le permite al niño encontrar experiencias arriesgadas y vencer temores, como alturas, serpientes y bichos espeluznantes. Algunos encuentran la fuerza que nunca sabían que tenían que escalar obstáculos, levantar objetos grandes, etc.

EXPLORATORY PLAY

Using senses of smell, touch and even taste to explore and discover the texture and function of things around them. An example of this would be a baby mouthing an object.

Usando los sentidos del olfato, el tacto e incluso el gusto para explorar y descubrir la textura y la función de las cosas que los rodean. Un ejemplo de esto sería un bebé mordiendo un objeto.

FANTASY PLAY

This is the make-believe world of children. This type of play is where the child's imagination gets to run wild, and they get to play out things that are that are unlikely to occur, like being a pilot or driving a car.

Este es el mundo imaginario de los niños. Este tipo de juego es donde la imaginación del niño se vuelve loca, y pueden jugar cosas que es poco probable que ocurran, como ser un piloto o conducir un automóvil.

IMAGINATIVE PLAY

Play where the conventional rules, which govern the physical world, do not apply, like imagining you are a bee or pretending you have wings.

Juega donde las reglas convencionales, que gobiernan el mundo físico, no se aplican, como imaginarte que eres una abeja o fingir que tienes alas.

MASTERY PLAY

Control of the physical and affective ingredients of the environments, like digging holes or constructing shelters.

Control de los ingredientes físicos y afectivos de los ambientes, como cavar hoyos o construir refugios.

OBJECT PLAY

Play which uses sequences of hand-eye manipulations and movements, like using a paintbrush.

Juego que utiliza secuencias de manipulaciones y movimientos mano-ojo, como usar un pincel.

ROLE PLAY

Play exploring ways of being, although not normally of an intensely personal, social, domestic or interpersonal nature. For example brushing with a broom, dialing with a telephone.

Juega explorando formas de ser, aunque normalmente no de naturaleza intensamente personal, social, doméstica o interpersonal. Por ejemplo, cepillarse con una escoba, marcar con un teléfono.

RECAPITULATIVE PLAY

Play that allows the child to explore ancestry, history, rituals, stories, rhymes, fire and darkness.

Juego que le permite al niño explorar ancestros, historia, rituales, historias, rimas, fuego y oscuridad.

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Community Workshop #3

Mtg. Date/Time: 30 October 2018 / 6:30pm

Mtg. Location: Unity Square
81 Remsen Avenue, New Brunswick, NJ 08901-0269

Attendees: Glenn Patterson, Anthony Mendia, Scott Dvorak, Heidi Cohen, Donna Kirkland, Richard Alomar, Angela Johnsen, approximately 15 community members (see sign in sheet)

Minutes Issued: 31 October 2018

Project Presentation:

- TPL presented a recap of project timeline and community outreach efforts
- Rutgers presented a summary of community feedback received, how this influenced the overall design concept, site analysis related to grading, possible design elements, and two design options.
- Community members then discussed questions regarding the design options and completed a worksheet summarizing what they liked/disliked about each option before discussing as a group with the project team.
- Participants were also provided dots to indicate on presentation boards their preferences for design elements (types of exercise equipment, types of water play, playground activities).

Discussion Feedback:

- Circulation
 - Option A is preferable if the strong connection between the parks on Option B and the perimeter walkway (next to the school) on Option B were incorporated
 - More traffic calming could be beneficial at Baldwin St. crossing.
- Community Garden
 - Community garden will need a shed (especially if garden is expanded), whether shared with Parks Department or has its own.
 - Large expansion of the community garden is preferred. Contiguous garden would be best, but could make it work on both sides of path. Perhaps reserve some open area to further expand down the line?
 - Community garden members open to discussing potential partnership with Robeson school students. Adding a gardening component to the summer school program for kids could help make it more interesting for kids.
- Central soccer field in Option A is desirable.
- Get rid of the parking—it is not desired.

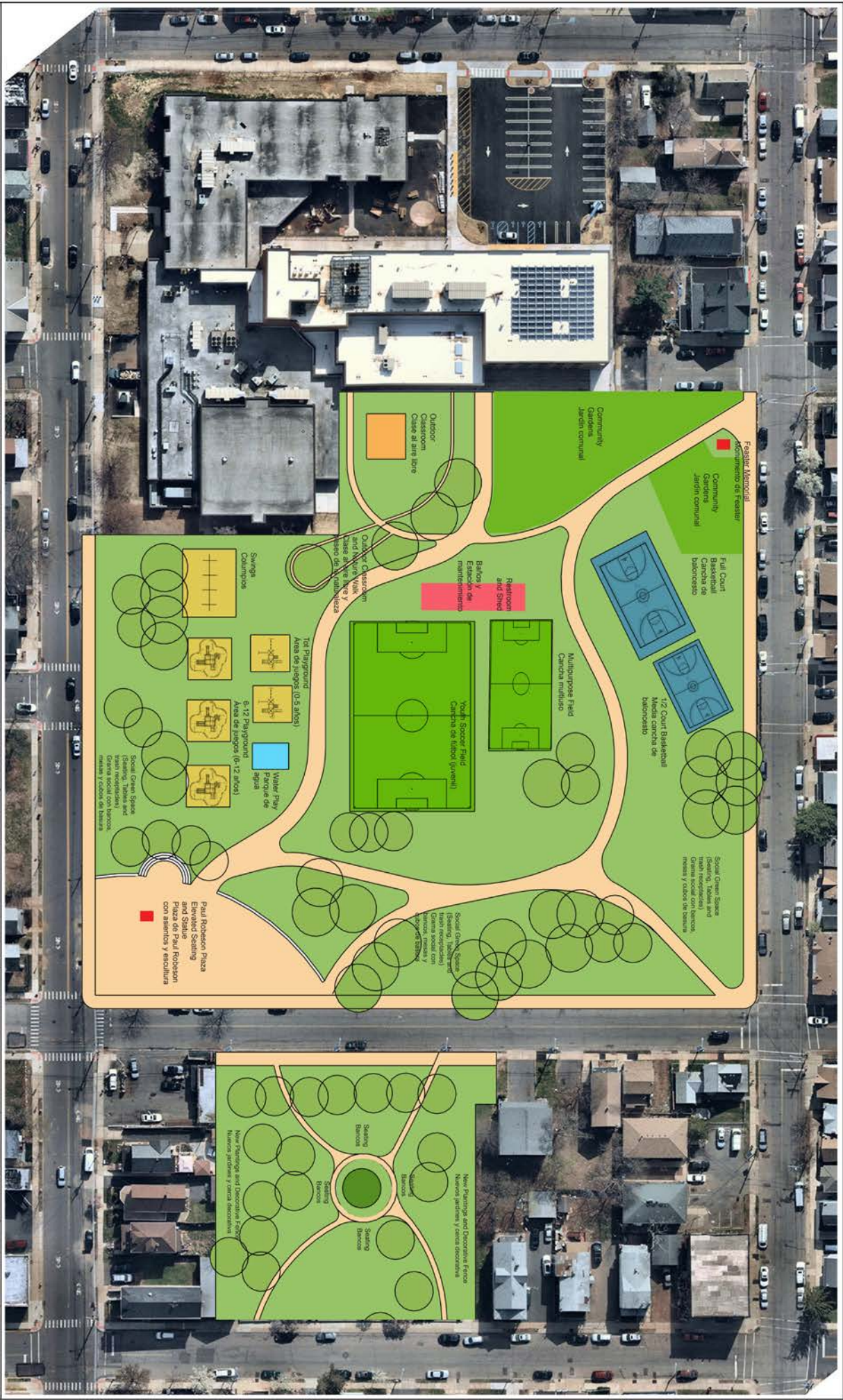
- Restrooms
 - Should be located close to the areas for children, basketball, and community gardens (more like Option A)
- Amphitheater closer to school (Option B) is better. The school used to use the old amphitheater heavily, and community would like to use for small festivals and music events.
- Paul Robeson Plaza
 - Could be nice idea. Option A plaza with strong Handy St. crossing on Option B would be good combination.
 - Paul Robeson statue should probably be made more visible from Commercial Ave than it currently is in the plaza options.
- Basketball
 - Basketball courts area in Option B looks too congested; Option A basketball has better spacing. Two full-sized basketball courts are needed for tournaments (located away from school preferably). Perhaps add junior full court or ½ court located closer to the school to discourage big kids from dominating it.

Feedback on Preference Boards:

- Exercise Option B (fitness court without a wall) received more than twice the dots than either of the other two options (individual fitness trail stations or fitness court with wall). Some of the children explained that it allowed good visibility while providing a lot of concentrated exercise opportunities. They requested an obstacle course configuration (“like American Ninja Warrior”) if possible for added interest/challenge.
- Water Park Option B also received the vast majority of dots. Children explained that they liked the Water Maze’s variety of interactions (walk around, climb stairs, crawl on sculptures, etc.), whereas Option A (water plaza) was too open and the Option B (curvilinear water integrated with landscape was too narrow).
- All of the Play activities received between 6-12 dots (and positive response from the children).
 - Option E (rope climbing structure) received the most dots (12). Children said that this would be really great since they don’t have something like this available at present and it provides a wide range of challenges and play possibilities. They hoped for at least two rope structures to avoid long waits/congestion.
 - Option B (themed play sculpture) received 10 dots. Children liked the range of play possibilities it provided and hoped that there could be more than one to avoid crowding.
 - Option A (interactive water tinker station) received 8 dots. Children approved of the hands-on, exploratory aspect.
 - Option D (at grade trampoline) received 7 dots. The children suggested 3-5 trampolines to avoid long waiting lines.
 - Option C (gaga ball court) received 6 dots, as did Option F (rocks for climbing). The children thought that incorporating some climbing rocks would be beneficial, though not necessarily the main attraction.
 - The children suggested incorporating a beach volleyball court (“with sand!”), a sea saw, the spiral slide and “fireman style” sliding poles in the background of Option D, and a variety of swings (tire swing, nest swing, traditional swing, etc.).

