

Appendix A - Meeting Agendas



NEA Grant Arts and Cultural Planning for Historic Bridge Street

Meeting #1 AGENDA February 17, 2015 Identity Hispanic Cultural Center Grand Ballroom *Identity and History of the South Valley*

Introduction of the project, partners – Bernadette, Richard and Michelle N. / 10-15 minutes / What will this effort lead to? Introduce students

Guest Speakers

1. Brief history given by Christina Duran / 20 minutes
2. Dramatization by Michelle Otero – “I am From” poem / 5 -10 minutes
3. Poetry Reading by Levi Romero – 5 minutes

Breakout session

1. Break out into groups to discuss history / identity/ 45 minutes
 - Language, Tradition, Food, History (What have you heard? What have you experienced? Share stories, tradition – note takers at each station)
 - I am from stories – verbal or written
 - journey maps
2. Reconvene large group and report out / 20 minutes

Next Steps

Recap and present next meeting concepts / 10 minutes



NEA Grant Arts and Cultural Planning for Historic Bridge Street

Meeting #2 AGENDA

March 10, 2015 Cultural Landscape

Hispanic Cultural Center Grand Ballroom

From individual experience to community interaction

Focus: How does community identity manifest in physical environment?

1. Food and image gallery (UNM, working classroom work, I am from Poems, images) (15 Min)

2. What we heard (Collective recap of last meeting)

- Each group facilitator briefly sum up last meeting group exercise
- Slideshow of images of SV (people, places, events) (5-10 slides) (10 Min)

3. Cultural Landscape

Introduction to cultural landscape and collective memory.

A **cultural landscape** is the everyday environment created by man, the interaction between people and space. It is a continuous landscape, everyday spaces and places from which members derive some part of a shared identity.

- Dichos (English and Spanish) (5- 10 min) Discussion if there is one or two dichos which sum up the south valley.

“El que con perros se acuesta con garrapatas se levanta.” (He who lies down with dogs wakes up with fleas.)

“El que con lobos anda aullar se enseña.” (He who goes around with wolves learns how to howl.)

"Camarón que se duerme se lo lleva la corriente," ("The shrimp that falls asleep is swept away by the current")

“De lo dicho a lo hecho hay mucho trecho,” (From talk to reality there is great distance

Al hablar, como al guisar, su granito de sal. “In speaking and cooking, a grain of salt.”

Question for discussion? Is there a dicho or one work that speaks to the community identity of the South Valley?

4. Breakout session (5 tables of 8) (45 min)

1. Memory mapping exercise for Bridge Mainstreet Area (10 min)



NEA Grant Arts and Cultural Planning for Historic Bridge Street

Meeting #3 AGENDA

**April 11, 2015 Placemaking and Art
Hispanic Cultural Center Grand Ballroom**

From individual experience to community interaction

Sign-in/dot maps

(10 min) Wall gallery of student work, maps from last session, historic photos, and other summaries of previous sessions

(5-10 min) Introduction of NEA grant, overall summary of project (Bernadette), process leads to “call for artist”

(10 min) Façade Survey (Richard)

(10 min) Overview of previous meetings and introduction to today’s focus of placemaking and art (Michelle)

(10 min) Presentation of Public Art (Nan)

(10 min) Presentation of Unsanctioned art (Working Classroom)

(5-10 min) Placemaking and intro to focus group exercises

(40 min) Focus Groups
Questions of discussion:

Identity: What is character of South Valley that you would like to see expressed through art? Are there types of public art that feel more appropriate to the South Valley than others?

Character: How can Public Art enhance the character of the South Valley? An entrada/gateway? A heart of the community? Are there specific places in the South Valley Mainstreet area that could be enhanced, commemorated or celebrated by art?

Placemaking: What are opportunities for placemaking in the South Valley Mainstreet? Who and what is the “place” for – a destination or place for locals?

(15 – 20 min) Report out

(5 min) Next steps



NEA Grant Arts and Cultural Planning for Historic Bridge Street

Charette #1 AGENDA

May 5, 2015

Hispanic Cultural Center Grand Ballroom

Understanding what we heard

Agenda -- Charette 1

5:00 – 5:30 Community Participation Process

Community members will have time to engage in several exercises that are designed to glean deeper information on based on input obtained during initial listening sessions.

Activity 1: Re-occurring words. Participants are asked to define a series of words that have been heard repeatedly throughout the community process.

