

Summary Findings

Public Workshop & Online Engagement

Community Resources: Schools, Recreation & Culture

Your LIC

The data summarized here comes from community outreach activities conducted by the Your LIC team. These activities included ideas posted on the [Your LIC Community Resources: Schools, Recreation & Culture site](#) and a meeting with nearly 200 community residents and interested people AT 6:00 PM on Monday, January 27, 2020 at The Plaxall Gallery (5-25 46th Ave, Long Island City, NY 11101). The goal of the activities was to engage community participants to help inform the kinds of community resources that the four developers (TF Cornerstone, L&L MAG, Simon Baron, and Plaxall) will propose in their development plans for the area under consideration. The workshop focused a number of community resources sub-topics, including education, arts and culture, and recreation and community facility uses.

The workshop began with a 15-minute overview of LIC Arts' offerings and events, followed by a "lightning round" ice breaker activity in which members of the audience gave one word ideas for the kinds of community resources they want to see as part of the new development. The group then selected one of three focused discussion tables to join for a 40-minute conversation about one of the sub-topic areas. A fourth "your choice" table allowed participants to shape the conversation. **The workshop concluded with nine of the ten tables reporting their major findings and suggestions to the entire group. Notes from the tenth table, which did not present to the entire group since all but one of its participants had left, are included in the complete transcript below.**

The summary below synthesizes findings from each of the ten tables and presents an overall list of the concerns expressed in the workshop and online. The complete transcript of the notes taken at each table can be found at the end of this document.

I. Schools Aspirations

“As we think about a school that integrates the different neighborhoods around the site area and also celebrates the diversity of Long Island City, we should consider implementing an international school that specializes in foreign language study and honors the diverse world we live in.” - Workshop 3 Participant

“Schools should support existing and new students, as well as former students who never quite made it. For example, high schools and other schools should offer GED classes and opportunities for students who never graduated to return and get their diplomas.” - Workshop 3 Participant

“As P.S. 384Q only goes through grades K - 5, the children there will be needing a middle school! In addition, we would love to see a community center with camps and after-school activities for children, a swimming pool, adult education classes, etc.” – [Online Participant](#)

A. Make education a centerpiece of the district.

- a. Prioritize school integration. Establish schools that are socially, economically, and racially integrated as the inspiration for a new neighborhood that makes inclusivity a lynchpin.
- b. Use the newly built space as a way to connect school activities from across the district; for example, an end-of-year multi-school festival and district-wide athletic team competitions.
- c. Use the development opportunity to holistically reframe the district’s schools, re-evaluating under-utilization and using new planning to create links among different parts of the neighborhood, with special emphasis on connecting the northern end, grounded by NYCHA housing residents, and the southern end, with newer and more affluent residents.

B. Create abundant and linked educational services.

- a. Establish elementary, middle and high schools that are sited so that students from across the district can benefit.
- b. Integrate out-of-school activities such as sports, life enhancing skills (including debate, public speaking, other languages, advocacy skills, music, and arts) and practical skills (including health, economics, cooking, technology, and urban agriculture) to amplify the impact of the schools on each student.
- c. Integrate the physical environment of the waterfront into the curriculum, with emphasis on science and ecology.

- d. Integrate other support services (including childcare, easy and safe transportation, tutoring, GED preparation, an early education literacy center, and health services) into schools across the district to support students and their families.

II. Recreation & Community Facilities Aspirations

“I work at the YMCA. Kids from the local school don’t have a gym, they walk to the YMCA without a teacher, no crossing guards. The school where I grew up had an auditorium. We need to look at the space and see where schools are currently located and see where we can create space for these schools. Ample space for the kids to have their own gym time, cafeteria time. Bring things back that encourage kids to go to school. How do we get kids to show up and stay in school? Without the proper facilities, we lose them to the streets.” - Workshop 3 Participant

“I teach at LaGuardia Community College. In that community with high-rise buildings, they have gyms, pools. There is no place to work out or swim in this community. We need a gymnasium, with first-class swimming pools where kids can learn to swim. Indoor pools so it's good to be used all year long.” - Workshop 3 Participant

“Would love to see a new multi-service community center that has everything from senior citizen to youth development and education programming.” – [Online Participant](#)

A. Focus on youth. Create recreational and community resources to advance inclusion and prevent disadvantaged youth from becoming involved in crime.