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

Design Option A



Design Option B



Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Community Workshop #4

Mtg. Date/Time: 9 February 2019 / 2:00pm

Mtg. Location: Unity Square
81 Remsen Avenue, New Brunswick, NJ 08901-0269

Attendees: Scott Dvorak, Heidi Cohen, Donna Kirkland, Richard Alomar, Angela Johnsen, approximately 30 community members (see sign in sheet)

Minutes Issued:

Project Presentation:

- TPL presented a recap of the project process to date and summarized community outreach outcomes
- CUES presented the final concept design, describing design inspirations, overall circulation, and specific park areas in sequence.
- TPL reviewed the anticipated project timeline moving forward and explained that the concept presented would have further areas refined in appropriate focus groups to address details prior to developing construction drawings.
- Community members had the opportunity to respond to the concept and ask questions. Feedback on the design was positive, with only a handful of questions/suggestions regarding project timing, mature tree retention, park monitoring/maintenance, and child safety.
- CUES provided a presentation board with the concept plan and other illustrative images. CUES will prepare a Spanish version of the concept plan for display at Unity Square so community members not in attendance can review.

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust for Public Land receives written notice within five days of issuance.

APPENDIX F: STEERING COMMITTEE NOTES

This Appendix includes presentation boards and notes taken during both Steering Committee meetings.

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Steering Committee Meeting #1

Mtg. Date/Time: 26 October 2018 / 2:30pm

Mtg. Location: New Brunswick City Hall Council Chambers
78 Bayard Street, New Brunswick, NJ 08901

Attendees: Glenn Patterson, Anthony Mendia, Scott Dvorak, Heidi Cohen, Donna Kirkland, Richard Alomar, Angela Johnsen, steering committee members (see sign in sheet)

Minutes Issued: 31 October 2018

Project Presentation:

- TPL presented a recap of project timeline and community outreach efforts
- Rutgers presented a summary of community feedback received, how this influenced the overall design concept, site analysis related to grading, possible design elements, and three design options.
- Steering Committee members then discussed as a group what they liked/disliked about each option.

Discussion Feedback:

- Consider the transition between park and area where the children enter/exit the back of the school (paving, where children line up, etc.). At present, students track in lots of mud.
- Basketball
 - People play throughout the day, not just after school (leagues, tournaments, etc.), so best to locate away from school building.
 - Two courts would be preferable to one court to make tournaments & flow of play easier, but park could probably get by with just 1 court.
- Lighting & Safety
 - Blocked sight lines, lack of lighting throughout the park/dark pockets for hiding have been a safety concern. Better lighting would enhance safety even if park is not used at night.
 - People use the park in evening, even though park is technically dawn to dusk. Would encouraging sociable night use help to enhance safety (e.g. periodic night markets)?
 - Lighting & improvements at Recreation Park has changed the safety & culture—park feels safer and more vibrant because people are utilizing it and taking ownership of it as a community place.

- Having the maintenance shed near the school appears to create a dark alley—need to address this for safety. Perhaps integrate it into the park design in some other location.
 - Fenced areas around school (installed by State) create “dead zones” and impede flow of traffic between school parking lot and the park. School is open to discussion regarding removal of fences to better connect with park.
- Splash pad
 - Water is not going to be re-circulated. Perhaps consider appropriate way to re-use the water productively (watering non-edible plantings or incorporating into green infrastructure).
 - Joyce Kilmer water play area is small & Recreation Park’s is narrow; Archibald Park has nice size.
- Options 1 & 3 feel like you are entering the plaza but not the park given location of trees & paths. Maybe adjust so there is a stronger connection into the park.
- Parking
 - Parking is not really needed in Feaster Park—probably more trouble than benefit.
 - Teachers will park in it. No one will enforce park-only use.
 - Most park visitors are from the local neighborhood or can use the school parking after hours.
 - Parking might benefit tournament visitors, but they can also use the school lot even though access between lot & park is less convenient after State installed security fences, etc.
- Robeson Sculpture
 - Sculpture group would like the statue to be facing & in full view of all traffic along Commercial Ave. This is not ideal given their new concept of having student sitting around it to learn.
 - Nice to have sculpture integrated into the plaza concept. Need to discuss with sculpture group whether it is more important to them to have statue facing & in full view along Commercial Ave or more important to integrate thoughtfully into youth engagement/park.
 - Perhaps move Paul Robeson statue farther down Commercial Ave rather than close to the corner
- Handy Street crossing
 - Strong connection between the parks in Option #2 via striping/material continuity across Handy St is good, but make sure that Pittman keeps its distinct identity (not just Feaster Park overflow area)
 - Need to discuss speed table or other Handy St. options with the fire department as this is an important route for them.
 - There is a need to slow traffic because with a stronger visual & physical connection between the two parks, kids will be running across the street without necessary exercising caution.
- Circulation in Options #1 and #2 may result in desire paths. Paths in Option #3 seem like more natural walking route.
- Hale St. leftover
 - Could potentially be incorporated into the park, perhaps retaining vehicular egress from school as needed (plaza, reinforced turf, etc.).
 - Adding seating would be welcomed by the Community Gardeners and could help this part of park to connect more robustly with the community (chicken store is nearby, etc.)
- Incorporate a gaga pit (short octagonal wall for ball game)?

- City would potentially be open to including natural materials like smoothed boulders, etc. at playgrounds & water play areas.
- Soccer
 - Material choice for soccer field is key as regular turf will wear out within months of use. Investigate reinforced turf or synthetic field?
 - Soccer field needs to be very level; kids already hurting themselves trying to play on uneven ground
 - Soccer field placement in Option #3 is good with green space surrounding it for errant balls, etc. Also nice to have the path around the field buffer with seating so people can watch.
- Fitness stations
 - No significant preference on the style of fitness area, although one large fitness court is helpful for 7-10 minute workouts or seniors rather than individual stations along a path.
 - Fitness station should be accessible for all abilities to promote full community health
- Police access
 - If police have option to drive along paths in the park, need to keep people from joyriding on paths (use removable bollards, reinforced turf for less apparent path.
 - Is police drive through really going to be necessary if park is re-graded to allow sight lines around?
- Community Garden
 - Enlarging the Community Garden was good idea (existing garden has 35 plots and could use more)
 - Perhaps have Community Garden and Parks Department share the maintenance building?
 - School gardening nice concept but students are not present to keep garden alive through summer. Perhaps investigate partnership between school & community garden to care for plants during summer so children can help harvest in autumn? Would need to discuss plot fee, how much child access (harvest theft has already been an issue)
- Move amphitheater closer to the school
- Pittman Park
 - Used as an extension of adjacent backyards for soccer, etc. Perhaps add perimeter fence/border to discourage this kind of use.
 - Adding sculpture garden might also discourage soccer play in Pittman
 - Investigate removal of sight line impediments (e.g. current tree plantings)

What one feature works best in each option?

- Plaza in Option #1
- Strong Handy St connection and Paul Robeson sculpture location on Option #2
- Central soccer play area and overall flow of paths on Option #3

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

Feaster and Pittman Park Redesign

“Redesign a safe community park for everyone.”

Safety and Security

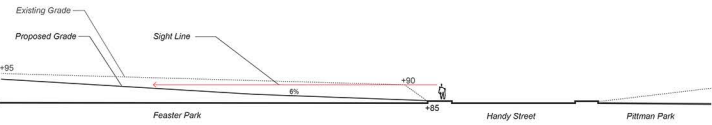
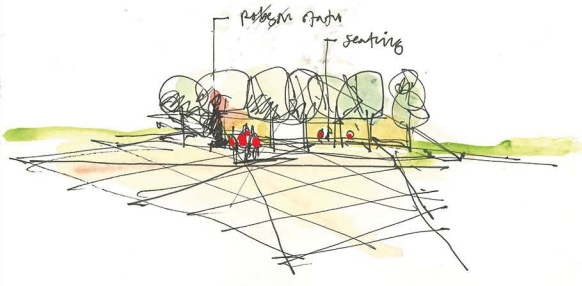
A park that people feel safe (grading, tree planting, lighting, community engagement)

Environment and Maintenance

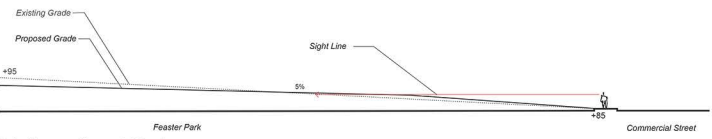
A sustainable park that will last for years (stormwater managemnt, durable materials)

