



A COMMUNITY NEEDS ASSESSMENT OF CREATIVE LEARNING OPPORTUNITIES IN SUNNYSIDE AND WOODSIDE, QUEENS

A report prepared by the Queens College Urban Studies
Department Office of Community Studies for Re-Create Queens.

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This research project was conducted by the Office of Community Studies of the Urban Studies Department at Queens College, the City University of New York, in collaboration with Re-Create Queens, and with the generous financial support of the Clarence Stein Institute, Cornell University.

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The Office of Community Studies is an academic and applied research center affiliated with the Department of Urban Studies at Queens College. We provide technical assistance to community organizations seeking to gain a deeper understanding about the borough of Queens and its many diverse neighborhoods. We team with public and private entities to conduct applied, participatory research that encourages positive change in the communities we serve. <http://qcurban.org/office-of-community-studies/>

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EXECUTIVE SUMMARY

This study, conducted by the Queens College Urban Studies Department's Office of Community Studies in collaboration with Re-Create Queens, a not-for-profit community-based creative arts and learning organization, examines existing and potential creative learning opportunities in the Queens neighborhoods of Sunnyside and Woodside. The ultimate goal of this project is to help Re-Create Queens gain a detailed understanding of neighborhood conditions as they relate to the goal of developing and operating a new multi-use community creative learning and arts center.

For the purposes of this study, creative learning is defined as those activities that include: building, computer arts (coding and application design), cooking, dance/choreography, design (graphic, fashion, interior), filmmaking, gardening, multi-media, music (composition, playing an instrument, singing in a chorus, singing privately), photography, poetry, rhyme, stand-up comedy, storytelling, theater (acting, playwriting) and visual arts (painting, drawing, sculpting).

In order to understand community needs and attitudes in relation to creative learning this study identifies existing creative learning organizations in Sunnyside and Woodside; provides detailed profiles of relevant socio-economic trends in those neighborhoods; and surveys neighborhood residents and visitors about their creative learning habits and interests.

Existing opportunities

More than a dozen existing organizations offer creative learning activities in Sunnyside and Woodside, including music, dance and martial arts schools; artist studios; libraries; community and cultural centers; recreation spaces and churches. While these organizations are spread almost equally between the two neighborhoods, they tend to be located along main commercial thoroughfares, with a particular cluster on or within a few blocks of Queens Boulevard between 47th Street and 45th Street in Sunnyside.

The majority of these organizations are independent, private, for-profit entities that are oriented around one particular or several related creative activities. Public organizations, typically feature a broader range of activities.

Neighborhood profiles

Both Sunnyside and Woodside are demographically diverse neighborhoods that over the past decade and a half have attracted increasing numbers of non-White residents, especially Asians. In both neighborhoods, foreign-born residents account for nearly half of all residents.

In terms of resident age, Sunnyside is relatively younger, with nearly two thirds of its residents between the ages of 18-54 and one in five 55 years or older. Younger children and school-age residents (0-17 years old), account for just over 17 percent of the total population. In Woodside, 59 percent of Woodside residents are 18-54, almost one quarter are 55 years or older, and 18.4 percent are ages 0-17.

In both Sunnyside and Woodside approximately one quarter of all residents have earned at least a bachelor's degree, which is higher than in the rest of Queens and all of New York City. Residents of Queens and New York City on the whole, however, are more likely to have gone on to earn master's, professional or doctor's degrees.

Approximately one third of all Sunnyside (32.8 percent) and Woodside (35.9 percent) residents are employed in industries that according to U.S. Census categorizations might be considered creative learning related. According to Department of Labor data, Woodside, meanwhile, is home to significantly more businesses whose focus is creative learning related.

However, identifying the true number of residents who work in creative learning occupations¹ and the number of businesses that offer creative learning employment² is problematic. Both the U.S. Census and the Department of Labor, for instance, rely on different and very broad categories in defining industries and occupations, making comparisons difficult. Also, in many cases these categories include professions and industries that for the purposes of this study do not fit the definition of creative learning, or are so broad as to make deciding how to self-identify difficult. It is our belief, based on conversations with members of Re-Create Queens and neighborhood residents and workers, the true number of community members employed in and area businesses that offer creative learning-related occupations are understated.

Economically speaking, residents of Sunnyside, in general, are slightly better off than their neighbors in Woodside. In both neighborhoods, however, economic wellbeing is not spread evenly, with certain areas having particularly high rates of poverty and low median household incomes, while others enjoy relatively high incomes and low rates of poverty.

¹ For the purposes of this study the following Census categories are defined as creative learning: arts, entertainment and recreation; food services; educational services and health care and social assistance.

² For the purposes of this study the following QCEW categories are defined as creative learning: publishing, broadcasting except internet, motion picture and sound recording, educational services, museums and performing arts.

Community creative learning needs assessment survey

Survey results suggest that a substantial number of Sunnyside and Woodside residents already engage in creative learning activities, but that a number of factors – ranging from expense and lack of local options to the need for child care and lack of information – keep them and potentially others from being more active. Of the survey’s 95 respondents all but one said they would be likely to make use of a center dedicated creative learning and arts center were such a center were to exist.

Such results are not surprising given that surveys were distributed at creative learning-related activities and events and among residents known to participate in creative learning activities.

Regardless, the number of positive responses suggests that Woodside and Sunnyside are home to a substantial number of people and families who value creative learning activities and opportunities and would support the creation of a community creative learning center.

INTRODUCTION

In the early 1920s, architects and urban planners Clarence Stein and Henry Wright collaborated on the design of Sunnyside Gardens, a pedestrian-oriented, low-rise neighborhood in the New York City borough of Queens. Guided by Stein's belief in the ability of planning, social institutions and the creative arts to promote cooperative, progressive lifestyles the pair implemented principles of the Garden City movement to create a neighborhood with natural green spaces; private gardens; and parks, including a 3 ½-acre space that served as the focus of neighborhood life. As articulated through his writing and his work, Stein felt such spaces could be instrumental in fostering a strong sense of community and civic life, as well as inspiring social activity and interaction.³ Sunnyside, true to Stein's ideals, quickly attracted teachers, artists and writers, among others, and became "a community of people accustomed to meeting and doing things together – a real neighborhood community."⁴

In August 2013, various arts and youth groups in Sunnyside and neighboring Woodside, Queens, met at the invitation of the Sunnyside Woodside Boys and Girls Club to form Re-Create Queens, a not-for-profit community-based organization devoted to the promotion of creative arts and learning. In keeping with Stein's legacy, these organizations agreed to explore working together to establish a shared community space devoted to creativity and learning.

This community needs assessment, conducted by the Office of Community Studies, an applied research center affiliated with the Urban Studies Department at Queens College, in collaboration with Re-Create Queens, and with the financial support of the Clarence Stein Institute at Cornell University, seeks to assess existing and potential community-based creative learning opportunities in Sunnyside and Woodside. The ultimate goal of this project is to help Re-Create Queens gain a detailed understanding of the social and economic forces at work in Sunnyside and Woodside in relation to its goal of developing and operating a new multi-use community creative learning and arts center.