- a. Emphasize inclusion across the site, with connections to the surrounding area, using sports, arts and culture, and sponsored activities (including debate, public speaking, and advocacy skills) to bond youth across different neighborhoods with the goal of creating inclusion by race, gender, ethnicity, gender identity, and socioeconomic status.
- b. Create recreation activities that are free or low-cost and ample, ensuring access and capacity. Focus on year-round recreation, with an emphasis on summer offerings.
- c. Establish more local team sports, perhaps through a Queens Sports Academy.
- d. Create affordable access to pools, gymnasiums, and team sports that provide physical engagement, camaraderie and recognition for youth beyond home and school.

- e. Emphasize the arts, especially music. Create spaces for music lessons and performance space for musical recitals, as well as theatrical performances. Link any new recreational resources with current offerings.
- f. Create a teen center that provides a safe space for teens questioning their identity and sexuality.

B. Create recreational services that help knit a community together.

- a. Develop recreational programming for adults and seniors as well as youth, with particular emphasis on the creation of a flexible, multi-use community center.
- b. Establish indoor and outdoor recreation spaces that are accessible, ADA-compliant, and easily reserved.
- c. Take advantage of the waterfront with water-based activities such as canoeing, rowing, kayaking – all supported by a community boathouse.
- d. Create outdoor theaters and other spaces where the community can gather without spending money.
- e. Bring existing scattered programs into one cluster and find ways to enhance communication so that community resources are aware of each other and plan collaboratively.
- f. Connect local recreational resources to potential sponsors and donors to continue to grow the community and community resources.
- g. Conduct programming that links events in Queensbridge and other NYCHA sites to the site through jointly coordinated programming, communication, and deep community involvement.
- h. Create a basketball league that includes teams consisting of players from different neighborhoods, with special emphasis on inclusion of youth in NYCHA housing, to increase inclusivity and build better connections.

C. Create community resources that serve the neighborhood.

- a. Utilize urban design to experiment and create spaces that delight the entire community and draw individuals to walk through the site with continuity and flow.
- b. Attract retail that can provide needed services and affordability, including full-service banks, supermarkets and big-box stores with affordable offerings.
- c. Provide access to healthy food as part of an integrated plan improve health at a community level, with special emphasis on a full-service grocery store.

III. Arts and Culture Aspirations

“We need to have professional development for artists so that they can learn how to turn their passion for their art into a career. We need to have financial literacy classes, workshops and lessons on how to build resumes, interview prep, build portfolios, pitches, how to create dance reels, demo tapes, and more.” - Workshop 3 Participant

“There should be an information clearance house at different galleries, community centers and events so that people know what kinds of grants, funding and other opportunities are available to them so that they can make money from their passion and work.” - Workshop 3 Participant

A. Create spaces, programming and advocacy for the arts and practicing artists in LIC.

- a. Provide affordable space for practicing artists, with rent and lease stability.
- b. Create a studio arts district that connects artists to each other and to affordable working studios.
- c. Create a space for artists to gather, work collectively, and establish organizational strategies that showcase events, gallery openings, performances and classes to spur cooperation among different artists and arts organizations.
- d. Use affordable access to the arts to engage youth, nurture their creativity, and provide skills that enhance their ability to grow and thrive. For all the arts, provide space for lessons and performance, including dance studios with sprung floors and floor-to-ceiling mirrors.
- e. Support self-sufficiency among arts and cultural organizations by linking them with potential corporate sponsors and promoting LIC artists as a way to bring visitors who will spend money at galleries and retail establishments in a virtuous circle of support.
- f. Use the arts as a way to make the area more inclusive as well as beautiful. Use local artists to create murals, public art, and other enhancements that give the LIC neighborhood a distinctive flavor and create a sense of community among the diverse people living in the neighborhood.

B. Create a flexible community center.

- a. Participants imagined the power of a community center with affordable classes and materials for youth, seniors and artists, stating that such a center would anchor and stabilize the community and create natural synergy among the arts and growth of a diverse community. Such a space might provide lessons in the arts, painting, dance, and spoken word as well as a performance space.

IV. Summary of Concerns

A. Concern that development may negatively impact educational offerings.

- a. Concern that the development might increase separation between low income and higher income students across the district.
- b. Concern that the DOE building will not be used for public educational purpose.