Art and Engagement

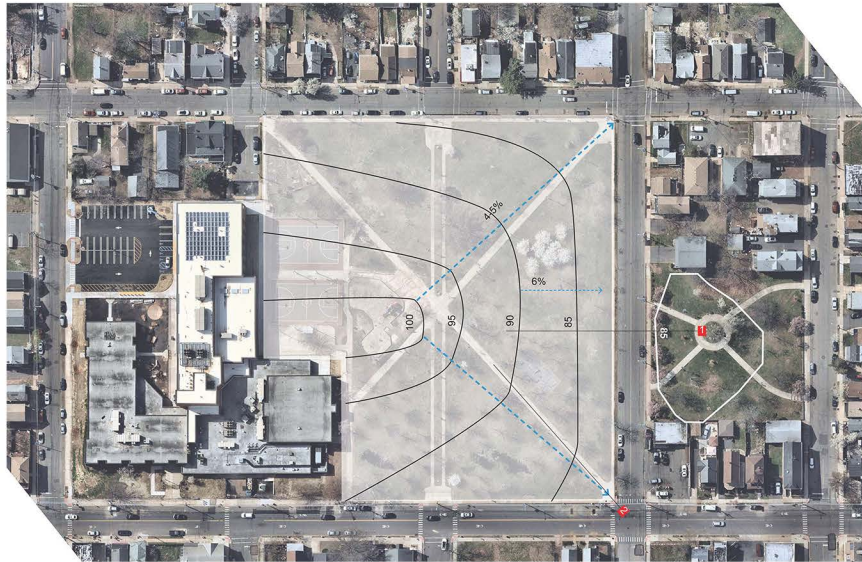
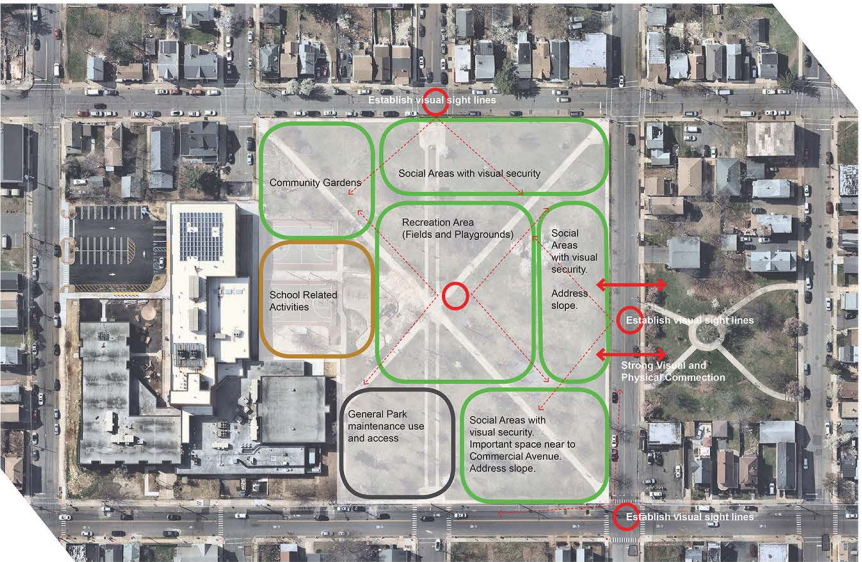
A park that represents the creativity of students, teachers and community (art work, decorative walls and pavements, interpretative signage)

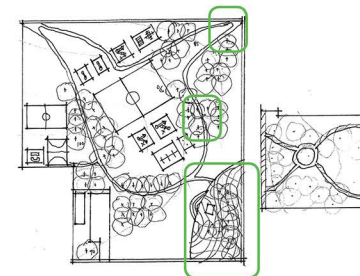


1- Section across Handy Street

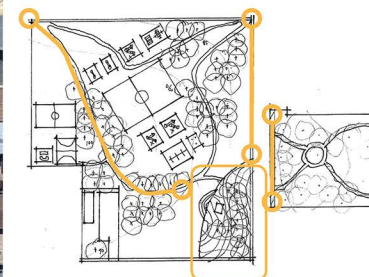


2- Section across Commercial Street





Sustainability and Stormwater Management



Lighting and Security

FOR:



The City of New Brunswick, New Jersey
and
The Trust for Public Land

PREPARED BY:

RUTGERS
CUES — Center for Urban
Environmental Sustainability

93 Lipman Drive, Blake Hall
New Brunswick, NJ 08901
848-932-9334

PROJECT NAME:

Feaster and Pittman Parks Redesign Project

SHEET NAME:

Conceptual Design Option #1

DATE:

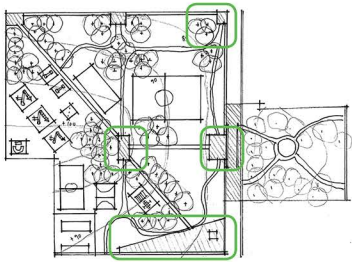
October 26, 2018

SCALE:

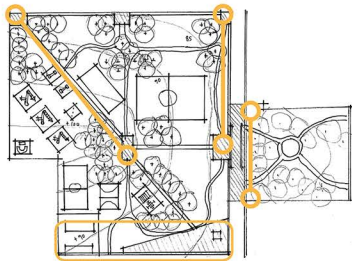
1" = 40'

DRAWING NUMBER:

L-1



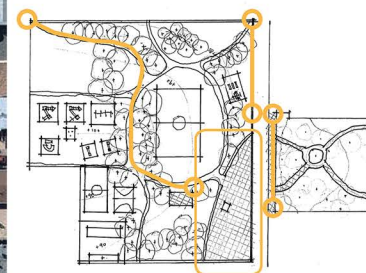
Sustainability and Stormwater Management



Lighting and Security



Sustainability and Stormwater Management



Lighting and Security

FOR:



The City of New Brunswick, New Jersey
and
The Trust for Public Land

PREPARED BY:

RUTGERS
CUES — Center for Urban
Environmental Sustainability

93 Lipman Drive, Blake Hall
New Brunswick, NJ 08901
848-932-9334

PROJECT NAME:

Feaster and Pittman Parks Redesign Project

SHEET NAME:

Conceptual Design Option #3

DATE:

October 26, 2018

SCALE:

1" = 40'

DRAWING NUMBER:

L-3

Meeting Minutes

Project Name:	Feaster and Pittman Parks Redesign
Mtg. Purpose:	Steering Committee Meeting #2
Mtg. Date/Time:	29 November 2018 / 10:00am
Mtg. Location:	New Brunswick City Hall Council Chambers 78 Bayard Street, New Brunswick, NJ 08901
Attendees:	Glenn Patterson, Anthony Mendia, Scott Dvorak, Heidi Cohen, Richard Alomar, Angela Johnsen, steering committee members (see sign in sheet)
Minutes Issued:	10 January 2019

Project Presentation:

- TPL shared a recap of main consensus points reached at the City Departments Design Charrette on November 5, as well as shared data from surveys and in-person meetings regarding park elements desired by Paul Robeson School teachers.
- Rutgers presented a draft conceptual plan that synthesized input from all outreach meetings to date, discussing topographic alterations for improved visibility into the park (including 3-D flyby video) and addressing specific site concerns raised during the public outreach process. The team explained that the plan presented was primarily intended to confirm appropriate location and type of programmatic elements, as there have been many opinions expressed and adjustments requested over the outreach process, before further detail is developed (e.g. location of seating) for the December submission.
- Committee members then provided answers to questions/clarifications regarding the design.

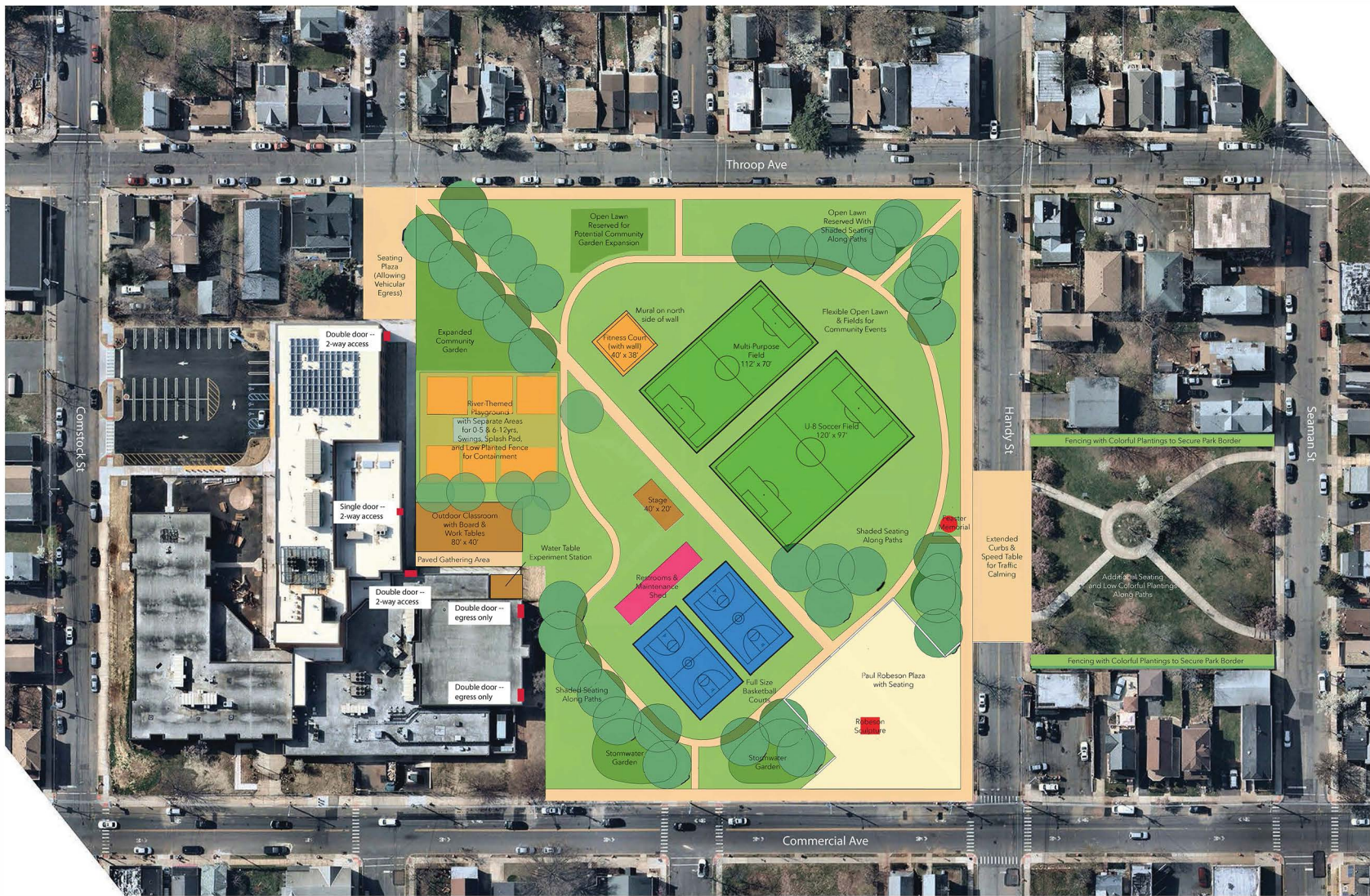
Discussion Feedback:

- Overall layout of programmatic elements is good—very impressive considering how many different opinions were expressed during the outreach process.
- Paul Robeson Plaza
 - It will be important to maintain some demarcation between the basketball area and the Robeson plaza (via plantings, etc.).
 - Robeson plaza is not where sculpture committee originally envisioned (not necessary a problem, but important to note), making it a longer walk from the school and across from the somewhat unsightly car wash. [Design team explained that the carwash may not always be at that corner in the future, and presented information based on monument case studies speaking to the potential for a corner plaza to activate a vital park entrance and create more visual prominence for the Robeson monument). Explanation of rationale is good, but need to coordinate with the sculpture committee so visions align.

