

BUILDING THE COMMUNITY DESIGN SCHOOL AT FLUSHING MEADOWS CORONA PARK





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Participatory Design Fellow

Sarah Lidgus,
Design Education Fellow

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Community Organizing Fellow



Building the Community Design School at Flushing Meadows Corona Park was developed as part of The World's Park, a project of the Design Trust for Public Space in partnership with the NYC Department of Parks & Recreation and the Queens Museum.

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PREFACE

While many people across the country and around the world recognize Flushing Meadows Corona Park (FMCP) as the host of the US Open Tennis Championships, home to the New York Mets, or the site of the 1939 and 1964 World's Fairs, this park is first and foremost a neighborhood park. As the largest park in New York City's most diverse borough—Queens—FMCP serves, on a day-to-day basis, as an important recreational resource for people from all backgrounds.

This administration has made it our mission to enhance community engagement in the planning and capital design processes. We recognize the pressing need to improve the way Flushing Meadows Corona Park is accessed and navigated by the many diverse communities that use it, and beyond that, how we engage those communities to participate in those improvements.

Through the Community Design School, select Queens residents from the bordering six neighborhoods joined together to learn ways to improve the design, appearance, and functionality of FMCP. By using a hands-on customized curriculum, the participants saw the park through a new lens, while providing a diverse perspective and feedback on park engagement and needed park improvements. The ideas the participants developed were insightful, authentic, and creative.

The Community Design School model is an excellent program that should be replicated in other places. This innovative collaboration led by the Design Trust has connected parks and people in a new and meaningful way. Flushing Meadows Corona Park, the Community Design School participants and the surrounding neighborhood have all benefited from the incredible experience. A result like that is priceless.

Mitchell J. Silver, FAICP
Commissioner
NYC Department of Parks and Recreation



What would happen if a city's people truly understood the systems that shape their communities?

What if politicians, planners, architects, and developers routinely recognized the wisdom and creativity of neighborhood residents as expert users of their public spaces?

FLUSHING MEADOWS CORONA PARK (THE WORLD'S PARK) IN CONTEXT

Flushing Meadows Corona Park (FMCP) is a vast and complex site transformed for the 1939 and 1964 World's Fairs from an ash dump into a grand public open space. The park is the fourth largest in the city—just larger than Central Park—and is one of the most heavily used by park-goers.

The 898-acre park is bordered by six distinct neighborhoods, several of which are home to dense, fast-growing, yet disenfranchised, immigrant communities. It is a unique geography marked by shifting land-use policy and multiple private development plans.

From 2012 to 2013, three separate proposals to build large commercial developments inside the park's boundaries landed it at the center of a citywide debate on "park equity." Community organizers and advocates in northwestern Queens, including the newly formed Fairness Coalition, successfully stopped plans for the construction of a professional soccer arena and entertainment complex, and negotiated a Community Benefits Agreement with other developers. The agreement secured funds towards the formation of a new non-profit organization to jointly operate the park under a public-private partnership model.



The Park and Surrounding Neighborhoods

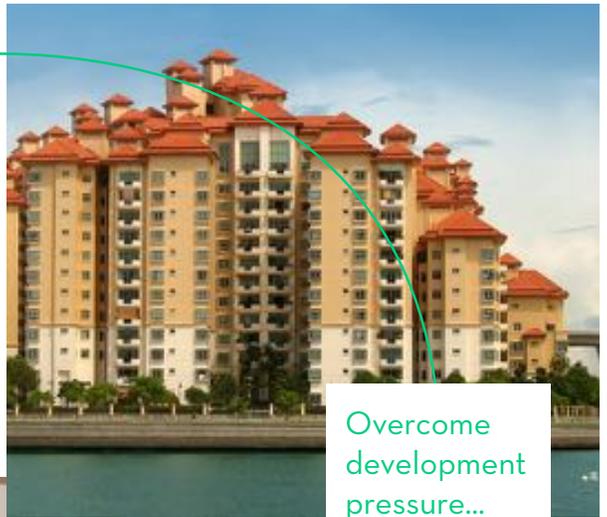




Forming the Partnership

Although neighbors of the park had participated in FMCP meetings and visioning sessions, the momentum surrounding the development campaigns raised larger questions about how the park's diverse communities could be engaged in its long-term planning and governance. In the spring of 2014, the Queens Museum convened a public gathering to discuss creative ways to shape the park's future. Participants came up with the idea of organizing a "school" to address the park's challenges and opportunities, and suggest ground-up proposals for park improvements.

How can we shape the park's future proactively?



Overcome development pressure...



Acknowledge park problems...

with residents and community groups





**Design Trust
selects Queens
Museum and
NYC Parks to
work on...**



**Queens Museum
and NYC Parks
interview park
users and
community
members to
become...**



Shortly thereafter, the Queens Museum and NYC Department of Parks & Recreation (NYC Parks) submitted a joint-proposal to the Design Trust for Public Space's *The Energetic City: Connectivity in the Public Realm* Request for Proposals for a first-of-its-kind "Community Design School" at FMCP. They recommended that a cohort of community members be invited to attend the school and learn, research, and design proposals to address the park's connectivity challenges. The goal of the Community Design School was to empower individuals from the surrounding neighborhoods to participate in the park's planning. The school was based on the idea that planning in partnership with communities, while not the easiest nor the simplest approach, would lead to more durable, sustainable, and equitable outcomes. The proposal, which came to be known as *The World's Park*, was selected by an independent jury to move forward as a Design Trust project.

Recruiting Participants

In early Fall of 2014, the Design Trust awarded fellowships to three experts who spearheaded the development of the Community Design School: Sam Holleran, Participatory Design Fellow; Sarah Lidgus, Design Education Fellow; and José Serrano-McClain, Community Organizing Fellow. An extensive recruitment process followed to form the first cohort of 22 Community Advisors.