B. Concern about coordination with existing NYC infrastructure and services.

- a. Concerns about transportation safety, particularly for youth, traveling to the site for activities without adequate public transportation (such as shuttle buses linked to the subway) or crossing guards.
- b. Concerns about perceived lack of transparency of the City's planning process as it determines siting and types of new schools, and the resulting impact on parents and children in the community.
- c. Concern that inadequate attention has been given to the possibility of creating a community land trust in the area.

C. General concerns about any development.

- a. Concern about gentrification, housing affordability, lack of open space, lack of senior housing, possible privatization of public land, and the impact of new residents on public transportation.

D. General concerns about the Your LIC process.

- a. Concern about Your LIC being a developer-led process instead of a community-led process.

V. Complete Transcript

A. Lightning Round Responses

- Athletic Fields
- Seniors
- Aquatic Center
- Public Land for Public Use
- Resiliency
- Housing
- Housing for families making under 40k/year
- Light Manufacturing
- Agricultural
- Parks
- Community Land Trust
- Community Center
- Science High School
- Cultural Arts Center
- Tutoring Centers
- Indoor Gym
- Swimming pool
- No luxury housing
- Small Business Incubator
- Afterschool Programs
- Boating Access
- Minimum 200 feet of open space from the water for resiliency
- Recreational Boating
- Youth Programs
- Mental Health
- Inclusive with NYCHA housing

B. Breakout Session Notes

Schools – Table 1

- Middle schools – grades 6 through 8 – should be prioritized because they reach kids during kids’ most formative years, between childhood and adulthood. These are the years during which we should be prioritizing our children and ensuring that their schools are adequately resourced and delivering quality education and services.

- We must prioritize integration and ensure that any schools within this district are socially, economically, and racially integrated. This is such a unique location, and something that inspires everyone is the prospect of an integrated school that is deliberately designed to connect the different neighborhoods around it.
- As we think about a school that integrates the different neighborhoods around the site area and also celebrate the diversity of Long Island City, we should consider implementing an international school that specializes in foreign language study and honors the diverse world we live in.
- The DOE Building should build on its legacy of education uses and house schools and alongside other uses that support kids and their parents, such as social/youth services as well as after school and recreational programming. Co-locating educational options with other supportive resources creates a cluster of uses that is beneficial for families as well as the providers.
- We should imagine an education complex that serves kids from pre-K, to elementary school, to junior high, through high school. If we're thinking about educational opportunities on such a huge piece of land, we should foster an educational hub, a one-stop shop.
- In addition to new schools, we should consider existing schools that may be under-utilized, such as PS 111. How can we make sure that this school is well-rounded and supports more people before we start planning for new schools? Or how can we think about how new schools and existing schools can work together?
- Schools should support existing/new students, as well as former students who never quite made it. For example, high schools and other schools should offer GED classes and opportunities for students who never graduated to return and get their diplomas.
- In addition to schools, kids must have access to out-of-school services, such as daycare, after school, tutoring, overnight daycare, and day camp during the summer.
- We need to make sure that schools maximize extracurricular activities that create lifelong value for our kids, such as debate team, public speaking classes, and foreign languages.
- We need to provide abundant athletic opportunities for our kids, perhaps through a recreation center with afterschool programming or a new YMCA. It is very important that these facilities include a swimming pool where kids can learn how to swim. There are few places that offer swimming lessons.
- Students and parents must be able to access resources that they need for stability and success, including: drug rehab, counseling, parenting classes/mommy-and-me for new parents, financial literacy workshops and skills training.

- Bullying is a growing problem in public schools, and we need to ensure that students/schools have social workers that can improve school culture and work with kids one-on-one if necessary.
- You can't separate schools and families from adequate access to healthcare. We need a hospital – a real hospital – in this area, especially if we are going to be adding many families.
As part of a school or learning center, we should prioritize an aquatic center and/or harbor school that takes advantage of the learning opportunities made available by the site's unique location on the waterfront and Anable Basin.
- We need schools with a science focus, including on the environment, agriculture, climate change, recycling, and green developments/architecture.
- In addition to the sciences, we need to make sure that schools incorporate robust programming for the arts, including visual arts, theater, music programming where kids learn how to play an instrument, and dance.
- We need to prioritize student safety by making sure that school pick-up and drop-off locations are properly located and also well-staffed by crossing guards.
- Need to understand that zoning doesn't apply to high schools anymore.
- Always thinking of middle schools. Key to all public education in NYC are the middle schools.
- Want all schools to be integrated. Have the largest NYCHA in the country and one of the fastest gentrifying areas. social services, youth wellness center.
- Talking about new construction but want to think about your existing schools as well.
- Seniors are looking for more affordable housing
- LIC 2nd worst neighborhood with open space in relation to number of residents. No open space should be sold
- Daycare: flexible drop off and pickup time? You can't trust people to leave your kids there overnight. People responded that some people need overnight daycare because they work.
- What do you see in the summer? Recreation—we had that when we were growing up. Basketball courts, game room, drug rehab.
- Residents responded and said we need a real hospital
- We need schooling for the young parents- not only curriculum but how to be a parent
- There Are opportunities to have different academies. Prep for prep HS. Kids should play musical instruments. Music program through school starts at 5. Studies show that kids who play musical instrument do better. Teaches discipline:
 - We should have a YMCA, economics, Cooking, technology school.