- Will there be specialty lighting on the Paul Robeson plaza? [Yes, lighting for security and aesthetics/use will be considered at the plaza.]
 -
- Fences
 - Will there be fencing around the soccer field and basketball courts to corral rolling balls? Where will this be located? [Appropriate fencing/containment options for recreational amenities are being considered in discussion with the Parks Department.]
- School Use of Park
 - How will public vs. school use of park amenities (e.g. soccer field) be addressed? With anticipated increase in park use following implementation of the improved design, there will likely be more scheduling conflicts.
 - For security, will there be barriers around school use areas? [Appropriate safety measures and hours of use for school use areas are still in discussion with school.]
- Pittman Park
 - What teacher use will occur at Pittman Park? [Interpretive signage is under consideration to facilitate lessons related to the history of the site while respecting those still buried there.]
 - Vegetation and signage should be upgraded at Pittman Park.
- Handy Street
 - Handy Street has the primary feed water main to water treatment plant. It is very shallow (maybe 24" below road surface) and old (approximately 100 years). Handy Street is also a key route for emergency vehicles. Need to keep this in mind with whatever traffic calming interventions are planned on the street and coordinate with appropriate people.
 - Handy Street gets very busy and fast (used as substitute for Suydam Street), so need to carefully consider materials for durability and traffic calming interventions.
 - Group generally agrees that a traffic table (as opposed to bumps/humps) would probably be appropriate (compatible with firetrucks, slows traffic for pedestrian safety, etc.)
- Park Security
 - Will lighting be present? [Yes, will be included in final plan.]
 - It would good to have regular police presence for periodic patrol and/or opportunity for police to patrol in car on primary paths.
 - Appropriate tree maintenance techniques should be considered for maintaining visibility/security.
- What would the function of the Hale Street mini-plaza be? [Primarily a seating area (close to community garden, ice cream store, shops, etc.) that can help draw activity to the park, but need to maintain vehicular egress ability (for use as needed).]
- Consider that soil disposal would trigger soil testing—try to maintain as much on site as possible while addressing regrading for security.
- How will stormwater management be addressed given changes in topography? [Green infrastructure and stormwater management best practices will be incorporated into path plans, use of rain gardens, etc. where appropriate.]
- Seating at fields/courts
 - What kinds of seating will be near the fields/courts (e.g. bleachers)? [Portable bleachers have been discussed at the meeting with City departments.]
 - If portable bleachers are used, will renting them become a cost to community groups trying to have an event? [This will need to be discussed further with Parks & Recreation.]

- If portable bleachers are used, it would be best to have them stored at Feaster for ease of community access, rather than a Parks Department location elsewhere.

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.



0 5 10 20 40 FEET
SCALE 1" = 40'



FOR:



The City of New Brunswick, New Jersey
and
The Trust for Public Land

PREPARED BY:

RUTGERS
CUES — Center for Urban
Environmental Sustainability

93 Lipman Drive, Blake Hall
New Brunswick, NJ 08901
848-932-9334

PROJECT NAME:

Feaster and Pittman Parks Redesign Project

SHEET NAME:

Conceptual Design **DRAFT**

DATE:

November 29, 2018

SCALE:

1" = 40'

DRAWING NUMBER:

L-14

APPENDIX G: FINAL CONCEPT CHAPTER AND PLAN (SPANISH TRANSLATION)

This Appendix includes the final concept plan and chapter translated into Spanish.



ELEMENTOS DE JUEGO

Estas estructuras de juego únicas están inspiradas por el tema del río en la zona de juegos. Ellas mantienen cierta curiosidad visual y retienen el vigor y energía de su inspiración, reteniendo los niños físicamente. Los estudiantes de la Escuela Paul Robeson votaron por su estructura favorita, ya sea una nutria, una mariposa o un tubo de pintura.



LA PLAZA DE ARTE COMMUNAL

Esta plaza en la Calle Hale servirá como una galería de arte donde miembros de la comunidad y artistas locales podrán crear exhibiciones temporales de arte. Asientos y árboles en tiestos móviles permitirán que la plaza sea accesible por vehículos desde la Escuela Paul Robeson. Un portón con candado asegurará que la plaza sea un área específicamente para los peatones.



LECHOS ONDULANTES

Lechos con una textura ondulada le darán un espacio para cosechar a los jardineros de la comunidad. La ondulación de los lechos es una reflexión del tema de los ríos en el parque.



JARDINES DE LLUVIA E INFRAESTRUCTURA VERDE

Las aguas pluviales y el drenaje del parque estarán controladas con una serie de jardines y estructuras verdes. Además de proveer un hábitat para las especies locales también proveerá la oportunidad para educar a la comunidad en temas ambientales y embellecerá el parque.



ESCULTURAS ERGUIDAS DE CORTE

Estructuras verticales fabricadas de hierro Corten proveerán un interesante punto visual en la esquina noreste del parque. Las estructuras servirán como soporte para pancartas y escenarios en el anfiteatro.



SENDERO FLUVIAL

El sendero fluvial refuerza un elemento artístico al tema de los ríos en la zona de juegos. También provee una oportunidad para iniciar conversaciones sobre la función del Río Raritan en el desarrollo de la ciudad. Además alude a las canciones de Paul Robeson y los principios matemáticos relacionados a los espirales.



PABELLÓN DE AGUA Y SOMBRA

Esta estructura es el foco visual de la zona de juegos y permite mantener el área acomodada y funcional. El techo del pabellón captura la lluvia y la dirige de tal forma que se puedan estudiar los principios hidrológicos. Además, mantiene un área disponible para el uso de paneles solares en el techo. Asientos de roca y una pizarra crean un espacio educativo para estudiantes y la comunidad.

LABORATORIO DEL DESCUBRIMIENTO

Este espacio es donde un pequeño grupo puede explorar el arte y la ciencia o descansar del ajedrez escolar. El área contiene asientos, lavamanos y una pizarra. Además, adyacente al laboratorio hay un jardín sensorial donde los estudiantes pueden tener la experiencia natural de ver una variedad de colores, texturas y olores naturales.

LA LOMA CHILL

Rocas colocadas sobre la terraza ofrecen un lugar para leer, hablar, soñarse o ver la actividad en la calle.



ANFITEATRO

Esta área contiene asientos y sombra para encuentros informales y organizados.



CAMPO MULTI USO

Esta área puede acomodar juegos UI de fútbol o eventos comunales como películas, festivales o Días de Campo en la escuela.

PLAZA CONMEMORATIVA PAUL ROBESON

La plaza adosada sirve como entrada principal y atrae visitantes hacia el parque para ver la escultura de Paul Robeson.

Una pared que sirve de asiento contiene las palabras de Paul Robeson, "Como artista vengo a cantar, pero como ciudadano hablo siempre para la paz y en eso nadie me calla".

La plaza es flexible y puede acomodar exhibiciones, mercados agrícolas y con asientos y mesas se puede convertir en un área de relajamiento.

PANELES DE RECUERDO

En el parque Pittman, la historia del cementerio que yace debajo del parque es conmemorada para los visitantes con paneles de recuerdo.

CAPÍTULO 7: DISEÑO CONCEPTUAL FINAL

El diseño conceptual final presentado a los miembros de la comunidad el 9 de febrero 2019, conserva el equilibrio de elementos activos y pasivos explorados en las opciones anteriores (Fig. 1), ofreciendo una variedad de espacios y experiencias atractivas (Fig. 2) desarrolladas para atraer a todos los miembros de la comunidad y respaldar un amplio espectro de usos.

De esta manera, los parques juntos se convierten en un patrimonio comunitario unificado y acogedor que enfatiza la identidad y la cultura local, y mejora la salud física, social y económica del vecindario.

PARQUE FEASTER

En Feaster Park, el diseño flexible y orientado a peatones organiza las principales áreas de actividades alrededor de un sendero central para caminar desde el cual se abren caminos cortos para conectarse a múltiples entradas históricas (Fig. 3).



Fig. 1: El diseño conceptual identificó una variedad de oportunidades de recreación activa y pasiva como el Parque Feaster, mientras proporcionó algunas mejoras de uso pasivo en el Parque Pittman (Cortesía: CUES).



Fig. 3: Los caminos cortos que provienen de un camino central proporcionan un plan de circulación muy flexible y orientado a peatones en el diseño conceptual final. (Cortesía: CUES).



Fig. 2: El diseño conceptual final presentado en el último Taller Comunitario (Cortesía: CUES).

La nivelación adaptada permite una nueva entrada a través de Pittman Park (Fig. 4), que conserva su patrón de circulación anterior de acuerdo con el consenso de la comunidad para minimizar la molestia en los cementerios.