The recruitment strategy aimed to attract participants in two ways: through nomination from local groups and through an open application process. The Community Organizing Fellow contacted dozens of local civic, religious, and environmental groups focused on everything from immigrant rights to urban greening. He also distributed flyers at branch libraries and community centers surrounding the park and placed articles in local newspapers to spread the word about the School.



The Fellows structured the group with an eye towards collaboration across age, race, economic class, migratory status, and language. English-language proficiency was not a requirement for participating in the group and flyers were distributed in four languages: English, Spanish, Chinese, and Korean.

The following groups were prioritized during recruitment to ensure a diverse set of perspectives:

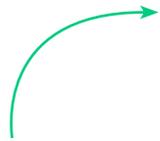
- *People representing organizations with a history of involvement in the park, particularly those involved in the recent organizing efforts.*
- *People nominated by organizations representing the cultural diversity of Queens.*
- *People belonging to key user groups in the park (including athletic leagues, World's Fair preservationists, and natural conservationists).*
- *People from active Civic/Neighborhood Associations in the immediate vicinity of the Park.*
- *People from every Community Board surrounding the Park: 3, 4, 6, 7, 8, and 9; but following the 'NYC Parks Equity Framework,' encouraging progressive representation from neighborhoods that are poorer, denser, and growing faster.*
- *People representing multiple generations.*
- *Local artists and creatives.*



The area around Flushing Meadows Corona Park has a particularly rich history of civic and social justice organizing. Groups around the park have been deeply involved in conversations about land use and public space before the Community Design School started.



While a visual essay was required, those students who were less technologically savvy had the option of texting in photos.



The application process for the Community Design School was rigorous. Everyone interested in joining was asked to submit a visual essay with 5-10 images of the park's challenges and opportunities. At least one image had to speak directly to the theme of connectivity. Privileging images over written language helped to level the playing field and lowered the barriers of entry for those without English-language skills. The visual essay was also useful in assessing how receptive applicants would be to the creative assignments to come. Everyone who submitted an application was personally interviewed by the Community Organizing Fellow as well as a NYC Parks staff member. The interviews were used to build a thorough assessment of the skills and experiences of each participant prior to designing the curriculum.

Preparing for the Community Design School

The Design Trust Fellows created a lesson plan for each of the eight classroom sessions with input from NYC Parks staff. Classes were bilingual in Spanish and English and pre- and post-class meetings were held with Spanish monolinguals.

The Community Design School was held in a designated space at the Queens Museum. A flexible studio environment was created using mobile "workboards" that could be moved around the room.

Participants in the class were provided with:

- *Workbooks with an overview of the class and assignment sheets*
- *Business cards using a unique The World's Park logo and identity*
- *Dinner*
- *A children's activity table so that childcare was not a barrier to attendance*
- *A van to transport participants to the train at the conclusion of each class*



Community Advisors

The civic leaders selected to participate in the school went by the title “Community Advisors” to acknowledge their tacit knowledge of the park, and their role in passing that expertise on through participation in the program and subsequent advocacy. Advisors ranged in age from 15 to 70 and lived in every neighborhood surrounding FMCP. The group had origins in 12 countries, spoke eight languages, and represented a wide variety of civic, immigrant, and environmental stewardship organizations in the vicinity of the park. These included Make the Road New York, the FMCP Conservancy, Faith in New York, Immigrant Movement International, Asian Americans for Equality, Queensboro Hill Neighborhood Civic Association, and Sustainable Queens.





MEET THE COMMUNITY ADVISORS



Don Capaldi
Queensboro Hill
met wife at the
World's Fair



Jason Chin-Fatt
Woodside
taught his girlfriend
to ride a bike in the
park



Gregory Coles
East Elmhurst



Maria Julia Echart
Corona
had her honey-
moon in the park



Neshi Galindo
Corona
comes to park every
Saturday afternoon



Donald Han
Flushing



Anita Jiang
Middle Village



Jonathan Jimenez
Jackson Heights
pick-up soccer player



Perla Lopez
Jackson Heights
organized soccer
player



Kim Ohanian
Flushing



Melissa Ortiz
Elmhurst



Raychel O'Shea-Patino
Jackson Heights
likes reading by the lake



Alba Preciado
Corona
likes to participate
in outdoor exercise
classes



Anandi A. Premllal
Richmond Hill



Suzy Qiu
Elmhurst
loves the Dragon
Boat Festival



Sandy Qiu
Elmhurst



Larry Rosenbloom
Forest Hills
takes his granddaughter
to the Playground
for All Children



Esther Sanchez
Corona



Libertad Sanchez
Corona
visits the park with
church



Alan Sherman
Kew Garden Hills



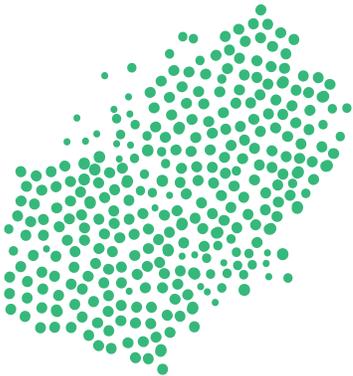
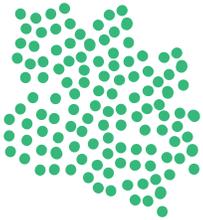
Jean C. Silva
Forest Hills



James Winans
Elmhurst
takes his family to
the carousel



Participants



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Park Tour

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April 2015

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Community Forum 2

May 2015



You are Here Exhibition

Moving Forward

CLASS 1: MEETING YOUR NEIGHBORS

Goals for Class 1

Meet each other!