- Public speaking, petition to fight for the things that are discussed.
- Sex education.
- Need a parking lot.
- More safety and more crossing guards.
 - Transportation for the kids.
 - Have designated sites where kids are picked up.
- Kids needs to go to a place where if they are bullied—they have a safe space. They should have counseling. Need social workers to support kids’ mental health.
- Religious instruction, trade schools.

Schools – Table 2

- Mostly concerned about housing, but wants excellent schools’ event though doesn’t have kids
- Looks like you need another high school, and one that’s open to everyone, not one that requires a difficult exam.
- The DOE site is a public building and shouldn’t be for the developers but a Community Land Trust. One of the really cool things about that plan is to include a school on the first floor of that building. It’s not zoned for that at the moment but there is a teacher from Hunters Point Middle School who’s gotten permission from the city to open a middle school, and he wants to do it there.
- Gentrification is taking place and we’re not benefiting. Let’s work collectively and live harmoniously.
- Hopes any development any development is impactful to community.
- Another problem was de facto segregation
- Very poor planning for social infrastructure in Court Sq.
- Communication is missing, from everyone. We are not having a conversation at all.
- I’m concerned that we’ve got this highway between this area and Astoria and Queensbridge. It seems like that’s a bubble over there. Where the schools are cited is critical and key to getting things done. Where are schools going to be cited?
- I think we’d like to see 1-3 types of school.
- We don’t have access to healthy food, so it could be an agriculture high school, or have an urban farm on top.
- The land trust would put a huge farm on top of the DOE!
- We need communication between developers and people who are concerned that you have all these artists but can these artists who make 35k a year actually live in this neighborhood.

Schools – Table 3

- Elementary school in HPS is the farthest point from the subway.
- Need for another HS, possibly need for another middle school.
- Transportation--how will people get to the school?
- Want for a community lame trust, need a wetlands park.
- Participants wants to see a happy medium, wants to not have glass towers but not scare away developers who can fund things, would have preferred amazon, but your LIC is second best.
- Participant wants a high school that's within walking distance for the community.
- Participant says the DOE building should have solar panels.
- Participant that the school, if it is built, needs to be public.
- Participant called for workforce development space.
- Youth participant says the space should be used as a space for an end of year multi school festival.
- Call for inclusive multi neighborhood sports teams.

Recreation & Community Facilities – Table 1

How do you feel about current recreation facilities?

- Jacob Riis + Queensbridge park are utilized amongst community
- Parking is an issue for community facilities

Easy to reserve space?

- Community is unaware of how to reserve the space + not everyone properly gets permits
- Other entities are able to stay out there later than permitted (sporting usage/baseball fields)

Gantry park use?

- Only use Queensbridge Park not Gantry – too far to use
- If not Queensbridge, then usage of other NYC parks; Morningside park or Central Park

What's missing in Community Resources?

- Tutoring Center: Youth + Senior programming
- Youth Programming: not enough and capacity issues
- Athletic facilities
- Flushing – has Olympic-sized facility
- School Fairs: need resources to help with new parents + schools
- Summer Camp Opportunities

- Special Education programming
- Community space for large gatherings – town halls etc.
- Non-private exercise center
- Mentorship programming
- Expand beyond Urban Upbound for mentoring programs.
- Space for afterschool programs
- Track & field facilities

Community needs right now?

- Music facility for learning new instruments

Mixed-space usage?

- In favor for integration

Model spaces to base off of?

- Plaxall space: brings together community where we can meet neighbors for art theatre, music,
- Not a lot of community-oriented space in LIC – like YMCA (minus \$ cost)
- 92nd Street Y, JCC, -- elitist feeling and not as open to the community

Plaxall Gallery, is this a space for you?