Una tabla de velocidades elevada y visible, con cruce de peatones y topes en Handy Street calmará el tráfico y facilitará el paso seguro de los peatones entre los dos parques sin impedir que vehículos de emergencia transiten en esta ruta clave.

EL CORAZÓN DEL PARQUE

El corazón del parque junto con el sendero circular tiene las siguientes características:

Gran Jardín Multiusos – un espacio abierto y flexible que se adecua como un campo U8 o para grandes eventos comunitarios, tales como películas en el parque, festivales o un día de campo escolar. (Fig. 5)

Rincón de juegos de mesa (Fig. 6)

Facilidades como baños combinados, fuente de agua potable y estación de mantenimiento, ubicados de manera conveniente para maximizar la facilidad de uso para los visitantes del parque, así como facilitar la vigilancia por parte del personal de mantenimiento.



Fig. 4: Una nivelación adaptada abre un acceso físico y visual entre los dos parques (Cortesía: CUES).



Fig. 5: El Gran Jardín multiusos será adecuado para una variedad de usos, como el fútbol (Cortesía: CUES).

Fig. 6: Un rincón de juegos de mesa brindará oportunidades divertidas de socialización para una variedad de edades (Cortesía: Kenilworth Chess Club).

Área para picnic con sombra

Chapoteadero con tres elementos de agua (Fig. 7)



Fig. 7: Chapoteadero (Cortesía: Cincinnati Parent)

Anfiteatro (Fig. 8). Asientos en terrazas con árboles integrados para la sombra, conducen a un lugar al aire libre para espectáculos, pequeños eventos y reuniones comunitarias. La propuesta de postes de acero corten (Fig. 9) proporcionan un punto focal artístico y único en la entrada de la esquina norte y pueden servir como soportes para el anclaje de sets de actuación o carteles de temporada en el anfiteatro.

Sendero con una cómoda superficie para caminar y con frecuencia las bancas colocadas en la sombra acomodan a los adultos mayores y brindan áreas para que los visitantes lean y descansen (Fig. 10). Placas o letreros periódicos que celebran partes del legado de Paul Robeson.



Fig. 8: Anfiteatro (Cortesía: Swarthmore College)

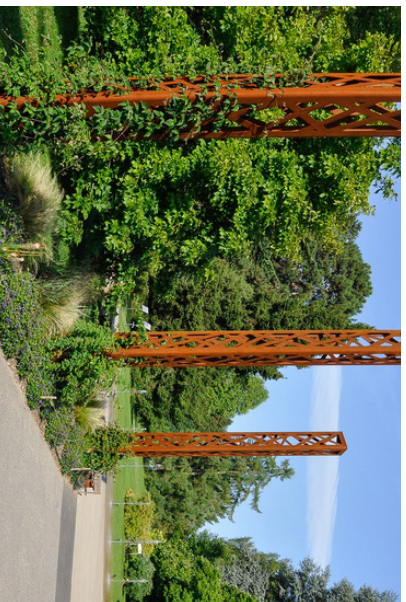


Fig. 9: Postes de Acero (Courtesy: Matrix New World)



Fig. 10: Asientos de lectura o descanso (Cortesía: Pixabay).

LADO ESTE (AVENIDA COMERCIAL)

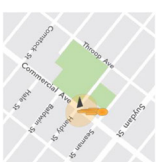
La parte Este del parque, incluye:

Paul Robeson Memorial Plaza con terraza, que activa la esquina de Handy Street y Commercial Avenue (que pronto se convertirá en Paul Robeson Boulevard), abriendo vistas al parque en esta entrada clave (Fig. 11). La terraza inferior proporciona un lugar prominente para la escultura en memoria de Robeson, que ayuda a atraer a los transeúntes al parque, mientras que una pared con asientos de doble cara en la terraza superior está grabada con las famosas palabras de Paul Robeson: “Como artista, vengo a cantar, pero como ciudadano, siempre hablaré por la paz, y nadie puede silenciarme en esto”. Diseñada para un uso flexible, la plaza puede albergar exhibiciones de arte pop-up, mercados o ser equipada con sillas y mesas móviles para la recreación. La forma final y el posicionamiento de la escultura Robeson se coordinarán para alinearse con la visión en evolución del Comité de Escultura.

Cancha de ejercicio con múltiples aparatos para fomentar el ejercicio saludable (Fig. 12).

Terraza Chill Hill, una colina de césped con rocas que sobresalen que ofrece a los visitantes del parque un lugar para leer, platicar o ver alguna actividad en Commercial Ave.

Dos *canchas de básquetbol completas* (Fig. 13) con asientos permanentes, una estructura de sombra y espacio para agregar gradas



AFTER

Fig. 11: La plaza Paul Robeson con la propuesta de monumento Paul Robeson (Cortesía: CUES).

removibles para torneos y otros programas comunitarios.

ZONA DE JUEGOS PARA NIÑOS

Al oeste de las canchas de básquetbol y al lado de la Escuela Paul Robeson se encuentran las áreas sensoriales de juego para niños con temática de río, diseñadas para apoyar la educación al aire libre, la exploración y la recreación para edades de hasta 12 años. Las características principales incluyen:

Aula al aire libre ubicada en el centro de la zona de juegos, instalada con una superficie de escritura y asientos de placa de piedra circulares, adecuados



Fig. 12: Cancha de ejercicio con múltiples aparatos para fomentar el ejercicio saludable para toda la comunidad (Cortesía: Cooper Hewitt).



Fig. 13: El nuevo concepto de diseño reubica la popular cancha de básquetbol más cercana a la escuela y proporciona oportunidades para más asientos con sombra para la comodidad de los espectadores. (Cortesía: Mohammad Kheirhah).



Fig. 14: Un pabellón con sombra con un sistema para capturar el agua que brindará comodidad para clases al aire libre mientras que brinda oportunidades a los jóvenes para explorar la hidrología (Cortesía: Brian Wanchao).

como un lugar al aire libre para actividades de clase o de la comunidad. Por encima, el H2O.

Área de juegos para niños de 6-12 años con un juego de columpios de 4 compartimentos y un elemento de juego único. Esta estructura de juego imparte extravagancia al mismo tiempo que proporciona un desafío, estimulación y un juego imaginativo apropiado acorde a este grupo de edad. ¡Los estudiantes de arte de la escuela Paul Robeson votarán sobre la forma que toma esta estructura y la del área de 0-5 años – cualquier cosa desde una nutria de río hasta un tubo de pintura (Fig. 15)!

Área de juegos para niños de 0-5 años con un juego de columpios de 2 compartimentos, elemento de juego (Fig. 16), y una cerca baja para contención.



Fig. 15: El equipamiento de juego puede reflejar la identidad única del parque así como brindar diversión recreativa (Courtesy: Earthscape).

Superficie de juego recubierta de caucho para añadir color, comodidad y acceso universal a las áreas de juego.

Camino de piedras en el río (Fig. 17), el cual inculca una calidad artística al área de juegos, generando un tema de conversación sobre el papel clave que juega el Río Raritan en formar la historia de New Brunswick, las contribuciones de Paul Robeson al mundo más allá de su firma “OlMan River,” o incluso principios matemáticos relacionados con los patrones.

Laboratorio de Descubrimiento adyacente al gimnasio de la escuela. Esquipado con asientos de losa, un lavabo suspendido en la pared y un pizarrón, este espacio puede acomodar a pequeños grupos para explorar el arte y la ciencia o niños que necesitan un descanso de las áreas de juego más energéticas.



Fig. 16: Un área de juegos designada para niños muy pequeños brindó un desafío competente y un monitoreo más fácil para los padres (Cortésia: Earthscape).

Jardín Sensorial adyacente al Laboratorio de Descubrimiento. Agradable para el observador casual y lleno de potencial educativo, este jardín introduce a los estudiantes una variedad de colores, texturas y aromas descubiertos en la naturaleza.

Jardín para juegos y estiramientos, y rocas de juego esparcidas como materiales naturales para escalar y echar un vistazo.

Jardín de plantas nativas proporciona un atractivo intermedio de actividades entre el área de juegos y el jardín comunitario al mismo tiempo que mejora la calidad del hábitat y la exploración científica. (Fig. 18).

Cercas bajas de 4ft alrededor de las áreas de juego brindan contención por motivos de seguridad. Los asientos con sombra permiten a los cuidadores supervisar y socializar cómodamente. El comité



Fig. 17: La pavimentación creativa no solo añade interés estético a las áreas de juego de los niños, sino que también puede apoyar en lecciones educativas (Cortésia: gardenliving.org).

escolar puede estar abierto a discusión sobre si las cercas de alta seguridad alrededor de las entradas de la escuela se pueden adaptar o remover para facilitar el flujo de los estudiantes para/desde el área de juegos y fomentar un ambiente más acogedor visualmente.

LADO OESTE (AVENIDA THROOP)

El lado oeste de Feaster Park a lo largo de la Avenida Throop mantiene un perímetro abierto para facilitar el acceso y la permeabilidad visual por seguridad, al mismo tiempo que incorpora algunas áreas principales de interés:

Plaza de Arte Comunitaria (Fig. 19). Esta pequeña plaza transforma el remanente de la Calle Hale en un ancla social clave a lo largo de la calle Throop donde los miembros de la comunidad y los artistas locales pueden crear

exposiciones de arte temporales que estén en constante rotación. Los asientos flexibles y los árboles en las jardineras permiten la salida vehicular de la Escuela Paul Robeson, según sea necesario, con una entrada clave que garantiza que este es un espacio de reunión de prioridad para peatones.

Jardín Comunitario con espacio para expansión (Fig. 20).

Camas de plantación onduladas (Fig. 21) proporcionan a los jardineros de la comunidad espacio para sembrar sus cultivos mientras hace una sutil referencia a la temática de río del parque.