*Learn about the Community
Design School process*

*Share places of personal
significance in the park
with others*

*Understand the power and
subjective nature of maps*

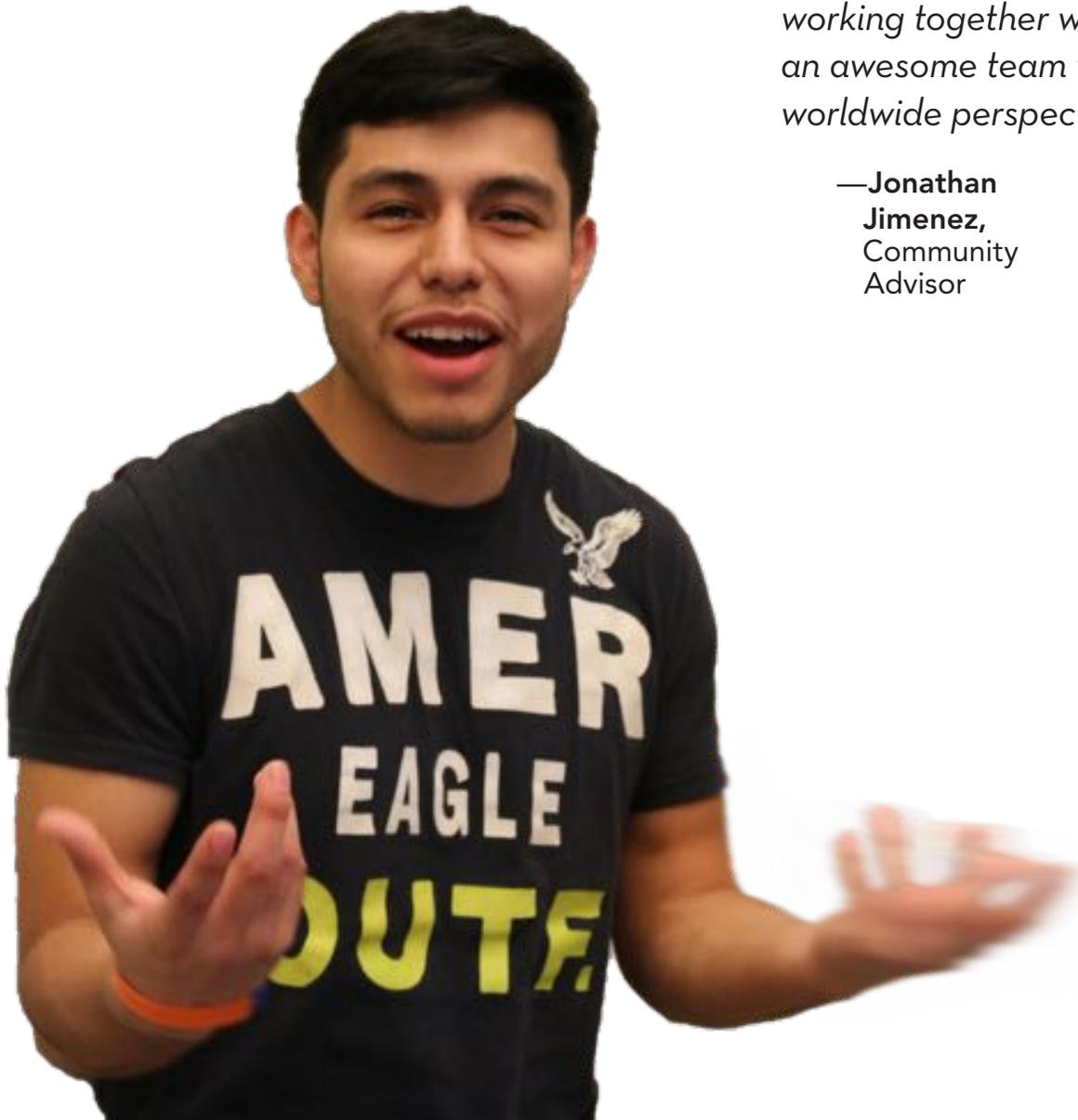
*Create a collective map based
on unique experiences within
our group*



Our first class introduced the Advisors to the Community Design School and to one another. Everyone met over pizza to chat about their visual essays and to learn more about each other using a “Meet Your Neighbor” worksheet. Advisors then learned about the goals of the School, the expected level of commitment, and their design brief: to generate new approaches to connecting people and places within the park, and with the surrounding communities.

Advisors helped to orient each other using maps of the park, and drew in the areas they visit most often.

The session culminated in an exercise called “Mapping Your Park,” during which Advisors were presented with an outline of Flushing Meadows Corona Park and encouraged to mark places of personal significance and note the ways they used the park. The exercise also initiated a discussion about the power and subjectivity of maps and mapping.



It was amazing working with people from different cultures, most of all realizing how working together we become an awesome team with a worldwide perspective.