- Yes: close to housing and residents use the space

Ideas to make it feel like it's for everyone (besides cost)?

- Environmentally safe + digitally friendly
- Cultural acceptance (all cultures)
- Translators + language barriers
- Physically where it is: where the entrance is, welcoming, centralized
- ADA/age accessibility

Inclusiveness model?

- EX: the riverbank state park

What attributes make a community space feel welcoming?

- Employees
- Led and facilitated by the community

Recreation & Community Facilities – Table 2

- “We are just a building. We have no athletic fields. I have seen the community growing but not in the right direction. I feel the students from the community are being forgotten. They don’t have auditoriums, gymnasiums. Growing up I could have a recital, concert, theater group. Our students have a band, theater group. The schools and

students in this neighborhood need to be recognized and acknowledged. The 1%ers are getting the money and benefits from new developments. They won't be going to our schools. I want to see more for the kids in the community who are being forgotten. Queensbridge hasn't changed since I was 7 years old. Nothing is being kept. When are we going to reap the benefits from what is going on with these new developments?"

- "Kids from the local school don't have a gym, they walk to the YMCA without a teacher, no crossing guards. The school where I grow up had an auditorium. We need to look at the space and see where schools are currently located and see where we can create space for these schools. Ample space for the kids to have their own gym time, cafeteria time. Bring things back that encourage kids to go to school. How do we get kids to show up and stay in school? Without the proper facilities, we lose them to the streets."
- "In this community with high rise buildings, they have gyms, pools. So, there is no place to work out or swim in the community. We need a gymnasium, with first class swimming pools where kids can learn to swim. Indoors pool so it's good to be used all year long."
- "We want something for young adults too. The gap is from elementary school to high school. From middle school to high school there is no recess, nowhere to learn how to behave. The young adult population is really in the street. What about a holistic community center that encompasses all the needs of the younger generation? Vocational training, housing skills. Bring the recreational skills together with practical skill building."
- "TF cornerstone is looking to invest in places like them. Looking at the gap from 12-17, from 18-25. Some kids are meant for workforce, we need to give them options. What can they do once people begin investing in them?"
- "They need a track field, a swimming pool, a gymnasium, a music studio and they need to NOT pay. The precursor can be a simple state ID to use these facilities:
- "Boys and girls club is the only facility available like this and its all the way on 21st street."
- "Young adults need night programs. What about the kids who have nowhere to go to?"
- "We get that we need sponsors within buildings. How do we use this to get the services you need?"
- "We want a youth and community developments center. Actually, BEYOND youth."
- "Jacob Riis is great but it's not enough, it's not big enough."
- "As a community, the census is the strongest. We need to represent the community we come from."
- "The lack of commitment in education – add resources for sports, PE. We want to fill this gap."
- "Support for entrepreneurship and small business owners. Building mentorship opportunities and spaces for someone who is doing a food program, media program. A

place where they have to be mentored and housed and allow them to have lower rents that are affordable. A platform or incubator space”

- “At my school, we have a work-based learning with an internship, theater group..but these students don’t have anywhere to go after to pursue these things”
- “Kids have skills, ideas. At a library we have a place where they learn how to take that craft and turn it into businesses. But then these people have no physical spaces to grow these businesses. They need someone to show them how to start and grow these business – mentorship. But they also need the affordable rents or physical platform to grow these ideas”
- “Even where there are resources, perhaps we need to bring them to one place. Bring them together so that people even know they exist. “
- “Why can’t we build these parks up? These super structure buildings get built up in 9 months, but the parks have been under construction for 3 years. “
- “I also believe this is happening because we as a community don’t come out and sit at the table. We have 3000 units and look how many people show up. Not enough”
- “Why do you think that we are not sitting at the table and coming together and stepping up?”
- “Lack of knowledge, you don’t know. You think it doesn’t affect you.”
- “I found out about this by going to the community center. I think these conversations need to happen in the community center rather than expect the people to come to you.”
- “We should get each other together and tell them we need to make a change. My kids, your kids will be affected. We have kids that are taught in the bathroom of the school. And people don’t go to the school, so they don’t even know that the kids are being taught in the bathroom. We need to come together. We have lack of community unity.”
- “Neighborhoods are changing, we are not how we used to be. If they bring it to the people instead of waiting for the people to come, we can get somewhere”
- Greater water access and a more active waterline. Fishing, kayaking, canoeing.
- More supermarkets, more access to healthy affordable foods. Shoprite, trader joes, Walmart.
- Movie theaters