El jardín Polinizador y las camas de plantación añaden un interés visual multi-estacional y mejoran el hábitat con pequeñas y coloridas plantas (Fig. 22).

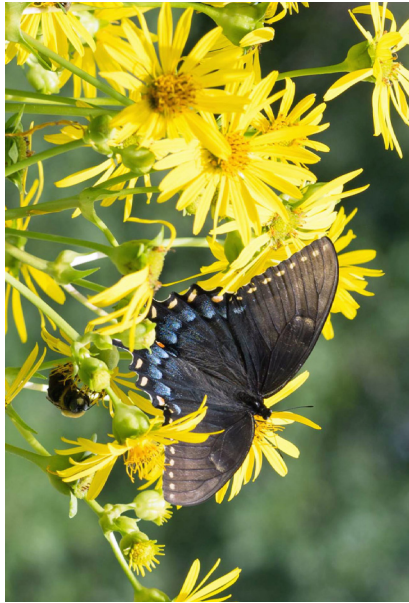


Fig. 18: Las plantas nativas añaden belleza, fomentan la educación y mejoran la calidad del hábitat urbano (Cortesía: Chattanooga Area Pollinator Partnership).



Fig. 19: El arte temporal ayudará a animar un pequeño parque en la Calle Hale y celebrará la identidad local (Cortesía: Santa Barbara Sacred Spaces).



Fig. 20: Jardinería Comunitaria (Cortesía: Pixabay).



Fig. 21: Camas onduladas (Cortesía: Matrix New World).

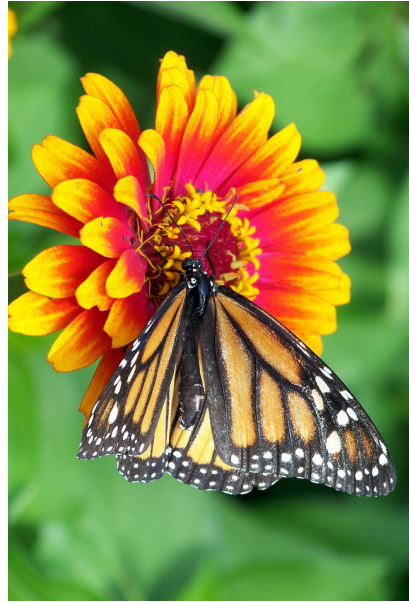


Fig. 22: Jardín amigable para polinizadores (Cortesía: Pixabay).



Fig. 23: Los jardines de lluvia y otras intervenciones de infraestructura verde se desplegarán donde sea apropiado para gestionar las aguas pluviales de manera responsable (Cortesía: Raingardens.org).

Plaza Feaster Memorial. Ubicada en el extremo de la entrada del parque de la calle Baldwin, esta plaza ofrece una notable situación en la cual se celebra el legado del anterior Comisionado del Parque Joseph Feaster, mientras permanece cerca de la ubicación histórica del monumento.

AMENIDADES ADICIONALES

Jardines de lluvia (Fig. 23) a lo largo de la Calle Handy, ayudan con la administración de aguas pluviales en el lugar, así como el embellecimiento del parque, la mejora del valor del hábitat para las especies locales y la introducción de los miembros de la comunidad a los principios de protección ambiental. Se incorporará infraestructura verde adicional de

gestión de aguas pluviales en los programas de calificación cuando corresponda.

En la medida de lo posible, **los árboles** sanos que salen se protegerán (o se trasladarán a nuevos lugares dentro de la ciudad) para conservar sus funciones ecológicas y estéticas (Fig. 24).

La iluminación de seguridad apropiada y los **contenedores de residuos** se desplegarán estratégicamente a lo largo de los caminos y en las áreas principales de actividad para maximizar la efectividad, al igual que los **asientos variados y abundantes** para fomentar el uso regular por residentes locales.

El estacionamiento para bicicletas será instalado cerca de las áreas clave de actividades para fomentar un transporte saludable hacia el parque.

Los programas de nivelación y la selección de materiales para los caminos fomentarán experiencias cómodas y accesibles para peatones y ciclistas.

PARQUE PITTMAN

Las mejoras propuestas para el Parque Pittman fomentan la reflexión silenciosa, lectura y el goce pasivo del antiguo cementerio con mínimas molestias al suelo.



Fig. 24: Vista aérea del parque (Cortesía: CUES).

Panels de recuerdo ubicados entre el árbol central y las entradas de la Calle Handy, añaden color al mismo tiempo que comparten las historias del sitio y de aquellos que fueron enterrados ahí, para los visitantes a medida que pasan.

Bancas distribuidas a través del parque con agradables vistas de los cerezos floreciendo en primavera, alentando a los visitantes a detenerse y disfrutar de los momentos de tranquilidad en el parque en lugar de simplemente pasar. (Fig. 25).

Las plantaciones bajas y coloridas alrededor del camino circular del centro existente utiliza especies que atraen pájaros cantores y polinizadores. (Fig. 26), inculcando un interés



Fig. 25: Flores de cerezo (Cortesía: India International Cherry Blossom Festival-2017).

visual y auditivo en constante cambio al entorno tranquilo.

Cercas bajas de 4ft de alto con coloridas plantaciones de cimientos a lo largo de los lados este y oeste, brindan una sensación de privacidad sin impedir la vigilancia casual desde las calles.

Oportunidades para incorporar *arte contemporáneo* que realza el ambiente tranquilo y meditativo del parque deben ser exploradas.



Fig. 26: Plantas Coloridas (Cortesía: Gardenerdirect.com).

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- Fig. 6: Kenilworth Chess Club. *The Kenilworthian* blog. Obtenido de <http://www.kenilworthchessclub.org/kenilworthian/2006/07/chess-tourist-in-new-york-city.html> el 2 de mayo, 2019.
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APPENDIX H: INITIAL OUTREACH MEETING MINUTES

This Appendix includes minutes from initial meetings with the New Brunswick Parks & Gardens Commission, New Brunswick Parks Department, New Brunswick Recreation Department, the Rutgers University Paul Robeson Cultural Center, the Civic League, and Unity Square.

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Project Introductory Meeting

Mtg. Date/Time: 9 August 2018 / 6:30pm

Mtg. Location: New Brunswick Park and Gardens Commission Meeting
City Hall, 78 Bayard Street, New Brunswick, NJ 08901-0269

Attendees: Susan Painter, Vince Rifici, Judith Durica, Keith Jones II, Glenn Patterson, Heidi Cohen

CC: Scott Dvorak, Donna Kirkland, Wolfram Hoefer, Richard Alomar, Angela Johnsen

Minutes Issued: 15 August 2018

General Observations – Feaster Park:

- The Parks and Gardens Commission completed a visual assessment of all New Brunswick parks. Their Parks Optimization report provides a list of observations and recommendations including for Feaster Park and Pittman Park. This information was forwarded to The Trust for Public Land prior to the meeting.
- The parks are not currently utilized to their fullest due to safety concerns. Maintaining open site lines, an open park, is important.
 - Verify undesirable activities with the police department.
 - Work with the police during the design process so the design discourages unwanted use and policing concerns.
 - Consider lighting when addressing security.
- Currently there is a poor perception of Feaster Park. Pittman Park does have some use concerns.
- Basketball league is run by Keith Jones and is in its third year. It is held on Sundays from 10am-12pm. The program is in decline due to the decline in the court condition, lack of supporting amenities and lack of visibility of the courts from the street.
- Handy Street is a cut through route from Cook Campus to French Street. There is high volume, high speed traffic.
- Handy Street is an emergency vehicle route. Any proposed street modifications will have to be reviewed by the Fire Department and Police Department.
- Heavy use on the weekend regularly has the refuse containers overflowing by Saturday evening.
- The community garden is managed by Unity Square. Unity Square may soon be incorporated into New Brunswick Tomorrow.

General Observations – Pittman Park:

- The site was a cemetery and still has graves on site.
- Community support for the site is to remain as a passive site out of respect for those buried there.
- Proposed improvements should not require significant excavation unless the location of the graves are determined.
- Soccer is now played there.

Historic Uses within Feaster Park

- Revival services
- Urban League had an event that is now held in Recreation Park
- Basketball league (no longer due to poor condition of courts and lack of court visibility)

Paul Robeson

- The renaming of Commercial Street to Paul Robeson Boulevard is moving forward.
- A Paul Robeson statue is proposed for Feaster Park. The current concept is a lifesize statue sitting on a bench located along Paul Robeson Boulevard.
- There is a vacant lot across the street, currently owned by the Inglesia De Dios Pentcostal church across Baldwin Street. This would be a good location for the statue.

Recommendations – Overall

- The project should consider upgrades, current and future programming and fostering community ownership.
- Utilize traffic calming measures on Handy Street such as curb bump outs, speed tables and pavement types/designs.
- The project should address the speeding that occurs on Handy Street to make the block more pedestrian friendly.
- The City should explore the possibility of utilizing the vacant lot across Commercial Avenue as the location for the Paul Robeson statue.
- Modification to refuse pick-up schedule to include Sunday pick-up to address the overflowing refuse receptacles.

Recommendations – Feaster Park

- Continue to provide two basketball courts side by side. Provide easily accessible electric service for use by a DJ, scoreboard, etc. Keith Jones to provide images of facilities for DJs. Pavement to be level on the court and adjacent to the court.
- The playground should be unique and should draw families to the park.
- Feaster Park should have a focal point. Possibilities include a fountain, sculpture, or sitting garden.
- The park should be designed to be as “green” as possible.
- More than three refuse containers within the park. These containers to include recycling bins.
- Features to include: bicycle racks, drinking fountain with water bottle filler, USB charging stations, dog clean-up bags.
- Consider incorporating the Rutgers Nurture thru Nature program that currently exists with New Brunswick schools at Feaster Park.
- Community garden programming should explore selling produce at the two local bodegas.