—Jonathan
Jimenez,
Community
Advisor

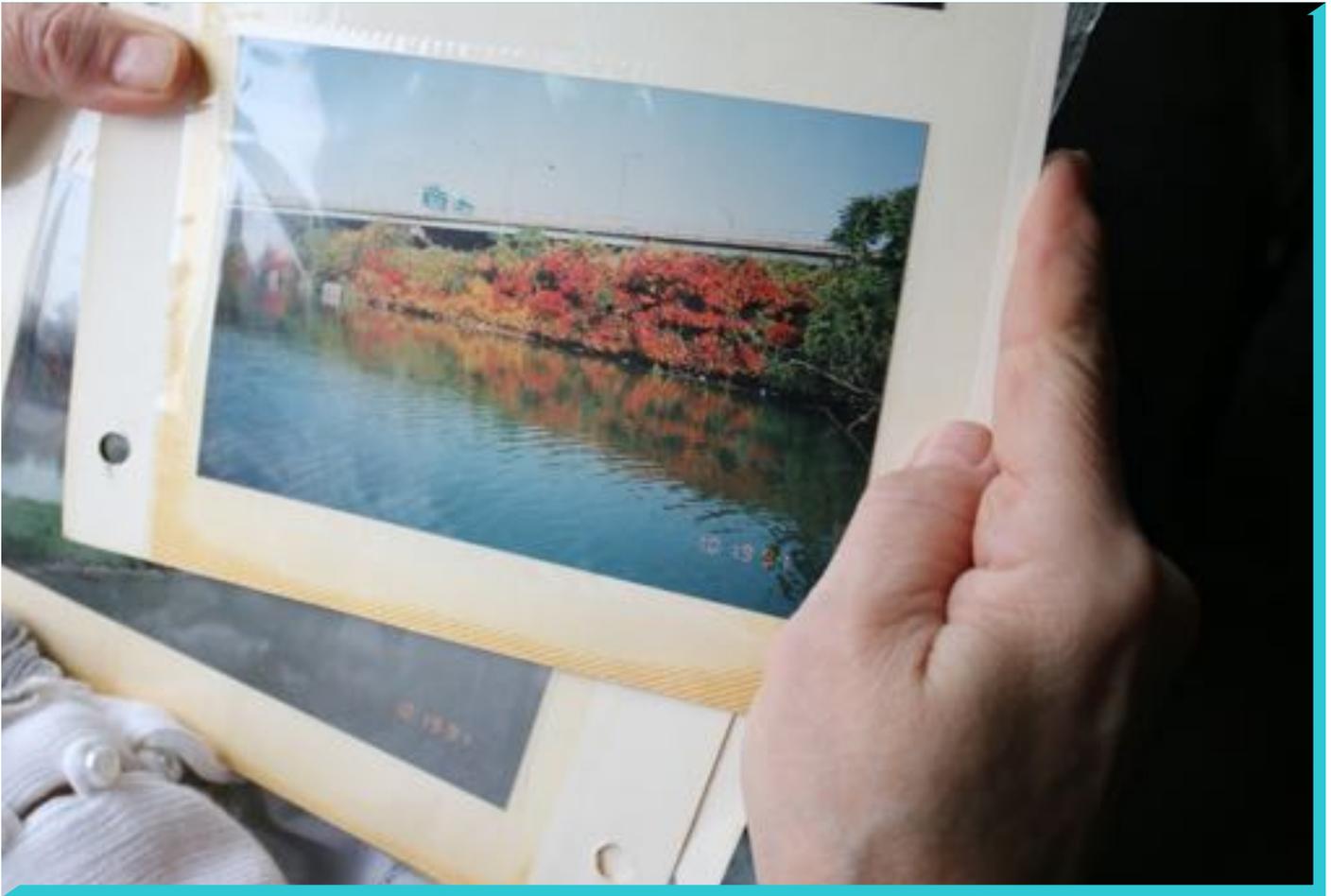
PARK TOUR

Goals for Park Tour

*Explore new
areas of the park*

*Meet NYC
Parks staff*

*Share what
makes the park
the special to you*



Community Advisors rode on a NYC Parks bus to view the many parts of Flushing Meadows Corona Park. Many of the Advisors discovered areas of the park that they didn't know existed. NYC Parks staff discussed the history of the park and the challenges of maintaining it. Community Advisors also shared photos and memories of parties, games, and weddings spent in the park.