Recreation & Community Facilities – Table 3

- Mini-mall with affordable offerings
 - Target, Walmart, etc.
- Affordable housing
- Access to water

- Physically able to access the water, not just be near it
- Canoes, kayaks, rowing boats, sailing, **boat house**, etc.
- Resilient waterfront
- Merger with everything going on with LIC to all NYCHA residents
 - Most LIC buildings are NYCHA, but none of waterfront is being implemented for NYCHA people
- This needs to be for the people, not just for luxury, benefits need to happen for EVERYONE
- Community where we all merge together and rise together
 - NYCHA, all the surrounding organizations so everyone can rise together
 - Not about what is built, as long as it's for everyone
 - Help with facilities for the youth – **permanent community center**
- Library that actually has books
- Design an urban experience that actually makes people want to walk through it; connect the neighborhood
 - Can't see separate communities; needs to flow, be continuous
- Inclusive change
- Queens Sports Academy – bringing kids in from all areas to learn about sports
- Similar to the Y but inclusive that everyone can access, learn how to swim, lounge, classes, talent show, place where kids can perform and put on plays etc.
 - Mutli-cultural center
- Places where people can hang out without spending money
- Place/facility set aside for seniors
- Wegman's, Trader Joes – a real grocery store
- More office space – business incubator to help with local businesses when LIC residents aren't here
- Senior housing
- More parking
- Affordable rent for commercial/small businesses
- Indoor/outdoor event space; unstructured free space
- Outdoor theater for public movies, tables you can sit at
- Swimming pools
- Schools for every level of education
- Bike lanes
- No more hotels, condos

Arts & Culture – Table 1

- No materials to do artwork, talented artists, but they need something to hold interest
- Sunnyside, has a studio nearby, concerned about development also concerned about Sunnyside Yards.
- Concerned about use of public land for development.
- Participant had a proposal for CF in zoning to give incentives to developers.
 - Wanted to make arts one of the CF uses – affordable artist studios
- WQCLT, other uses for public land
 - DOE building – absolutely enormous
 - Community input being filtered through developer
- Affordable housing usually doesn't go through NFPs, like a CLT
- Affordable artist studios discussed at WQCLT meeting
 - Concerned about transparency and accountability
- Call for broader need of studio space
- Participant called for:
 - NYCHA is a bad example of public ownership
 - Needs to have proper oversight either way
 - Want to create an arts district – something like Socrates Sculpture Park
 - Arts have always depended on private and public sectors – like renaissance artists who had private patrons
 - Don't want to villainize private givers and facilities
- WPA was also public, so that could be a model
- Lots of homeless youth -- have been approached by TGNC YA
 - Have to be careful about how we refer to people
 - Was approached by a TGNC artist. – need more awareness, high suicide rate among YA TGNC pop
 - Would be great to have common ground for all genders – come kind of mural, something unique to represent young people in general
 - Art speaks to people unlike other media – makes us able to communicate, need a facility that can provide this
 - Lots of artist YA but need a mural or place that makes them feel welcome – a spot you know it is for all of us when they enter
 - Also need a space to rest and live
 - Higher rate of homelessness and drug use, but also very creative – need to be more inclusive
- Issue that so many talented people don't have any ability to actually prosper from talent
 - Trying to advocate for a city with stability
 - Development brings profit to owners, but not affordable housing

- Brings in other types of people
- CLT would be a stabilizing agent in the community by providing space for artists
- Vibrancy comes from mixed income communities
- Wants to see something like a multicultural center
 - Arts, painting, dance, spoken word
 - Need to come up with something that works economically
 - Need to have ways to raise income – shows, support the arts
 - Just charge a nominal amount, but will have to provide funding
- Focus on UN SDGs
 - SDGs as a frame
 - Need to develop people multiculturally
 - Homelessness can lead to poverty- need to avoid inter-generational poverty
 - Committee of young people who understand development, infrastructure
 - SDGs – 2030, need YA involved
 - Developers should consult young people and multicultural communities
 - How do we bring society together harmoniously?
 - Need to educate YA early and get involved early
 - Have to get people working together – young people need to start
 - People who are studying business and development
 - Involved early
 - Young entrepreneurs
 - YA feel not being listened to
- Community benefits – need to spread to whole city, not just LIC
 - Example of a community space in Corona
 - Have been trying to get something similar
 - Need something like that for STEM, entrepreneurship
 - Better to train someone to create business, not just jobs
 - Trades, gym onsite