- Include a small well defined soccer field in Feaster Park to move the active use from Pittman Park. Soccer not to be encouraged throughout Feaster Park.

Recommendations – Pittman Park

- The park should have more defined entryways.
- The redesign should address the desire paths within the park. Most users do not utilize the walkways.
- Consider an art component such as a place for “the spoken word”. An at grade stage with seating is a possibility.
- Provide landscape uplights.
- Verify if the adjacent residents would prefer landscape screening or fence along the perimeter of the park adjacent to their properties.

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Project Introductory Meeting

Mtg. Date/Time: 13 August 2018 / 2:00pm

Mtg. Location: Civic League of Greater New Brunswick
47-49 Throop Ave, New Brunswick, NJ 08901-0269

Attendees: C. Roy Epps, Sean Hewitt, Heidi Cohen, Donna Kirkland, Angela Johnsen

CC: Scott Dvorak, Glenn Patterson, Wolfram Hoefer, Richard Alomar

Minutes Issued: 17 August 2018

Introductions:

- C. Roy Epps has held his position in Civic League for 51 years and holds a Masters in Urban & Regional Planning from Rutgers University. He is former Chair of the Paul Robeson School board and has met Paul Robeson personally.

General Observations – Feaster Park:

- Feaster Park previously functioned as an outdoor space for the Paul Robeson School. Paul Robeson School (named in 1984 and designated as an arts-themed school) was built on the previous site of the Nathan Hale School. Part of Paul Robeson School was built into the park (had to receive approval from the Feaster family), and now the new addition acts a barrier to the park.
- Park elevations are problematic for police and community surveillance. Some undesirable activities occur in or adjacent to Feaster Park that the community would like to see curbed.
- Arrangement of paths is not engaging, so some residents do not walk through the park.
- Park is used periodically for religious festivals/revivals but the property is not perceived as large enough to support big events. Civic League has conducted an after school program onsite for 20+ years since Roy left the School Board. Feaster is perceived as a “little postage stamp” park and not large enough to attract students from Lord Stirling or Livingston schools—they are more likely to go to Joyce Kilmer Park.
- There is significant resident turnover throughout the year (especially in June) in the Feaster Park community due to housing.

General Observations – Pittman Park:

- Formerly called Pittman Cemetery (church is no longer in existence). The site is a cemetery, not a park—need to respect those laid to rest there. Redevelopment of site was halted when bones were discovered. Memorial plaques are mounted around the central tree, but as no plat map was ever found, exact locations of bodies are still unknown.

- Pittman currently designed as a passive, walk-through park, with current path configuration based on footprints through the park.
- Some children try to play soccer there in open area, but Civic League does not consider it appropriate given the site's context. Civic League does support any passive recreational uses (e.g. picnic or game tables) that promote or open the door to a recreational perception of the site. Flowers, benches around perimeter or areas already disturbed, and informational signage communicating site's history are considered appropriate. Existing signage is perhaps not prominent enough.

Paul Robeson

- Commercial Avenue will soon be re-named Paul Robeson Boulevard.
- Paul Robeson legacy is not yet widely celebrated in New Brunswick. Civic League has a goal to make sure every New Brunswick student is thoroughly aware of who Paul Robeson was and why his legacy is relevant. Students recently shared through oratory performances how the Robeson legacy has impacted their lives.
- Residents of the City of New Brunswick are underexposed to the arts, so Civic League is working on exposing students to the arts through whatever means possible, including growing partnerships with local theaters.
- Installation of a Paul Robeson statue is proposed for Feaster Park. The current concept is a lifesize statue sitting on a bench (perhaps with seating space on either side) located at the corner of Paul Robeson Boulevard and Handy Street.
- 2019 is Paul Robeson's Rutgers graduation centennial year; Rutgers will have a circular mural installation on campus and events will be planned to celebrate

Recommendations – Overall

- Paul Robeson School should play a central role in the design concept development.
- Reach out to other important stakeholder groups, including the Iglesia De Dios Pentecostal church across Commercial Avenue, Sacred Heart Church on Throop Avenue, and local residents. Civic League has list of students and parents along Commercial Avenue from communications regarding the street's name change. There is a small pocket of residents in the Jones/Nichol Avenue neighborhood (Glenn Patterson could probably provide more information), but mostly university students in that area.

Recommendations – Feaster Park

- Enhance accessibility from school. Feaster Park should have a clearly articulated role in supporting the education of the students (outdoor learning, student garden, etc.), but design and amenities must have buy-in from both students and teachers.
- Design should keep a living Paul Robeson legacy at the forefront—it should be clear why he is being celebrated and what makes him relevant to residents today
- Restrooms may not be realistic given the size of the park, potential for undesirable behaviors (particularly at night when lots of nightwalkers conduct their business along Commercial Avenue), and difficulty of maintaining restrooms after construction. If restrooms are added, it needs to be done in a way that does not facilitate undesirable behavior at night and that ensures appropriate maintenance. Perhaps add a restroom off of the gym that is maintained and used by the school for public use/events, but would be able to be monitored.
- Need to be sensitive to the desires of the remaining Feaster family.

- Existing monument should be restored (currently spray-painted black) and made more prominent (perhaps moved to a more apparent location in the park).
- Existing community garden should remain.
- Address elevation issues for security surveillance
- Plan for the Paul Robeson sculpture footprint so it has an appropriate prominence

Recommendations – Pittman Park

- The whole site should be considered a graveyard and respect afforded to those buried there.
- Add seating and more prominent interpretive signage to perimeter and areas already disturbed. No new areas should be disturbed.
- No activities that promote the site as a recreational space should be encouraged.

Actions

- Trust for Public Land (TPL)
 - Reach out to Glenn Patterson for addresses of residents/homeowners, perhaps within 4-6 block radius of the park.
- Civic League
 - Provide TPL with names of potential Steering Committee participants
 - Roy to speak with Susan Robeson, granddaughter of Paul Robeson, next week at Sculptures Committee meeting regarding the proposed sculpture footprint
 - Share list of students/parents living along Commercial Avenue with TPL for park redesign invitations
 - Provide TPL with PRS After School Program contact information: Brittany Langley and Julissa Bernano, Coordinator of After School Programs

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.



Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Project Introductory Meeting

Mtg. Date/Time: 13 August 2018 / 11:00 am

Mtg. Location: New Brunswick Senior Center
81 Huntington St. New Brunswick, NJ 08901

Attendees: Melanie Ford, Ed Spenser, Ivan Adorno, Donna Kirkland, Heidi Cohen

CC: Scott Dvorak, Glenn Patterson, Wolfram Hoefer, Richard Alomar, Angela Johnson

Minutes Issued: 15 October 2018

General Observations – Feaster Park:

- Youth summer camp (ages 6-12) used to be a Feaster Park.
- Site is too hilly, difficult to see all areas of the park.
- Park is perceived as not safe – there are transients that occupy the park on various occasions.
- Feaster Park is not well lit.
- Drill team competitions used to be held at Feaster Park.
- The car wash across the street brings a different demographic to the area.
- The neighborhood has a high transitory population – mostly absentee landlords
-

General Observations – Pittman Park:

- None noted.

Recommendations – Feaster Park

- Provide a separate playground area for early childhood ages.
- ADA playground – more deliberate than standard requirements
- Provide an open field for play.
- Provide stand-alone restrooms (similar to Recreation Park) so the park users don't have to go into the school.
- Increase the amount of lighting in the park to help with safety concerns. There are too many dark places now, such as by the gym.
- Lighting should be aesthetic, i.e. not flood lights.
- Open picnic areas
- Opportunities for plays in the park – partnership with the school district
- Recommendations for use by seniors

- Walking surface should be easy to walk on
- Adequate seating, a place to sit every 10-20 steps
- ADA throughout the park.
- Provide picnic benches and chairs easy for seniors to use
- Exercise equipment
- Introduce history into the park by noting contribution of existing and past community members to the local and/or larger community
 - Options: a monument, general information, chronology, timeline,
 - Include the Paul Robeson cultural Center at Rutgers: Contact Dr. David Jones.
 - Include Paul Robeson's granddaughter in the planning process – she works with the Paul Robeson Cultural Center sometimes.
- Ed Spenser to facilitate introduction of TPL to the Feasters. Mary Feaster works for the Board of Education.
- Provide more parking – street parking is by permit only.
- Possibly rename park to address bad connotations for the park.
- Include spray pad – see Alice Jennings Archibald Park as an example.
- Contact PRAB – Puerto Rican Advisory Board (90 Jersey Ave).
- Provide bilingual documentation

Recommendations – Pittman Park

- None noted.

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

Meeting Minutes

Project Name:	Feaster and Pittman Parks Redesign
Mtg. Purpose:	Project Introductory Meeting
Mtg. Date/Time:	14 August 2018 / 10:00 am
Mtg. Location:	Buccleuch Park, 321 Easton Ave, New Brunswick
Attendees:	Ishmael (Mike) Montanez, Donna Kirkland, Heidi Cohen
CC:	Scott Dvorak, Glenn Patterson, Wolfram Hoefer, Richard Alomar, Angela Johnson
Minutes Issued:	15 October 2018

General Observations

- There is a lack of parking
- Be mindful of the capacity to maintain the parks
- The parks are in a residential area – be mindful of the uses, loud activities, etc.
- Graffiti is a problem in the parks

Recommendations – Feaster Park

- The new fitness equipment should be the same currently being installed in Buccleuch Park
 - Include flush perimeter curbs and resilient safety surface
- Spray park is OK but not needed as much
- Pavilion for events such as the ones held by churches in the past
- Lighting
- Wi-fi
- Electricity for shows and concert – service should support a portable stage
- Would like to see a return of concerts and movies in the parks
- Covered basketball court so games can be played in the rain
- Soccer
- Provide a separate space for toddlers
- Dog park is an option
- Storage for on site staff
 - So staff can have a relationship with the park user
 - Room to be able to store a round master cutting machine

Recommendations – Pittman Park

- None noted.