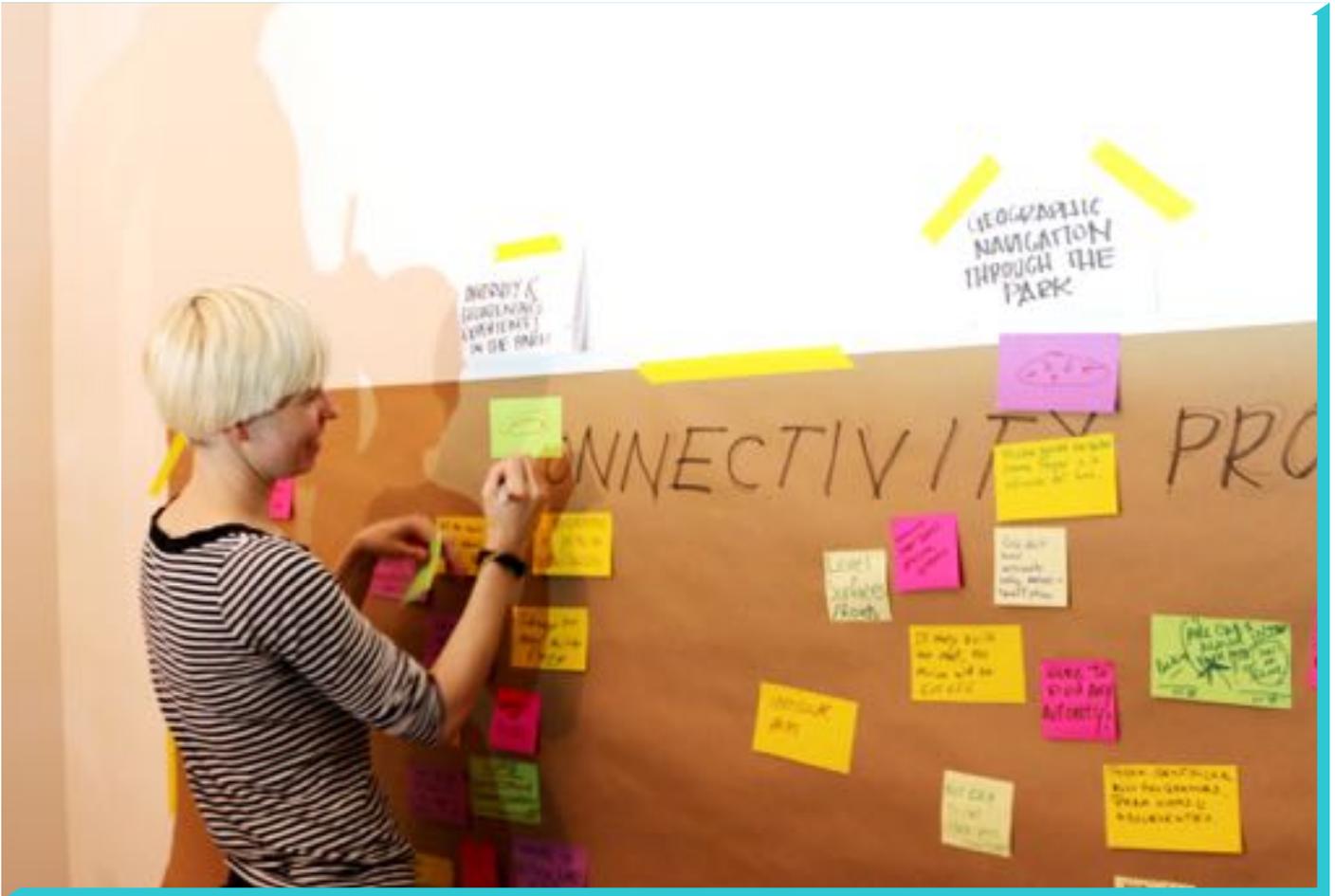
CLASS 2: SEEING THE PARK DIFFERENTLY

Goals for Class 2

Learn the history of the park

Identify the key problems at FMCP, including connectivity and wayfinding

Connect and cluster the different problems, and invite people to break-out into specific discussion groups



The park was created at the height of the automotive age and was built in tandem with several expressways. The park can be challenging to access as a pedestrian because the majority of entrances involve crossing a major thoroughfare.

In this class, NYC Parks staff who oversee Flushing Meadows Corona Park led a crash course on the history of FMCP, going back to its original estuary state, the ash dump of the early 20th century, the area’s revitalization to host two World’s Fairs and the temporary headquarters of the United Nations, and its designation as a city park in 1967. Parks staff also discussed their role in maintaining and overseeing the many places and facilities that make up the park. The Fellows introduced the concept of wayfinding—how you position yourself and navigate physical spaces—including successful and not-so-successful case-studies.

The class concluded with a conversation about “desire lines”—the way that people use a space that may run counter to its formal plan. Advisors were asked to think about the tension between how a space was designed to be used and how it is actually used, and how they might negotiate this within their own projects.



I'd love to do more with the open green spaces, the grassy fields all the way off in the corners of the park. It was good to collaborate. Usually, when agencies are involved it is very formal, but this wasn't.

—**Suzy Qiu,**
Community
Advisor



CLASS 3: UNDERSTANDING THE FORCES THAT SHAPE THE PARK

Goals for Class 3

Understand the concept of 'spatial justice' and how it relates to the park and its surrounding neighborhoods

Develop a shared assessment on the value of planning in partnership with historically underrepresented communities

Organize teams to tackle four problem areas: access, navigation, learning, and opportunity



This class introduced the concept of 'spatial justice' through a guided discussion of *Reviewing Renewal*, an exhibition that used the Queens Museum's Panorama to chart planned and executed urban renewal projects. The conversation focused on the historical inequities of urban renewal policies and their enduring effect on communities of color in New York City.

Advisors then learned about current development plans for areas surrounding the park, including the transformation of Willets Point, and engaged in a discussion about the value of 'planning in partnership' with communities that have historically been excluded from participating in planning discussions.

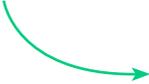
Finally, the Fellows formed loose clusters of ideas based on the previous weeks conversations to form teams with a specific focus. Each team took on a different connectivity challenge.

–Team Access: improving park access from surrounding communities

–Team Navigation: improving park navigation

–Team Learning: improving use of the park as a learning resource

–Team Opportunity: improving use of the park by people with disabilities





When changes are coming to a neighborhood, the problem is finding out after the plan has already been decided, or when politicians notify the community in a way that feels like it's just about checking a box. But there are also times when it seems that the community is not really interested in knowing. That's when you need education.

**—Libertad
Sánchez,
Community
Advisor**



CLASS 4: CONSIDERING PEOPLE AND THEIR EXPERIENCES

Goals for Class 4

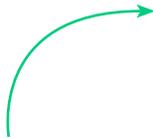
*Introduce the idea of
"tangible research"*

*Choose three design
principles to guide the
design process of each group*

*Understand the purpose
of experience maps/user
journeys*

*Create user journeys and
use it as the basis of design*

*Select three design concepts
per group*



The group collectively decided that all of our creations needed to uphold the following design principles:

Connect what is disconnected.

Emphasize inclusivity and diversity.

Illuminate the local.

Strive to be visual.

Feel unexpected.

Embrace forward thinking.

This class introduced design principles and user journeys—two types of frameworks that help guide design teams toward more collaborative and nuanced solutions. Design principles are the generative guidelines for an idea, loose rules that the final idea must uphold. User journeys come from the field of service design, they are stories that show how people will interact with a product, service, or environment.

Teams formed initial ideas related to the connectivity challenges they were tackling. The groups came up with a range of ideas: “Art-trances”—entrances to the park that reflect the art and artists in that adjacent neighborhood; Welcome Maps oriented to the parkgoer (inspired by the WalkNYC kiosks around the city); and a Sensory Space at the Playground for All Children that would create an interactive, immersive play experience for kids of all abilities.



Selfishly, when I thought about the project I thought, 'I can tell them all the problems I see riding my bike along the paths,' something like that, but I came to see that there are more uses and more features than I knew. It surprised me—the amount and variety of users. Not just cyclists like me, but baseball players, people with baby carriages going to obscure playgrounds. I think this project is a great start for coming together.

—Jason
Chin-Fatt,
Community
Advisor



CLASS 5: DESIGNING FOR FEEDBACK AND COLLABORATION

Goals for Class 5

Share user journeys with one another

Choose three “concept features” for each design

Craft five to six key questions to be answered at the Community Forum

Choose a group spokesperson to speak at the Community Forum



This session was dedicated to the idea of Designing for Dialogue: creating ways for Community Advisors to receive meaningful feedback on their early concepts from attendees at the first public forum. Each group chose one of their ideas to explore collaboratively with other community members—a concept that would benefit from additional thoughts and voices—and prepped these concepts for feedback.

Groups created their own presentation for the concepts they were considering and generated open-ended questions to ask attendees at the first Community Forum. They designed ways to ask for feedback, and created idea boards so people could respond with drawings and sketches rather than just words.