³ Stein, Clarence. 1951 *Toward New Towns for America*. Liverpool: University Press of Liverpool; and *The Writings of Clarence S. Stein: Architect of the Planned Community*. Kermit Carlyle Parsons, ed. Baltimore, Md: Johns Hopkins University Press, 1998.

⁴ Stein, Clarence. 1951 *Toward New Towns for America*. Liverpool: University Press of Liverpool; p. 34

STUDY DESIGN AND METHODOLOGY

This study employs multiple research methods for conducting primary research and analyzing existing data. For the purposes of this study, creative learning activities are defined as those that include: building, computer arts (coding and application design), cooking, dance/choreography, design (graphic, fashion, interior), filmmaking, gardening, multi-media, music (composition, playing an instrument, singing in a chorus, singing privately), photography, poetry, rhyme, stand-up comedy, storytelling, theater (acting, playwriting) and visual arts (painting, drawing, sculpting).

Among the issues this study seeks to examine are access to and the socio-economic equity of existing creative learning opportunities in Sunnyside and Woodside. This component of the study employs surveys, interviews and focus groups in order to understand the assets and gaps in cultural and youth programming in the demographically and socio-economically diverse neighborhoods of Sunnyside and Woodside.

To assess access to creative learning opportunities and programming in these neighborhoods, existing creative learning providers and institutions – including schools, churches and community centers – have been identified and mapped. This effort relied on basic Internet searches to locate existing providers, as well as a survey of community members about their familiarity with and attitudes and opinions concerning existing creative learning and the existing opportunities.

The survey mechanism was also designed to help understand local socio-economic dynamics in regard to the neighborhoods' ability to attract and retain residents and institutions whose work is in arts-related fields.⁵ Among the issues at play are the degree to which and how the neighborhoods' shifting demographics and economic landscapes might contribute to or detract from the establishment of a sustainable arts community, as well as local community interest and support for a community creative learning arts center.

⁵ Identifying the true number of residents who work in creative learning occupations and the number of businesses that offer creative learning employment is problematic. Both the U.S. Census and the Department of Labor, for instance, rely on different and very broad categories in defining industries and occupations, making comparisons difficult. Also, in many cases these categories include professions and industries that for the purposes of this study do not fit the definition of creative learning, or are so broad as to make deciding how to self-identify difficult. It is our belief, based on conversations with members of Re-Create Queens and neighborhood residents and workers, the true number of community members employed in and area businesses that offer creative learning-related occupations are understated.

To better understand the demographic and socioeconomic trends in these neighborhoods, basic population, economic and land-use data were collected and analyzed, focusing on the 23 census tracts that comprise the neighborhoods of Woodside and Sunnyside. Basic population data – including race and ethnicity – was drawn at the census tract level from the 2000 and 2010 Census (the most recent full Census available). Additional demographic data – including age, nativity, citizenship status and educational achievement – and economic data – including neighborhood resident workforce composition, employment, median household income and poverty rates – were collected from the U.S. Census American Community Survey, 5-year estimated, 2008-2012, again at the census-tract level. Data for understanding the neighborhood economy – or the local businesses, industries and other economic activities that exist in Sunnyside and Woodside – was compiled from the New York State Department of Labor Quarterly Census of Employment and Wages for the third quarter of 2013.



SECTION 1 – EXISTING OPPORTUNITIES

Approximately one dozen existing organizations offer creative learning activities in Sunnyside and Woodside, including music, dance and martial arts schools; artist studios; libraries⁶; community and cultural centers; recreation spaces and churches. While these organizations are spread almost equally between the two neighborhoods, they tend to be located along main commercial thoroughfares, with a particular cluster on or within a few blocks of Queens Boulevard between 47th Street and 45th Street in Sunnyside (Figure 1). Here three music centers, the Sunnyside Ballet Studio, the Turkish Cultural Center, Topaz Arts Inc. and Extreme Martial Arts Woodside form a creative learning “district” or hub.

The majority of these organizations are independent, private, for-profit entities that are oriented around one particular or several related creative activities. Examples include Sunnyside Ballet Studio and Topaz Arts Incorporated, a performance and visual arts space. Public organizations, such as libraries, parks and the Turkish Cultural Center, which offers language and art classes as well as film screenings and music performances, typically feature a more broad range of activities.

In addition, there are numerous organizations, both public and private, that support creative learning activities in nearby Queens neighborhoods such as Astoria, Long Island City, Middle Village, Forest Hills and Flushing.

⁶ The Queens Library operates branches in both Sunnyside (43-06 Greenpoint Ave) and Woodside (54-22 Skillman Ave.)