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Project Introductory Meeting

Mtg. Date/Time: 14 August 2018 / 2:00pm

Mtg. Location: Unity Square
81 Remsen Avenue, New Brunswick, NJ 08901-0269

Attendees: Rebecca Rhoads, Anthony Mendia, Erio Rosario, Heidi Cohen, Donna Kirkland, Angela Johnsen

CC: Scott Dvorak, Glenn Patterson, Wolfram Hoefer, Richard Alomar

Minutes Issued: 17 August 2018

Introductions:

- Unity Square has a group of core community leaders who coordinate with Unity Square on initiatives and large community events. Catholic Charities runs a Youth Enrichment Services (YES) and other youth programs in the City, providing them with access to approximately 300 families for the parks project outreach.

General Observations – Feaster Park:

- Feaster Park is not well lit and not perceived as a safe neighborhood.
- Park used to be the playground area for Paul Robeson School.

General Observations – Pittman Park:

- The site functions more as a small pass-through rather than a park.

Recommendations – Feaster Park

- Splash pad and soccer field would be great new amenities.
- Improve lighting to improve safety perception.

Recommendations – Outreach:

- Mini surveys and interactive station were successful in the Welton and Livingston parks outreach. Perhaps have different stations that focus on different aspects of park design at the community meetings.
- Unity Square willing to provide translation of surveys/flyers/meeting materials, update community network, and provide Spanish language interpretation and event space for community meetings.

- Many residents in the Feaster Park neighborhood do not drive, so Unity Square's location is convenient. It also has kitchen, tables, chairs, and plenty of space for interactive design exercises. Building can accommodate approximately 100 people.
- Perhaps host first community first community meeting at Paul Robeson School (tentatively September 12 or 13) and host second community meeting at Unity Square (tentatively September 26 or 27).
- Best to meet with Unity Square's community leaders before the school year starts and in the evening to accommodate work schedules. Meeting scheduled for Tuesday, August 21 at 6:30pm would be good opportunity.
 - Express enthusiasm for the park redesign opportunity
 - Start by expressing that project team is looking for the attendees' input, then describe project, and end requesting input.
 - Speak in short bursts so the Unity Square translator can translate.

Actions:

- Trust for Public Land (TPL)
 - Heidi will confirm date of first community meeting with Paul Robeson School.
 - Heidi and Donna will attend Tuesday, August 21 meeting at 6:30pm.
- Unity Square
 - All communications to project team will go through Heidi with Donna and Angela copied.
- Rutgers CUES
 - Provide meeting flyers/outreach materials (as they are approved) to Unity Square for translation.

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Project Introduction and Initial Outreach

Mtg. Date/Time: 21 August 2018 / 6:00pm

Mtg. Location: Unity Square Community Leaders Meeting
Unity Square, 81 Remsen Avenue, New Brunswick, NJ 08901-0269

Attendees: Anthony Mendia, Erio Rosario, Heidi Cohen, Donna Kirkland, Angela Johnsen, Cristina Paredes, Lina Ortega, Angelica Martinez, Isabel Gómez and approximately four additional community members

CC: Scott Dvorak, Wolfram Hoefer, Richard Alomar

Minutes Issued: 24 August 2018

Project Introduction:

- Community leaders were very interested in seeing the park enhanced.
- *Do you use the park?*
 - The Community Leaders and their children do use Feaster Park because it is the closest one to where they live.
- *How often do you go?*
 - The Leaders' families use the park very frequently (four times per week to every day). Visitation is a little more spread out during the summer.
- *Do you know the community garden in Feaster Park?*
 - Yes, one of the leaders is a gardener there.

General Observations – Feaster Park:

- *Are there any issues that keep your families from utilizing the park as much as you would like?*
 - Lack of safety. There is a lot of alcohol consumption, smoking and substance abuse. Some children have asthma, so smoking in the park poses a health risk. Fights break out sometimes. Even when parents call the police, it does not solve the safety issues. The police come, but the undesirable behavior continues after they leave.
 - Lack of a restroom—at present, some of the people who linger in the park just relieve themselves anywhere on the property.
- Soccer is very popular in the neighborhood, but the park does not have facilities to support it. One leader's son has to play at the high school or be bussed to a soccer program even though he lives one block from the park.

General Observations – Pittman Park:

- The community leaders do not consider Pittman a park since it does not support recreational uses. They were not aware that it was a cemetery.

Recommendations – Feaster Park:

- Keep the community garden.
- Provide more opportunities for active sports that are popular in the community
 - It is really important to add a soccer facility of some kind (on every leader's list). Even the small urban soccer courts would be nice.
 - Volleyball court
 - Multipurpose courts to accommodate not only sports like basketball and soccer, but also activities like zumba, which is popular now. Consider surface material choices carefully to accommodate the other uses. Perhaps have all multipurpose courts, or some designated sport courts and some designated multipurpose courts?
 - Perhaps have sport courts designed more with older children in mind and provide play areas geared more towards young children.
- Public restrooms
- Enhance security on site.
 - Better patrolling by the police to curb undesirable behaviors.
 - Security cameras
 - Perhaps fence the park off for students during the day, but have ability to open up to the public after school. Lord Stirling School has a fence, but the basketball area opens up—children have still been able to run away, however.
 - No smoking signs
- More seating opportunities (benches, tables, seats, picnic tables). Painted or prettier benches/seating are also desired.
- Designated play area for young children—at present, older children tend to frequent the play equipment
 - Multiple swings
 - Tic-tac-toe and other interactive, multi-sensory stimulation opportunities
 - Themed swinging/rocking/bouncing play items (car, animal, etc.)
 - A trampoline or something that is not just typical jungle gym that provides new stimulation (perhaps for ages 10 and younger)
 - Soft safety surfaces
 - Fencing to keep children from escaping/wandering off (for parents' peace of mind)
- Water feature(s)—splash pad with soft safety surface or a fountain.
- Art installations and murals that relate to the city and the community.
- More shade
- Paths for walking, wheelchairs and strollers
- Fresh air

Recommendations – Pittman Park:

- Initially, the community leaders thought it would be great to have more active recreation opportunities (soccer, basketball, other activities).
- If the whole park is a cemetery, it should be more clearly designated as such (e.g. fenced off).

Next Steps:

- First public meeting tentatively set for Sep. 12.
- 6:00pm is a good time for meeting at the school (usual time for afterschool events)

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust from Public Land receives written notice within five days of issuance.

Feaster and Pittman Parks Improvements

Meeting with Unity Square Community Leaders

- Columpios tematicos
- Juegos de agua
- el piso de los juegos mas seguros para los niños.
- camaras para la seguridad
- baños publicos.
- mas banquetas incluir colores y arte
- programas para jovenes y niños en el futuro.

Cancha de futbol

Diseño de agua

brincolín

un espacio ~~para~~ ~~el~~
~~con~~ para q los juegen los
niños carritos y ~~un~~
cambian y las manas ~~un~~
baños

hacer otra cancha para los
niños mas pequeños hallar
mas el terreno

baños: para la gente que
visiten.

La policia: Vigile mas
porque llegan otras personas
a p
pintar murales

seria magnifico una cancha de futbol o
bolibol seria bueno para los niños
para mas entretenimiento para toda la
familia seria bueno tambien baños
una fuente de agua para el verano
y que pusieran mas seguridad tambien
que encierren con malla al rededor del
la parque

Dennis

I want a safer field.

I want a more sunny
I want more places to sit.

I want a

why I don't wait
to go to Easter Park. I want

Fresh air.

Benches/tables and seats

Shade

multiple swings

Paths for wheelchairs and strollers

Meeting Minutes

Project Name: Feaster and Pittman Parks Redesign

Mtg. Purpose: Project Introduction and Discussion with Paul Robeson Center (Rutgers)

Mtg. Date/Time: 8 October 2018 / 10:00am

Mtg. Location: Conference call

Attendees: Dr. David Jones, Heidi Cohen, Donna Kirkland, Angela Johnsen

CC: Scott Dvorak, Richard Alomar

Minutes Issued: 8 October 2018

Project Introduction:

- Feaster & Pittman Parks project explained to Dr. Jones, Director of the Paul Robeson Cultural Center at Rutgers University
- Project team interested in more information about Paul Robeson in an effort to share his living legacy in the landscape design, perhaps complementary to the Robeson Center's existing/proposed exhibits

Paul Robeson Center & the Robeson Legacy:

- Dr. Jones shared the Robeson Center's mission and current initiatives/programming (student mentoring programs, social events, Paul Robeson week around April 9—Paul Robeson's birthday, Rites of Passage before Commencement)
- Paul Robeson Plaza at Rutgers University scheduled for April 12 unveiling. Plaza to be a place of reflection and inspiration, highlighting many facets of Robeson's extraordinary accomplishment as lawyer, athlete, artist, etc.
- Dr. Jones believes that an overlooked aspect of Robeson's legacy is that he was a civil rights pioneer who helped pave the way for leaders such as Dr. Martin Luther King, Jr. and Malcolm X, although he is less known
 - Could have pursued a life of greater financial gain and comfort, but chose instead a life focused on justice and being a voice for those who were voiceless
 - Used his arts as a platform for discussing racial injustice with worldwide impact

Next Steps:

- Dr. Jones to share article he wrote linking Paul Robeson legacy to modern-day athlete and civil rights activist Colin Kaepernick
- Trust for Public Land to share availability with Dr. Jones for tour of Robeson Center and to meet with students (perhaps in early November as Center is heavily booked in October)

This concludes the minutes of this meeting. The record of the meeting is considered complete and accurate unless The Trust for Public Land receives written notice within five days of issuance.