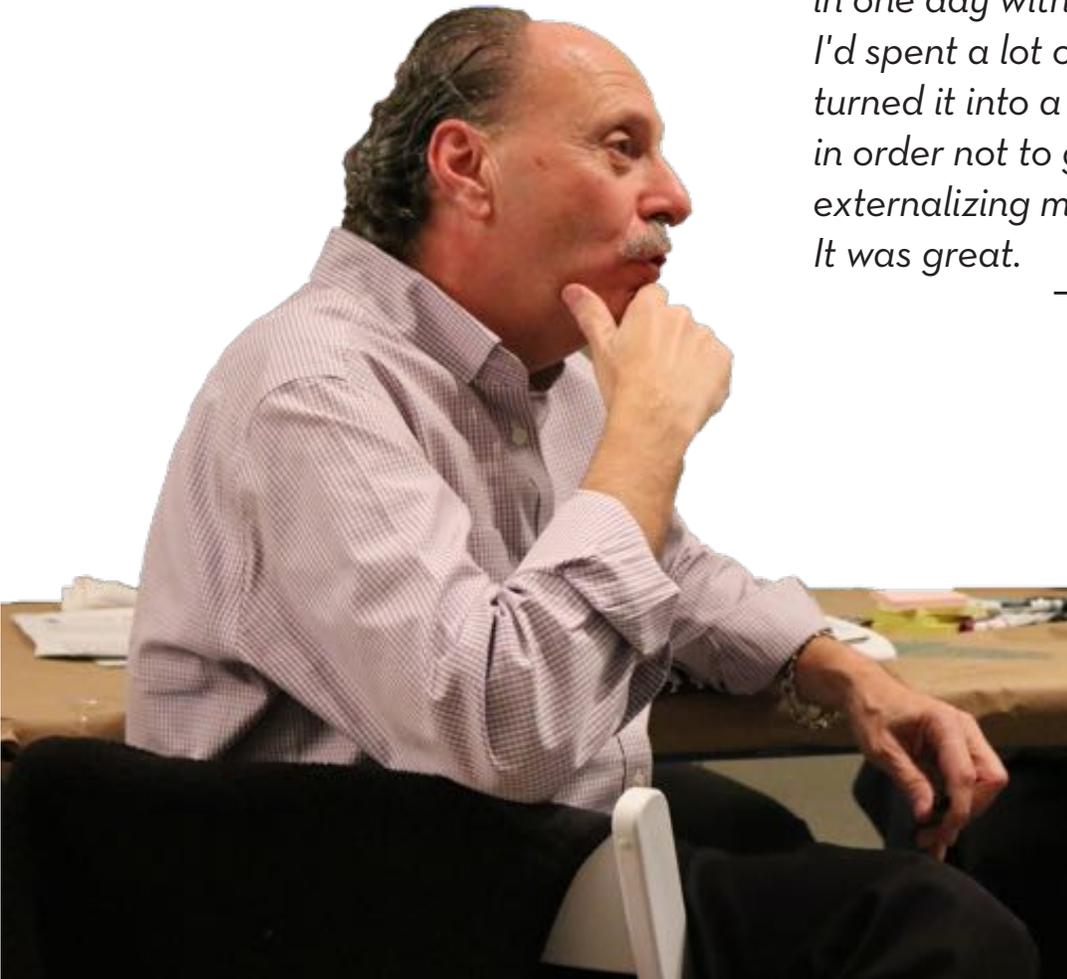
Brainstorming rules

1. Defer judgement.
2. Encourage wild ideas.
3. Build on the ideas of others.
4. Stay focused on topic.
5. One conversation at a time.
6. Be visual.
7. Go for quantity.



I've run discussions like this for rezoning and what I found is that the successful thing here was removing the mystique from design. Not to be embarrassed to use stick figures, cut outs, pantomime, whatever works to express what you need to share. I walked in one day with something I'd spent a lot of time on and turned it into a stick figure in order not to get stuck in externalizing my idea. It was great.

**—Larry
Rosenbloom,
Community
Advisor**



COMMUNITY FORUM 1

Goals for Community Forum 1

*Introduce the work of the
Community Design School to
the wider community*

*Solicit input and creative thinking
from community members about
each group's concepts*



The Community Advisors shared the ideas they developed over the first five classes at a Community Forum held at the Queens Museum. Over a hundred community members came to the event to learn about the initial concepts generated by Team Access, Team Navigation, Team Learning, and Team Opportunity.

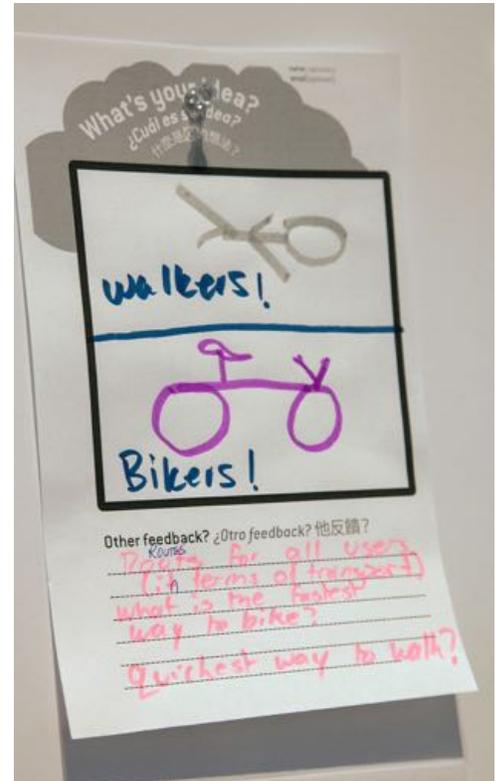
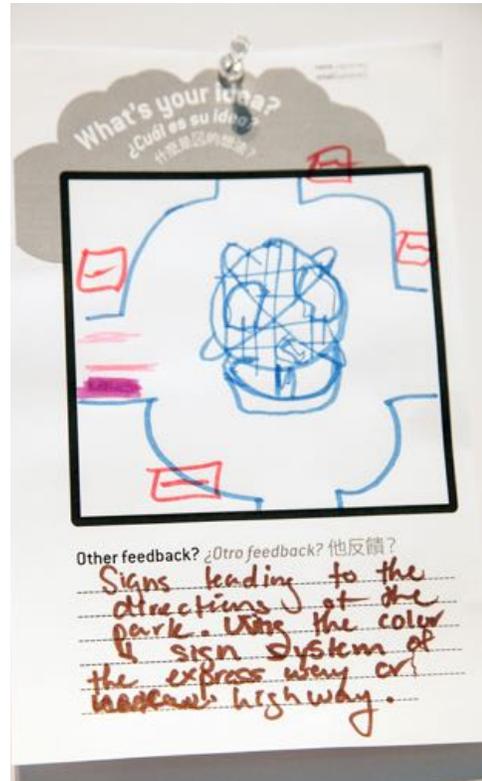
Advisors introduced their team’s challenge and presented their design ideas using diagrams and drawings. Forum attendees were asked by each team to respond to two open-ended “burning questions” with which the Community Advisors needed guidance.