Existing Creative Learning Opportunities in Sunnyside and Woodside

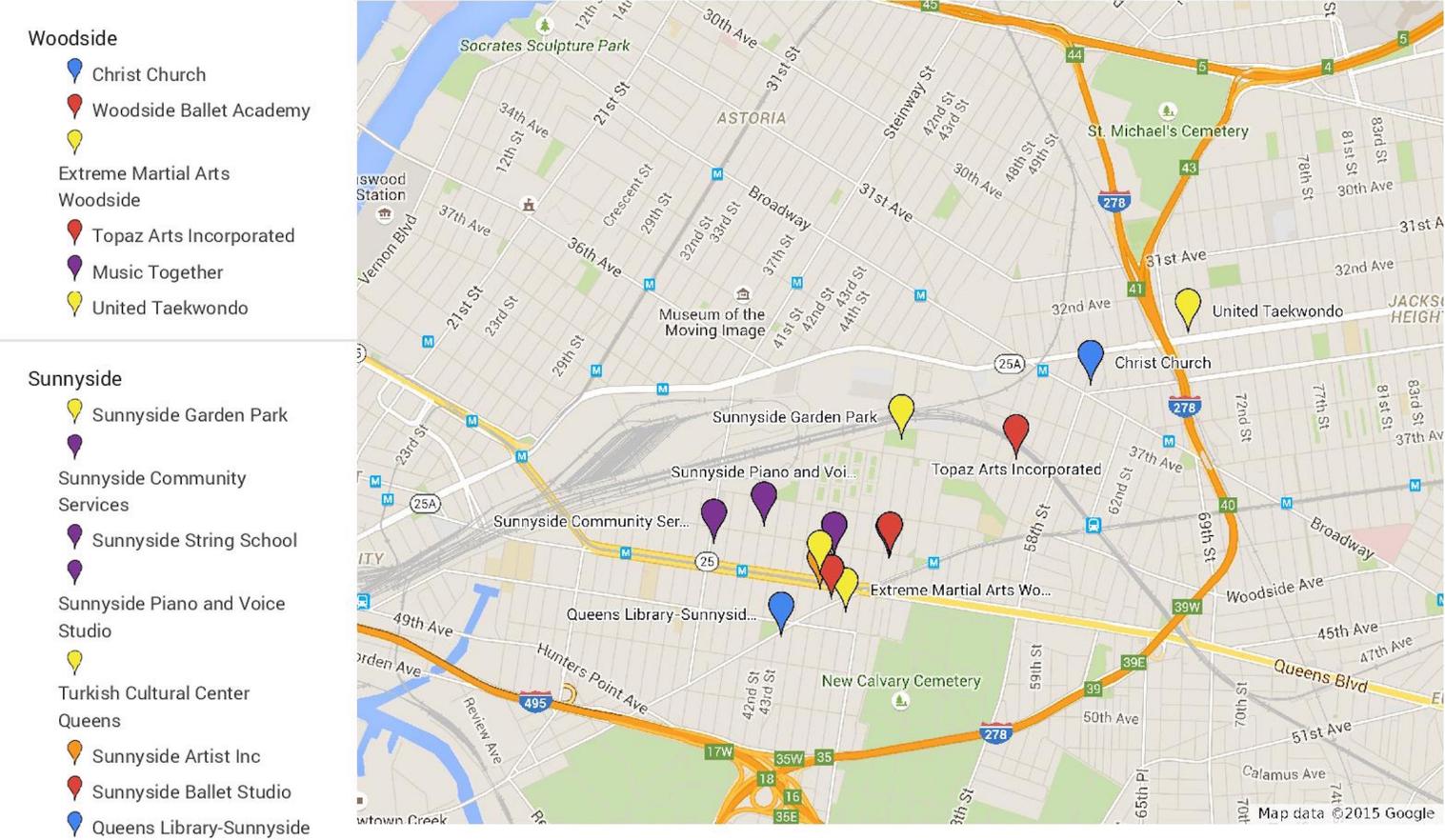


Figure 1. Existing creative learning opportunities in Sunnyside and Woodside⁷

⁷ Yellow markers – Parks/Rec; Purple – Music; Red – Dance; Orange – Art/Painting; Blue – Community Centers

SECTION 2 – COMMUNITY PROFILES

Sunnyside

Sunnyside is located in western Queens, where it is surrounded by the neighborhoods of Woodside to the east, Long Island City to the west, Astoria to the north, and Maspeth to the south. It is comprised of 10 census tracts: CT 169, CT 181.01, CT 181.02, CT 183, CT 185.01, CT 185.02, CT 187, CT 235, CT 253.01, and CT 253.02.

POPULATION

Like the borough of Queens overall, the population of Sunnyside is racially and ethnically diverse. In 2010, non-Hispanic whites and Hispanic/Latino residents each made up approximately one third of Sunnyside's population, while South⁸ and East Asian⁹ populations together accounted for 25 percent. Those populations are spread relatively evenly across the 10 census tracts that make up the neighborhood, and in only three neighborhood census tracts does one group represent a definitive racial/ethnic majority¹⁰: CT 181.02 and CT 169, where non-Hispanic whites account for 46 percent and 50 percent of the total population, respectively; and CT 253.02 where Hispanics/Latinos make up 46 percent.

In the 10-year period between 2000-2010, the total population of Sunnyside decreased by 5.8 percent, dropping from 48,392 in 2000 to 45,665 in 2010. The largest percentage change in population occurred in CT 183 where the population fell 11.5 percent. The greatest drop in the number of residents occurred in CT 181, where the population decreased by 897 residents.

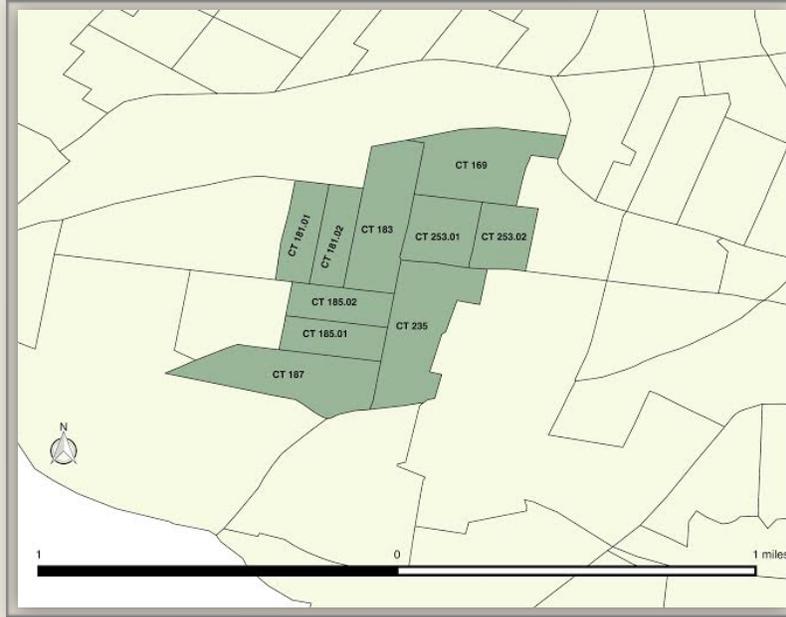
During that period, the non-Hispanic white population declined 7.2 percent, falling in every Sunnyside census tract, while the Hispanic/Latino population fell 25.1 percent, dropping in every census tract except CT 187, where it grew almost 23 percent. The later decline was especially evident in CT 235, which experienced a 65 percent decrease in the Hispanic/Latino population, from 5,992 in 2000 to 2,098 in 2010.

⁸ Includes: Asian Indian, Bangladeshi, Bhutanese, Nepalese, Pakistani and Sri Lankan.

⁹ Includes: Burmese, Cambodian, Chinese, except Taiwanese; Filipino; Hmong; Indonesian; Japanese; Korean; Laotian; Malaysian; Taiwanese; Thai and Vietnamese.

¹⁰ No definitive majority = no single racial/ethnic group accounts for more than 40 percent of the total population or is more than 10 percent larger than the next largest group.

SUNNYSIDE

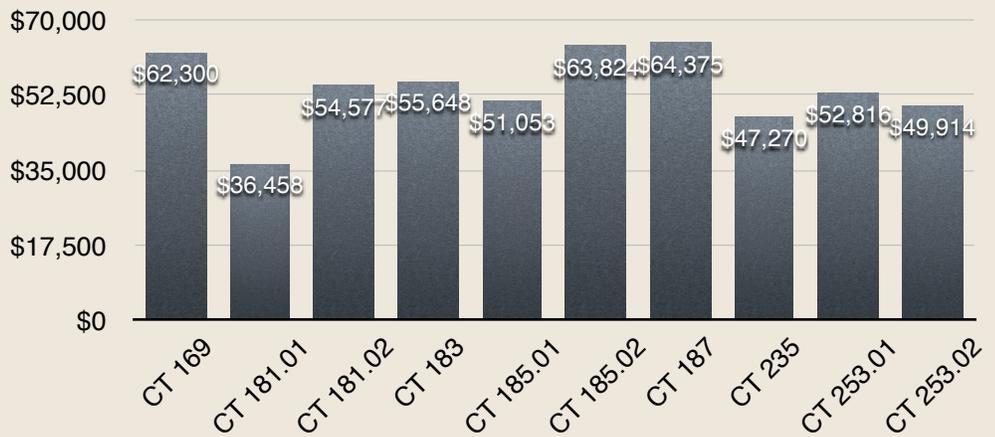


Labor Force

Sector	# of Employees
All Private Sector	4,185
Creative Arts*	16

*any activity that includes: building, computer arts (coding and application design), cooking, dance/choreography, design (graphic, fashion, interior), filmmaking, gardening, multi-media, music (composition, playing an instrument, singing in a chorus, singing privately), photography, poetry, rhyme, stand-up comedy, storytelling, theater (acting, playwriting), visual arts (painting, drawing, sculpting).