Arts & Culture – Table 2

- Question 1: What's currently good?
 - Plaxall Gallery provides a home to LIC artists and provides a meeting place for community organizations
 - But still doesn't have a lease, thus no promise of longevity
 - What we need:
 - More spaces like this
 - Support from corporate sponsors

- Affordable art/community spaces
 - designated solely for the use for performing and visual arts as well as community meeting places
 - Subsidized, long-term leases for artists
 - Programming for youth and seniors
 - Main point was a need for a large space for all disciplines of art for all members of the community
- Question 2: How can we make sure that everyone is included in the use of whatever arts/cultural spaces come to be?
 - Main issue: a communication gap between all the existing arts/cultural organizations
 - Need a massive cultural center
 - Possibly artist residency program
 - Artistic community communication → a cultural communication network
 - Include all the organization so everyone knows what is going on, also include developers
 - Possibly one night a month when all the organizations are open
- Question 3: How can we focus on LIC artists as a way to bring in outside visitors and have them spend money in LIC?
 - “If you build, they will come”
- Question 4: Why is this important?
 - Arts and culture create community, gives LIC flavor, makes money for LIC

Arts & Culture – Table 3

- Community member 1: Would like a center for youth who don't have enough money. The center should have workshops for underserved youth and get them more involved in the arts as well. There should be measures to increase awareness of such programs because a lot of people may not know about them.
- Community member 2: She grew up in Ravenswood and realized that there wasn't much visibility about the different programs that are available. Needs more publicity.
- Community member 3: Would like to see more hip hop dance classes. There aren't enough sprung floors, rooms and mirrors in the community center that they have for dance.
- Community member 4: Having more programming that brings the different communities together.
- Community member 5: Provide some type of transportation assistance for those that can't afford it. Also provide transportation for youth that are far away from the programming/centers.

- Community member 6: Wants indoor gymnasium because the kids are near somewhere to go after school and on the weekends. There is only one in the area and it's not enough sufficient space. This will help reduce crime and dropout rates because it will get the youth more involved.
- Community member 7: A shuttle bus needs to be provided because the kids shouldn't have to sacrifice their safety to go to different programs/events and community centers on their own. The developers should help support these efforts. It should link to the number 7 or court square or any other subway station as well so that people can easily access the public transit.
- Community member 8: Need to have more recording/audio studios. Young people should have that to record music, recreate art but also to learn. Have programing and classes at these studios.
- Community member 9: Have more dance classes inside of the studios. Have the developers sponsor different dance leagues?
- Community member 10: Have artist professional development so that they can learn how to turn their passion for their arts into a career. Have financial literacy classes, workshops and lessons on how to build resumes, interview prep, build portfolios, pitches, how to create dance reels, demo tapes, etc.... anything related to artist professional development.
- Community member 11: Have workshops showing young people how to be entrepreneurs when it comes to their art. Creative entrepreneurship.
- Community member 12: Have an information clearance house at different galleries, community centers and events so that people know what kinds of grants, funding and other opportunities are available to them so that they can make money from their passion and work.

Your Choice – Table 1

- Programs for kids (North side closer to community that needs it)
 - Music
 - Sports
 - Dance
 - Creativity
- Classes for young parents
 - Cooking
 - Health in the home
 - Family workshops
- Swimming Pool
- Children Need Positive Activities

- Transportation to and from Anable Basin
- Banks – there are no banks
 - Without banks there are predatory lenders & check cashing stores
 - Urban upbound credit union
- Gardening/Greenhouse
- Public Space within the buildings
 - First Few Levels
- Public Event Programming
 - Multigenerational
- Integrated school in DOE building
 - Job Training
- Concerns included:
 - DOE
 - Equitable education
 - Sunnyside
 - Public use of land
 - Segregation
 - Communication

This table dispersed before getting a chance to present their findings. The table's presentation notes are included below.

Presentation Notes:

- Programs for kids
 - Music
 - Sports
 - Dance
 - Creativity
- Classes for young parents
 - Cooking
 - Family workshops
 - Health
- Community facilities
 - Pool
 - Park
 - Transportation
 - Greenhouse/garden
 - Green space
 - Banks!
- Public land for public use

- DOE building
- DOT building