After the presentations, community members got the opportunity to chat with Community Advisors and Fellows while snacking on empanadas. Attendees visited each team’s station, offering them feedback on their proposals and suggesting answers to the team’s questions.

Community members who attended the Forum listened to all four teams present their initial ideas, drew out their own ideas, ate empanadas, and discussed the park’s future with Community Advisors.



Community members wrote down their ideas in English and Spanish, drew pictures of park improvements they wanted to see, or suggested ways to tweak the team's ideas.





"I want to learn more about what's happening in the park: sports, events, cultural programs"

"gracias por compartir su historia"

"protect what we already have"

"gateways into and out of the park should be related to the neighborhoods"



CLASS 6: EVOLVING OUR IDEAS AND PARTNERING WITH OTHERS

Goals for Class 6

Analyze feedback from the Community Forum and cluster ideas by theme

Use community feedback to narrow each team's three concepts into a single vision

Introduce the idea of strategic partnerships

Prioritize partnerships that each group should pursue



“Design’s power... is trying to make a more efficient use of the scarcest resource in cities, which is not money, but *coordination*.”

– Alejandro Aravena, architect

After the Forum, groups debriefed, discussed the feedback they received from their neighbors, and strategized how to move their ideas forward. Advisors were asked to consider which partnerships might be useful in helping their ideas become reality. The NYC Department of Transportation was invited to share their own wayfinding projects taking place around the city and around the park.

Advisors were asked to think about which people and organizations are working on similar challenges, what common goals and mutual agendas might be found with these groups, and how to support each other’s initiatives moving forward.



It was great to see the Department of Transportation present their projects around the park and to see that they are looking to work in coordination with community members and the Parks Department. We have to follow up with them soon to keep everything connected!

**—Esther
Sánchez,
Community
Advisor**



CLASS 7: UNDERSTANDING THE PROCESS (BUT DESIGNING FOR PEOPLE)

Goals for Class 7

*Understand New York City's
capital process for park
improvements*

*Learn about capital funds
versus expense funds*

*Create two to three visuals
that tell the story of each
group's ideas*



Some teams chose to work with the Participatory Design Fellow, while others used the resources and skills within their own team to render their final images and create their final story.



In this class, we looked at two visualizations of the city capital funding and project process as it relates to New York City parks. The goal was to introduce not just the “what” of city operations, but also the “why.” Advisors were encouraged to be empathetic towards a process that can feel unnecessarily long and bureaucratic, to understand why checks and balances have been put into place, and to see more clearly where and when they can insert themselves for maximum impact.

The Advisors finalized their ideas and created more polished visuals. Each team was tasked with creating two-to-three visuals to tell their story.



The Parks Department is made up of people and is not just a faceless bureaucracy. That needs to get out. That makes people want to get together. It's tough to get things done, but the more you open doors the more you get done. Nothing's out of the question when you're dealing with people and their ideas.

—Alan
Sherman,
Community
Advisor



CLASS 8: COMMUNICATING FOR ACTION

Goals for Class 8

Create a project pitch to effectively communicate each group's ideas

Test pitches with each other to get feedback

Plan for the second Community Forum and decide on group roles



Our final class culminated in creating project “pitches”—short presentations that Advisors would present at the final Community Forum. These pitches could also be presented at community board meetings, to potential partner organizations, or to other key decision makers.

Maintenance is one of the most important, yet unheralded, functions of the NYC Parks.

Each group was given a ‘Mad Libs’-inspired template of this pitch that considered the priorities of organizations like NYC Parks and the maintenance challenges of the project they were proposing. The Advisors then tested their pitches and decided on roles for the final Forum.



Initially, I thought it would be like most design sessions or charrettes. Some participation and then it disappears. What happened here? Our voices were really heard and we were respected as part of the community in creating the park. It was—We're here. Real people in Queens. And our voices are being heard and respected and we're part of the creative process with access to the whole process. So we can go back to our community and keep it going.

—**Anandi Premall,**
Community
Advisor



COMMUNITY FORUM 2

Goals for Community Forum 2

*Share the main ideas
developed by each team*

*Solicit feedback from
community members and
brainstorm summer activities*

*Build a network of people
committed to turning the
ideas developed during the
Community Design School
into a reality*



Advisors also thought about summer projects that could activate their ideas using programming and prototypes, and who could help them get the ball rolling on those activities.

After eight classes, the Community Advisors presented their final ideas to the broader public at a second community forum. Advisors talked about the work they had done over eight sessions and shared renderings of their ideas for improving the park's connectivity.

After learning about the proposals, community members were invited to "project roundtables." At each table they were prompted to brainstorm ideas for activities that could bring the proposals to fruition over the summer. Community members posted the feedback onto large boards arranged around the room and were invited to sign up to help turn the ideas into reality.