Median Household Income



Population

	#	%
Total Population	45,665	
Non Hispanic White	14,863	32.5
Non Hispanic Black	683	1.5
South Asian*	4,696	10.3
East Asian^	7,445	16.3
Hispanic	14,144	31.0
Other	3,834	8.4

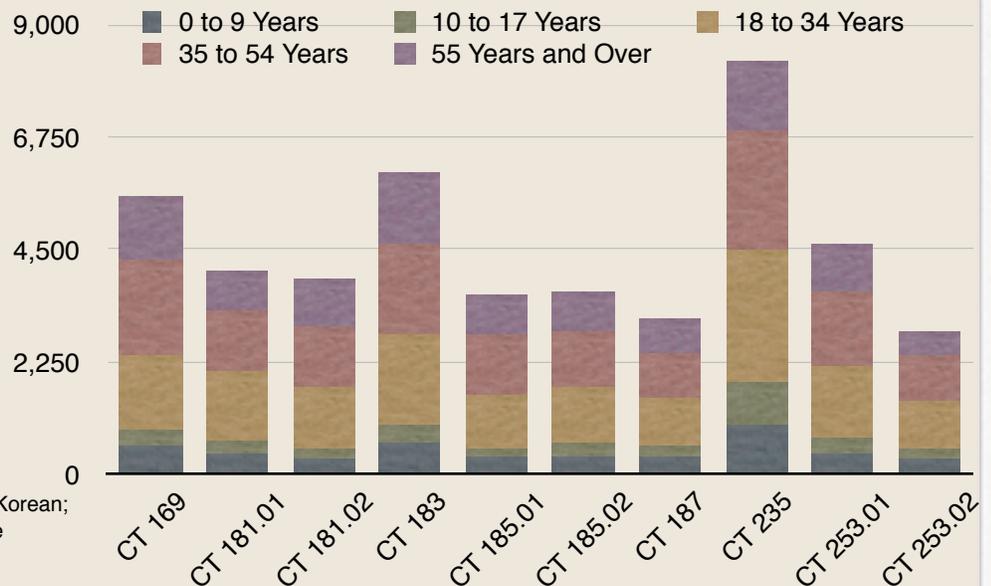
East Asian^

^Includes: Burmese; Cambodian; Chinese, except Taiwanese; Filipino; Hmong; Indonesian; Japanese; Korean; Laotian; Malaysian; Taiwanese; Thai and Vietnamese

South Asian*

*Includes: Asian Indian, Bangladeshi, Bhutanese, Nepalese, Pakistani and Sri Lankan

Age Distribution



Still, in 2010 relatively large numbers of Hispanics/Latinos called Sunnyside home, including growing populations of Mexicans, Ecuadorians and Colombians in CT 253.01 and CT 253.02.

Sunnyside's total Asian population, meanwhile, grew 9.3 percent, fueled in part by increasing numbers of Chinese, Bengali (in CT 181 and 169) and Filipino residents. Growth was particularly evident in CT 235, where the Asian population more than doubled – from 1,028 in 2000 to 2,246 in 2010 – and the number of Chinese residents increased 220 percent.

Foreign-born residents account for approximately 50 percent of the population in each of Sunnyside's 10 census tracts. CT 181.01 has the largest percentage of foreign-born residents at 63.6% of the population. CT 181.01 also has the largest percentage of foreign-born residents who are naturalized citizens at 27.9 percent. CT 235 is home to the largest population of foreign-born residents who are not citizens, 39.9 percent, and is also the home to the largest number of foreign-born citizens at 5,009 residents.

AGE

Nearly two thirds (62 percent) of Sunnyside residents are between the ages of 18-54, and between 2000 and 2010 the population of residents between the ages of 0-17 decreased while the number of those ages 35-74 increased. Younger children and school-age residents (0-17 years old), account for just over 17 percent of the total population, while one in five residents (20.1 percent) is 55 years or older. CT 235 has the highest percentage of 0-17 year olds at 22.1 percent, while CT 181.02 has the lowest at 12.8 percent.

EDUCATION

In terms of highest educational level attained, slightly more than one quarter (25.9 percent) of the 33,231 Sunnyside residents 25 and older graduated from high school (or equivalent), while 24.1 percent obtained a college degree, 8.2 percent a masters degree, 2.1 percent a professional degree and 0.7 percent a doctorate degree.

For comparison purposes, 20.0 percent of all Queens residents and 20.6 percent of all New York City residents have less than a high school degree, and 19.4 percent of all Queens and 20.1 percent of all New York City residents have bachelor's degrees.

Sunnyside residents (8.2 percent) are more likely to have a master's degree than residents of all of Queens (7.8 percent), but not all of New York City (9.5 percent). However, rates of Sunnyside residents with a professional school (2.1 percent) or doctorate (0.7 percent)

degree are lower than for all of Queens (2.0 percent and 0.8 percent, respectively) and New York City as a whole (3.0 percent and 1.3 percent, respectively).

The largest percentage of residents 25 years and over who have less than a high school diploma or its equivalent – 36 percent – reside in CT 235. CT 185.01 has the largest percentage of residents with a bachelor’s degree at 54 percent. CT 185.02 has the highest percentage of residents with a master’s degree at 12.7 percent.

LABOR FORCE AND EMPLOYMENT¹¹

Among Sunnyside residents 16 years and older who are employed, 15.6 percent are employed in the arts, entertainment and recreation and food services industries (as defined by the U.S. Census), while another 17.2 percent are employed in the educational services and health care and social assistance industries. In terms of occupation, one in five (20.1 percent) employed residents 16 or older works in professional or related occupations.

Meanwhile, according to the Department of Labor QCEW during the third quarter of 2013, 4,185 private sector workers were employed by businesses located in Sunnyside. Of that total, 16 workers were employed in creative arts industries¹² – five in educational services and 11 in the performing arts. The largest employers, by industry, operating in Sunnyside are food service, grocery stores, specialty trade contractors and real estate.

INCOME AND POVERTY

In general, Sunnyside residents are relatively well off economically, at least in terms of median household income and poverty, though that wellbeing is not spread evenly.

The cumulative median household income for residents of Sunnyside’s 10 census tracts is \$52,038, compared to \$51,865 for New York City as a whole and \$56,780 for all of Queens. However, median household incomes in Sunnyside range from \$36,458 in CT 181.01 to \$64,375 in CT187, and six Sunnyside census tracts have median household incomes equal to or higher than New York City as a whole, while three census tracts have median household incomes equal to or higher than all of Queens.

¹¹ For an explanation of the limits of labor force and employment data see footnote 5, page 8

¹² For this study the following QCEW categories are defined as creative learning: publishing, broadcasting except internet, motion picture and sound recording, educational services, museums and performing arts.