"YOU ARE HERE" **EXHIBITION**

Goals for Exhibition

*Present the people,
process, and proposals
that emerged from the
Community Design School*

*Showcase the history of
FMCP and the formation
of the Community Design
School*

*Display the concepts
developed by each group
and build support for their
eventual implementation*



The Community Design School culminated in an exhibition at the Queens Museum entitled *You Are Here: Creating a New Approach to Civic Participation in The World's Park*. The exhibition highlighted opportunities to address access and wayfinding, shared park history and cultural resources, and provided programming for various age groups and abilities. Community Advisors displayed their final design ideas with text and renderings illustrating their proposals.

Visitors to the exhibition also learned about the structure and extensive visioning process of the Community Design School. The exhibition was visited by tens-of-thousands of people from the surrounding neighborhoods, the five boroughs, and beyond. The success of the exhibition gave a renewed impetus to the Advisors' work and demonstrated to the entire FMCP community the exciting potential of the park.







MOVING FORWARD

The Community Design School produced much more than a set of design concepts for Flushing Meadows Corona Park. The Advisors were empowered with the tools to contribute their expertise, as users, to the park's planning process. Every Advisor was officially recognized for their dedication to the park with a certificate from Council Member Julissa Ferreras. After the School concluded, some Advisors immediately took action, working with NYC Parks to organize a series of events at the Playground for All Children geared to children with special needs, or serving as docents. Others offered their time and service as part of the newly formed FMCP Community Advisory Board.

The Community Design School also pioneered a new model for community planning applicable to a range of public spaces. An open and collaborative school that brings everyday citizens and public space stewards together to learn, create, and design, is an approach that can transform the traditional relationship between institutions and communities. In the coming years, the Design Trust and its Fellows aim to test the replicability of this approach and further develop the curriculum.

The Community Design School aims to inspire others to explore the potential of planning with park users and engaging underrepresented communities in proactive design and decision-making processes. If you're an organization seeking to work meaningfully with your neighbors, a community group interested in better understanding spatial justice, or an advocate searching for a way to positively participate in your local park, please feel free to reach out to us at worldspark@designtrust.org.


If you're working on a similar project or want to get started on one please drop us a line at worldspark@designtrust.org.





ABOUT US— PARTNER ORGANIZATIONS

DESIGN TRUST FOR PUBLIC SPACE

The **Design Trust for Public Space** is a nonprofit organization dedicated to the future of public space in New York City. Our projects bring together city agencies, community groups, and private sector experts to make a lasting impact—through design—on how New Yorkers live, work, and play.



NYC Parks

The **New York City Department of Parks & Recreation** is New York City's principal provider of recreational and athletic facilities and programs. NYC Parks are home to free concerts, world-class sports events, and cultural festivals. NYC Parks is the steward of 14 percent of New York City's land, including thousands of individual properties ranging from Coney Island Beach and Central Park to community gardens and Greenstreets. NYC Parks operates athletic fields, playgrounds, tennis courts, public pools, recreational facilities, nature centers, golf courses, and beaches throughout the five boroughs. NYC Parks also cares for monuments and historic house museums and look after hundreds of thousands of street trees (even more within parks).

QUEENS MUSEUM

The **Queens Museum** is dedicated to presenting the highest quality visual arts and educational programming for people in the New York metropolitan area, and particularly for the residents of Queens, a uniquely diverse, ethnic, cultural, and international community. The Museum fulfills its mission by designing and providing art exhibitions, public programs, and educational experiences that promote the appreciation and enjoyment of art, support the creative efforts of artists, and enhance the quality of life through interpreting, collecting, and exhibiting art, architecture, and design.



ABOUT US— FELLOWS



Sam Holleran Participatory Design Fellow, created the visual materials for the classes, established the graphic identity for the project, and designed this document. Sam also worked with the Advisors to develop visual representations of their concepts and designed the final exhibition and outreach materials.

Sam is an artist, writer, and educator working at the intersection of visual art, graphic design, and civic engagement. He also works as a design educator with the Center for Architecture and the 92Y, developing art, architect, and urban design curricula for public high school students. He previously worked at the Center for Urban Pedagogy (CUP).



Sarah Lidgus, Design Education Fellow, developed the school's pedagogical approach and created the overall curricular framework for *The World's Park*. Sarah also led the classroom sessions.

Sarah is a designer and writer whose work explores opportunities for empathy within large, complicated systems—and then design moments of humanity back in. She is a former design lead at IDEO's New York studio and a fellow in the inaugural class of IDEO.org. Sarah recently founded her own company, Small City, which is focused on making big city impact through small, strategic design. She teaches at the University of Pennsylvania and the School of Visual Arts.



José Serrano-McClain, Community Organizing Fellow, led the effort to recruit participants, strengthen relationships with community partners, and advance the aims of this newly-empowered constituency. He also served as the liaison between the Advisors, the Queens Museum, and NYC Parks staff.

José is an art worker, organizer, and educator. As the Queens Museum's organizer, José's role has been to develop community partnerships that creatively negotiate complex political realities through shared struggles over the built environment and neighborhood quality of life. José currently teaches at NYU's graduate program in Art, Education, and Community Practice.



For additional information on *The World's Park* project, please see:

The Design Trust for Public Space,
[The World's Park](#)

For additional information on
project partners:

designtrust.org

nycgovparks.org

queensmuseum.org

For additional information on Flushing
Meadows Corona Park:

[nycgovparks.org/parks/flushing-meadows-
corona-park](http://nycgovparks.org/parks/flushing-meadows-corona-park)

To read more about *The World's Park*:

["Schooled By the Community"](#)
in *Urban Omnibus*

["Community Based Plans for Redeveloping
Flushing Meadows Corona Park"](#)
in *Untapped Cities*

["A People's Park Re-envisioned
by the People"](#)
in *City Minded*

["New initiatives seek to better Flushing
Meadows Corona Park"](#)
in the *Times Ledger*

["Connecting the Lots"](#)
in *Kinfolk Magazine*