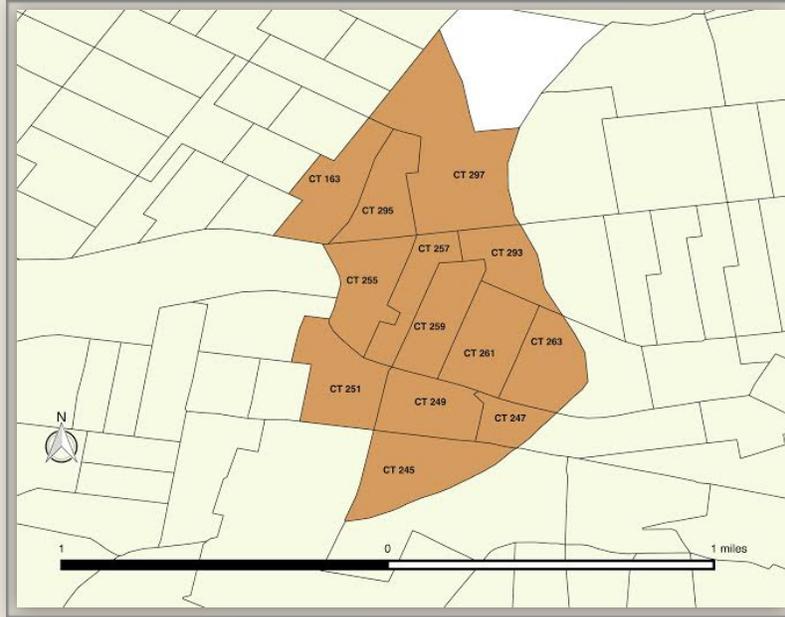
In terms of poverty,¹³ 13.4 percent of Sunnyside residents live below the poverty line, compared with 15.1 percent of all Queens residents and 21.8 percent of all New York City residents.

There are, however, certain pockets in Sunnyside where Asians have inflated poverty rates. In census tracts 181.02, 235 and 253.02, at least 20 percent of Asian residents lived below the poverty level, and in CT 185.02 more than one third (36.2 percent) of Asian residents lived below the poverty line. In all of Queens, meanwhile, only 16.6 percent of Asians lived in poverty, while and in New York City on the whole 19.2 percent did.

Meanwhile, a far smaller percentage of Sunnyside's Hispanics live in poverty than in Queens or New York City. The highest level of poverty among Hispanics in Sunnyside was in CT 235 (19.6 percent).

¹³ In 2012 the official poverty threshold for one person living alone was \$11,720, for a family of four it was \$23,492. For additional measures and information on how the poverty line is calculated visit <http://www.census.gov/hhes/www/poverty/data/threshld/index.html>

WOODSIDE

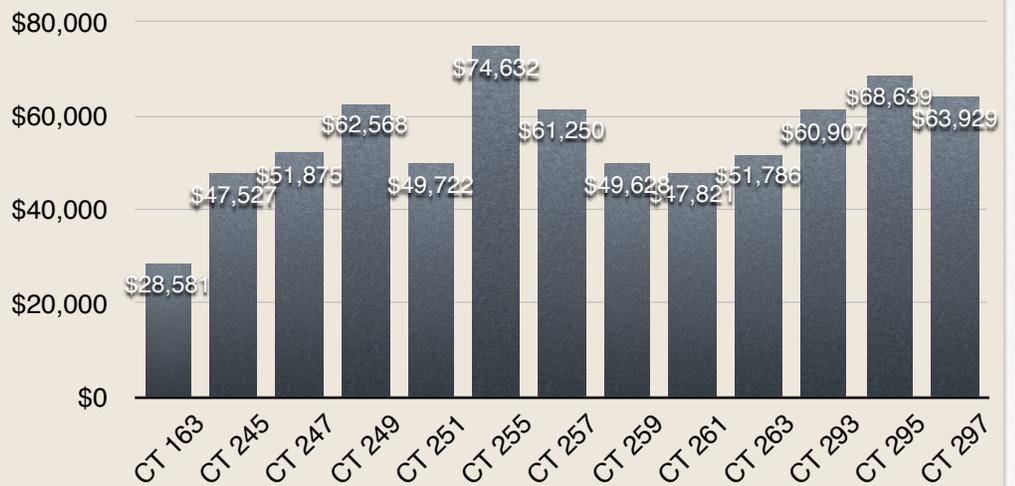


Labor Force

Sector	# of Employees
All Private Sector	13,816
Creative Arts*	63

*any activity that includes: building, computer arts (coding and application design), cooking, dance/choreography, design (graphic, fashion, interior), filmmaking, gardening, multi-media, music (composition, playing an instrument, singing in a chorus, singing privately), photography, poetry, rhyme, stand-up comedy, storytelling, theater (acting, playwriting), visual arts (painting, drawing, sculpting).

Median Household Income



Population

	#	%
Total Population	49,481	
Non Hispanic White	10,847	21.9
Non Hispanic Black	1,658	3.4
South Asian	6,569	13.3
East Asian	11,315	22.9
Hispanic	16,921	34.2
Other	2,171	4.4

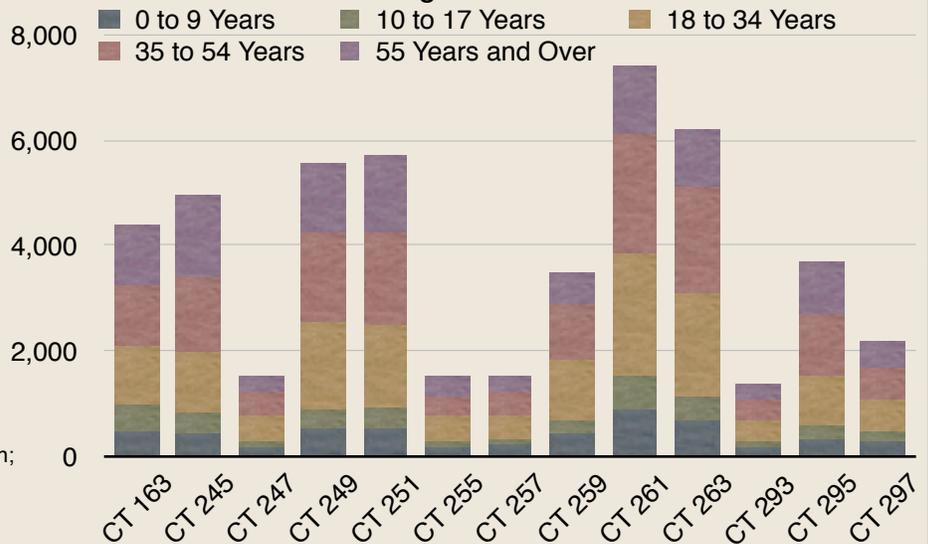
East Asian^

^Includes: Burmese; Cambodian; Chinese, except Taiwanese; Filipino; Hmong; Indonesian; Japanese; Korean; Laotian; Malaysian; Taiwanese; Thai and Vietnamese

South Asian*

*Includes: Asian Indian, Bangladeshi, Bhutanese, Nepalese, Pakistani and Sri Lankan

Age Distribution



Woodside

Woodside is a working class neighborhood in the western portion of the borough of Queens. It is one of the oldest communities in Queens. The neighborhood is comprised of 13 census tracts: CT 163, CT 245, CT 247, CT 249, CT 251, CT 255, CT 257, CT 259, CT 261, CT 263, CT 293, CT 295, and CT 297.

POPULATION

Woodside's total population grew 2.2 percent to 49,392 residents between 2000 and 2010. The largest percentage increase occurred in CT 297, where the total population grew 10.2 percent. The greatest percentage decrease, meanwhile, occurred in CT 255 where the population fell 18.5 percent.

Like Sunnyside, Woodside is an increasingly racially and ethnically diverse neighborhood. In 2010, Asians and Hispanics/Latinos each accounted for approximately one third of Woodside's total population, while non-Hispanic whites accounted for one fifth. Only three of the neighborhood's census tracts had a definitive ethnic/racial majority¹⁴ – both CT 261 and CT 163 had Hispanic majorities, while CT 245 was predominately non-Hispanic white.

Much of Woodside's total population growth, however, occurred among Asians and, to a lesser degree, Hispanics/Latinos, contributing to a dramatic shift in the neighborhood's racial/ethnic makeup over the first decade of the 21st century.

In 2000, non-Hispanic whites made up approximately one third of Woodside's total population. By 2010, however, the number of non-Hispanic whites had fallen 34 percent, with the white population declining in each of the neighborhood's 13 census tracts.

The Asian population in Woodside, meanwhile, grew 19 percent in that 10-year span, increasing in nine of the 13 census tracts. The bulk of that growth came in four census tracts – CT 245, CT 263, CT 261 and CT 251 – each of which saw its Asian population increase by at least 28 percent. The greatest increase occurred in CT 245, where the Asian population grew 45 percent from 804 residents in 2000 to 1,164 in 2010. CT 261, meanwhile, has the largest total number of Asian residents at 3,523.

While non-Taiwanese Chinese remain the largest Asian group in Woodside, much of the growth in the Asian population came among Bengalis, Asian Indians and Filipinos. The Bengali population increased in every census tract except for CT 255. The Filipino population grew in all but two census tracts, climbing the most in CT 263 with a 28.5

¹⁴ No definitive majority = no single racial/ethnic group accounts for more than 40 percent of the total population or is more than 10 percent larger than the next largest group.

percent increase from 466 residents in 2000 to 895 in 2010. The Asian Indian population grew in all but three census tracts, with particular growth in CT 255, CT 257 and CT 293.

Woodside's Hispanic/Latino population grew just over 6 percent between 2000-2010, with much of that growth centered on CT 255, CT 249, and CT 247 and occurred among Mexicans, Dominicans, Colombians and Ecuadorians. Still, the largest concentrations of Hispanics/Latinos are in CT 261, CT 295 and CT 297.

In Woodside the number of foreign-born residents is 50 percent or greater in all but four census tracts – CT 255, CT 295, CT 297 and CT 163. In CT 163 the percentage of foreign-born individuals is the lowest at 26 percent, but it boasts the largest percentage of foreign-born naturalized citizens at 64 percent. The largest percentage of foreign-born residents resides in CT 247, where they accounted for 66 percent of the total population, though the largest number of foreign-born residents – 4,669 – live in CT 261. The largest percentage of foreign-born non-citizens resides in CT 251.

Overall, 48 percent of Woodside's Hispanic/Latino population is foreign born.

AGE

Almost 59 percent of Woodside residents are between the ages of 18-54, while just under one in five residents (18.4 percent) are ages 0-17. Almost one quarter (22.8 percent) of Woodhaven residents are 55 years or older. In five census tracts – CT 163, CT 257, CT 261, CT 293 and CT 297 – between 20 percent and 22 percent of the population is 0-17; in CT 249 only 15.6 percent is in that age group.

EDUCATION

Nearly equal numbers of Woodside residents 25 years or older have less than a high school degree (23.4 percent), only a high school degree or its equivalent (23.0 percent) or a bachelor's degree (23.3 percent).

For comparison purposes, 20.0 percent of all Queens residents and 20.6 percent of all New York City residents have less than a high school degree, and 19.4 percent of all Queens and 20.1 percent of all New York City residents have bachelor's degrees.

Rates of Woodside residents with a master's (6.7 percent), professional school (1.5 percent) or doctorate (0.5 percent) degrees are all lower than for all of Queens (7.8 percent, 2.0 percent and 0.8 percent, respectively) and New York City as a whole (9.5 percent, 3.0 percent and 1.3 percent) respectively.

The largest percentage of residents 25 years and over who have less than a high school diploma or its equivalent are in CT 261 and represent 35 percent of its population. CT 249 has the largest percentage of residents with a bachelor's degree at 31 percent. CT 297 has the largest percentage of its population with a master's degree at 16 percent.

LABOR FORCE AND EMPLOYMENT¹⁵

Among Woodside residents 16 years and older who are employed, 16.4 percent are employed in the arts, entertainment and recreation and food services industries (as defined by the U.S. Census), while another 19.5 percent are employed in the educational services and health care and social assistance industries.

Meanwhile, according to the Department of Labor QCEW during the third quarter of 2013, in Woodside there were three publishing firms that employed 62 people, four performing arts and spectator sports firms that employed four people and 22 education services organizations that employed 569. In addition, there were two motion picture and sound recording firms and one broadcasting firm whose number of employees were not determined.

INCOME AND POVERTY

Economically speaking, residents of Woodside, in general, are slightly worse off than their neighbors in Sunnyside. Like Sunnyside, however, that relative wellbeing is not spread evenly, with certain parts of Woodside having particularly high rates of poverty and low median household incomes, while others enjoy relatively high incomes and low rates of poverty.

The cumulative median household income for residents of Woodside's 13 census tracts is \$50,118, compared to \$51,865 for New York City as a whole and \$56,780 for all of Queens. Median household incomes in Woodside, however, range from \$28,581 in CT 163 to \$74,632 in CT 255, and six of the 13 census tracts have median household incomes higher than that of all Queens and New York City.

Much like Sunnyside, the poverty rate¹⁶ in Woodside (14.4 percent) is lower than in all of Queens (15.1 percent) or all of New York City (21.8 percent). Again, however, there are pockets of high poverty across racial and ethnic groups. In CT 163, for instance, nearly

¹⁵ For an explanation of the limits of labor force and employment data see footnote 5, page 8

¹⁶ In 2012 the official poverty threshold for one person living alone was \$11,720, for a family of four it was \$23,492. For additional measures and information on how the poverty line is calculated visit <http://www.census.gov/hhes/www/poverty/data/threshld/index.html>

one in four residents live poverty. The poverty rate in CT 163 is especially high for Asians (32.4 percent) and African Americans (38.6 percent), though it is also relatively high for Hispanics (20.4 percent) and whites (20.4 percent). In CT 261, almost one third of Hispanics and one in five whites and Asians live in poverty.



SECTION 3 – COMMUNITY CREATIVE LEARNING NEEDS ASSESSMENT SURVEY

In an effort to assess creative learning interests and desires in Sunnyside and Woodside, the Office of Community Studies at Queens College conducted a community needs survey during the Spring of 2015. Survey questions included basic demographic and socio-economic details along with information about existing creative learning experiences and needs.

Methodology

Survey responses were collected both in person and online over a four-week period from March 31, 2015 through April 30, 2015. Invitations to complete the survey online were sent by e-mail to existing Re-Create Queens contacts on February 25, 2015. Surveys were also distributed at creative learning-related activities and events. Three student survey takers conducted in-person surveys over four days in April. Responses were collected at public locations including the Queens Public Library, subway station exits and in front of local restaurants and coffee houses.

Community Survey Results

A total of 95 valid responses were collected. Of those respondents 68.4% identified themselves as parents and 20% were students while the remainder were seniors (5.3%) or “other.” In terms of occupation, 16.8% of respondents were working artists, 15.8% were educators and 4.2% were retired.

The vast majority of respondents – 75.8% – were between the ages 21 and 64, while 13.7% of respondents were between the ages of 16 and 20 and 7.4% of were 65 and older. One respondent was between the ages of 11 to 15 years old, another 6 and 10 years old, and one le 5 years old or younger.

Roughly half of all respondents – 52.6% – described their racial/ethnic identity as White, while 15.8% identified as Hispanic, 10.5% East Asian¹⁷, 9.5% South Asian¹⁸, and 2.1% Black or African American. Another 8.4% identified themselves as a combination of races/ethnicities, , and one respondent was of another race/ethnicity not listed on the survey.

Slightly more than in five respondents – 21.1% – had annual household incomes of \$35,000-\$49,000, while a similar number – 20% – claimed household incomes of \$50,000-\$74,999. Meanwhile, 7.4% had household incomes of \$75,000-\$100,00, and just over one quarter of respondents reported annual incomes of \$100,000 or greater. The remaining one quarter of respondents had incomes of \$34,999 or lower: 8.4% had household incomes of \$25,000-\$34,999, 6.3% had household incomes of \$15,000-\$24,999, and 5.3% had household incomes less than \$15,000.

Nine out of 10 respondents lived in the neighborhoods of Sunnyside and Woodside. Just over half of the respondents – 51.6% – lived in Sunnyside, and 40% lived in Woodside.

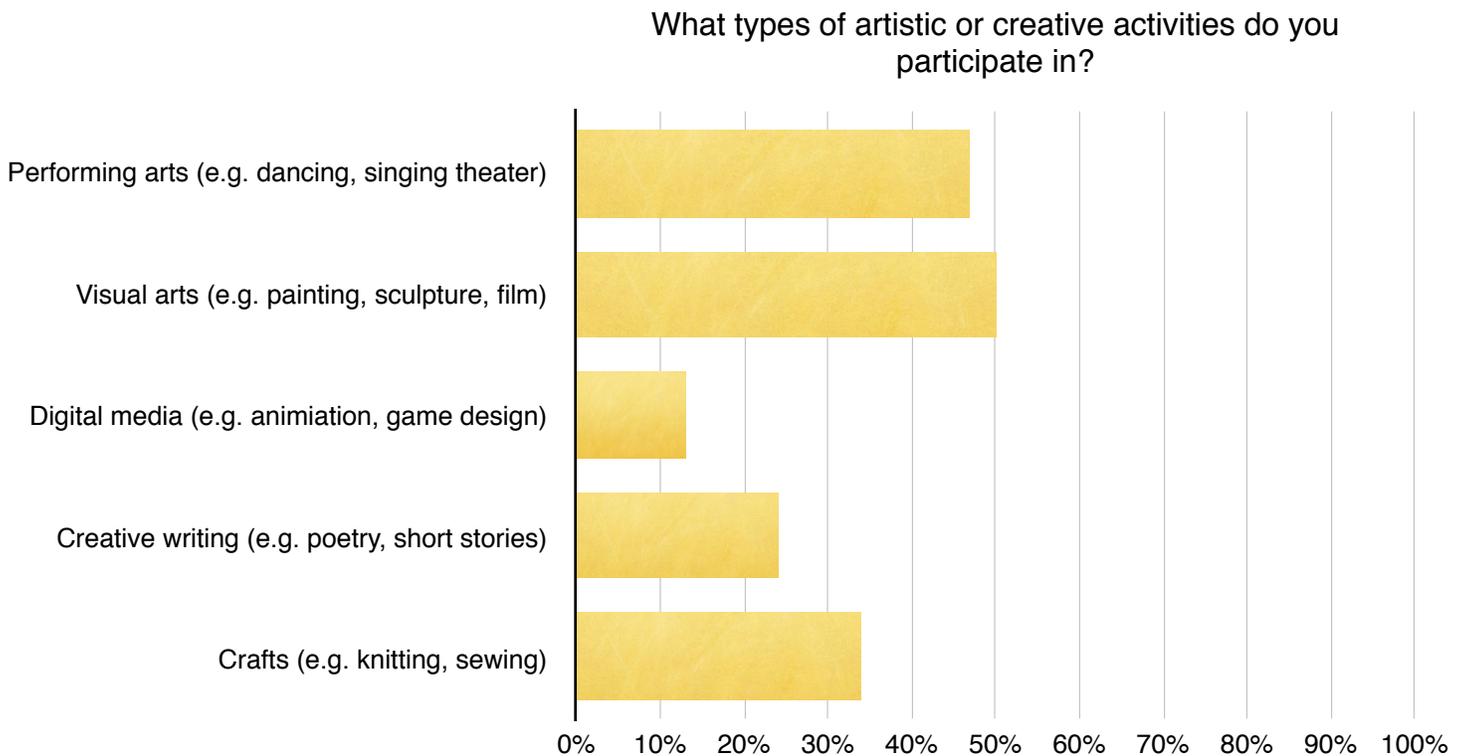


Figure 2

¹⁷ Includes: Burmese; Cambodian; Chinese, except Taiwanese; Filipino; Hmong; Indonesian; Japanese; Korean; Laotian; Malaysian; Taiwanese; Thai and Vietnamese.

¹⁸ Includes: Asian Indian, Bangladeshi, Bhutanese, Nepalese, Pakistani and Sri Lankan.

Of the artistic and/or creative activities that the survey respondents said they participated in (Figure 2), 39 selected performing arts (dancing, singing, theater), 42 selected visual arts (painting, sculpture, film), 29 selected crafts (knitting and sewing), 21 selected creative writing (poetry and short stories), and 10 selected digital media (animation and game design).

Nearly half of respondents – 44.3% – of the respondents said they participated in artistic and creative arts activities within the study area, while 44.2% said they participated in activities in Queens, 43.2% said they participated in Manhattan, and 18.9% said they participated in activities in Brooklyn.¹⁹

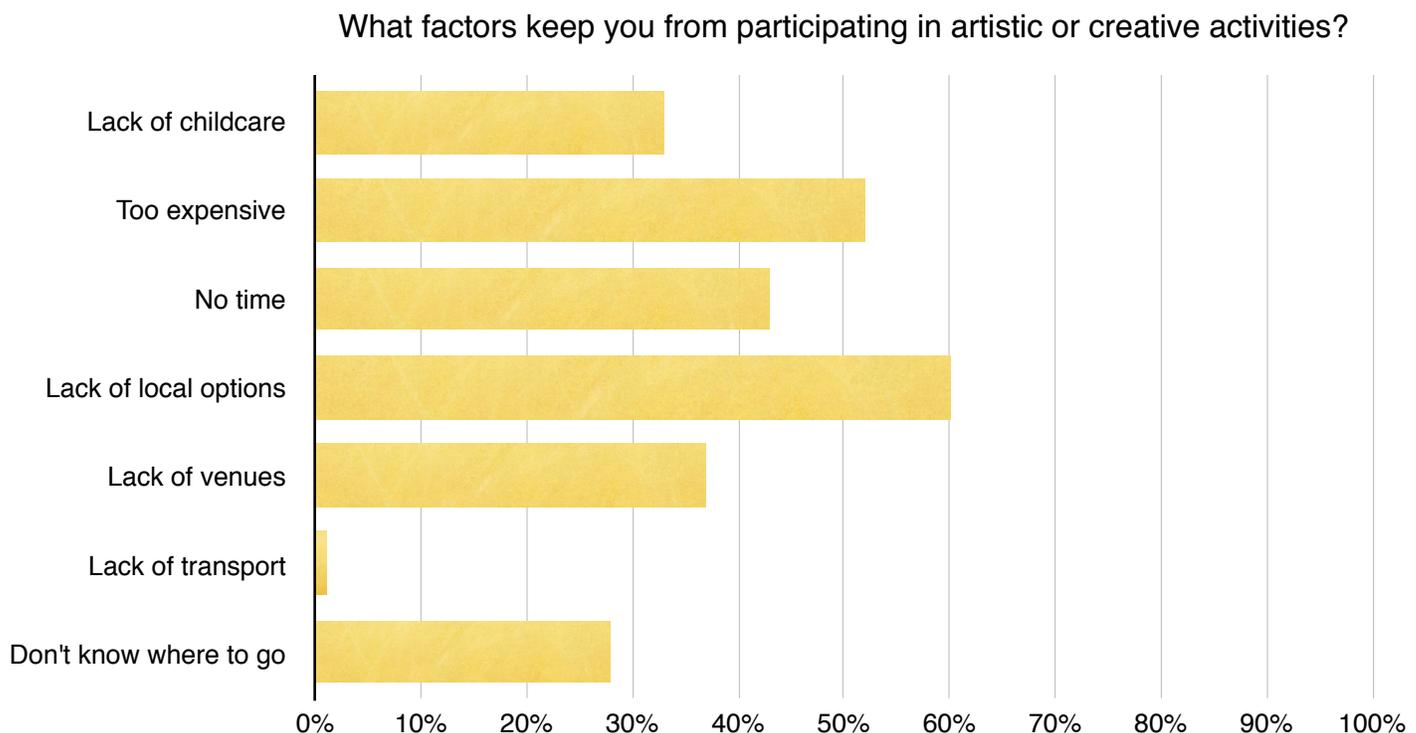


Figure 3

When asked what kept them from participating in artistic and creative activities, 47 respondents said that such activities were too expensive, 44 pointed to a lack of local options, 40 said they had no time, 33 identified lack of venues, 29 selected lack of childcare, 24 responded that they didn't know where to go, and one noted a lack of transportation (Figure 3).²⁰

¹⁹ Respondents were asked to select all answers that applied.

²⁰ Respondents were asked to select all answers that applied.

If a center dedicated to creative learning and the arts were opened in the Sunnyside/Woodside area, how likely would you or your family be to be involved in it?

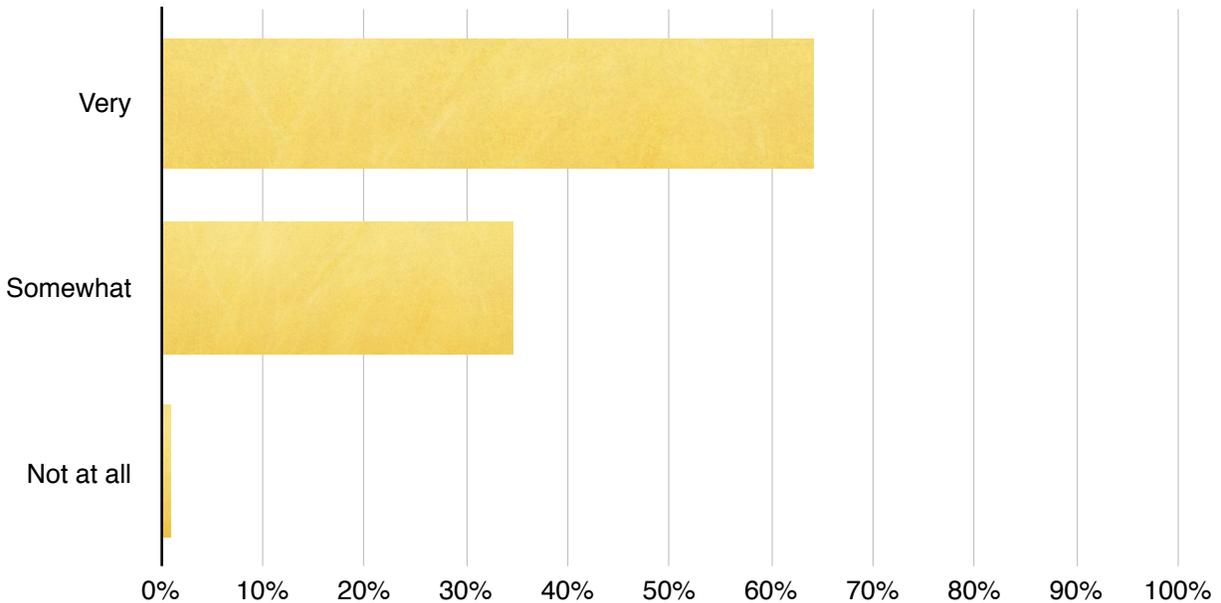


Figure 4

Finally, when asked if a center dedicated to creative learning and the arts were to be opened in the study area of Sunnyside/ Woodside 64.2% of respondents said their families would be very likely to participate, 34.7% said that their families would participate to some extent, and only one respondent said their family would not participate at all (Figure 4).

CONCLUSIONS

Our survey results suggest that a substantial number of Sunnyside and Woodside residents already engage in creative learning activities, but that a number of factors – ranging from expense and lack of local options to the need for child care and lack of information – keep them from being more active. Of the survey’s 95 respondents all but one said they would be likely to make use of a center dedicated creative learning and arts center were such a center were to exist.

Such results are not surprising given that surveys were distributed at creative learning-related activities and events and among residents known to participate in creative learning activities.

Regardless, the number of respondents suggests that Woodside and Sunnyside are home to a substantial number of people and families who value creative learning activities and opportunities, and would make use of a community creative learning center.