Activity 2: Art locations. Participants are asked to prioritize art locations indicated throughout the public process.

Activity 3: Art media. Participants are asked to rank most appropriate/interesting media type for public art from list of ideas generated from public meetings.

Activity 4: Art subjects. Participants are asked to indicate favorite subjects for art using a list developed during the community process.

5:30 – 6:30 Working Classroom presentation of project performed with visiting artist and discussion

7:00 Questions and Answers/Next Steps



NEA Grant Arts and Cultural Planning for Historic Bridge Street

Charette #2 AGENDA

May 6, 2015

Hispanic Cultural Center Grand Ballroom

Understanding what we heard

Agenda –Charette 2

10:00 – 10:30 Community Participation Process

Community members will have time to engage in several exercises that are designed to glean deeper information on based on input obtained during initial listening sessions.

Activity 1: Re-occurring words. Participants are asked to define a series of words that have been heard repeatedly throughout the community process.

Activity 2: Art locations. Participants are asked to prioritize art locations indicated throughout the public process.

Activity 3: Art media. Participants are asked to rank most appropriate/interesting media type for public art from list of ideas generated from public meetings.

Activity 4: Art subjects. Participants are asked to indicate favorite subjects for art using a list developed during the community process.

10:30 – 11:30 Working Classroom presentation of three proposals for Public Art and Discussion

11:30 Questions and Answers/Next Steps

Appendix B - Meeting Summaries



NEA Grant Arts and Cultural Planning for Historic Bridge Street

Listening Meeting #1 Summary
National Hispanic Cultural Center
Grand Ballroom
Identity
March 15, 2015

Overview

The intent of the first listening meeting was to introduce the South Valley community to the NEA grant project for the development of an Arts and Cultural Strategic Plan for the South Valley Mainstreet area. The meeting was held from 6-8 pm on March 15, 2015 at the National Hispanic Cultural Center Grand Ballroom with food and childcare provided by Bernalillo County.

Opening Session

The first listening meeting focused on identity and began with an introduction and overview of the National Endowment of the Arts Grant project, grant partners (Bernalillo County, Creative Albuquerque, and Working Classroom) and the project focus area, South Valley Mainstreet.

In order to set the stage, several guest speakers with connections to the South Valley were invited to talk. Christina Duran gave a brief historical presentation focusing on immigration and long tradition of the blending of cultures in the South Valley. Michelle Otero followed this presentation with a dramatic reading of Levi Romero's poem "I am From" and of her own I am From poem. Levi Romero concluded the guest speaker series with a reading from his book, In the Gathering of Silence.

Facilitated Session

The second portion of the meeting was conducted in a facilitated fashion, with community members moving to six facilitated tables. These included; food, tradition, language, I am from poetry making, journey mapping and history. The following is a compilation of community participation in these exercises.

"I am from" Exercise

Facilitated by Nan Masland

The following are poems from community:

Chris Benson

I am from the coffee pot,
From the pleated creases of my father's pants and the warm arms of my mother.

I am from the stucco walls of the heights, where summers were cool and the cold dew of the mornings was there to greet me.

I am from the Yucca whose long gone limbs I remember as if they were my own.

I'm from 4th of July and the world series,
From Jess and Lynne.
I'm from early mornings and late nights
And from dinner at 6 and dessert at 9.

I am from "go to bed" and "wake up"
And
I from a tradition of support.

I'm from Nebraska and the soil,
From corn and pot roast
From "Born, Bred and Corn Fed"
A saying pasted down from my ancestors in the corn
From a lineage of successes and failures paralleled in all lives
From the mantel of the fireplace or the top of the piano where family photos are displayed for those who wish to look.

I am from Albuquerque, Omaha, Earth.

Carlos Alvarez

I am from the music of my youth,
The oven and the tortilla press.
I am from the comfortable, cozy living room with the smell of chorizo in the air.

I am from the Jamaica tree,
The rosemary bush
Whose long limbs I will remember as if they were my own.

I'm from the North and the South
From Rafael and Linda
I'm from Santa Fe and El Paso
And from the Rio Grande Valley

I from the "I can do it" and "If I think I can, I can"
And a bushel and a peck and a hug around your neck.
I'm from the walk up Christ Rey.
I from the US and Mexico and burritos
From the bottom and now I'm here
From the desert in my backyard

And the mountain, that I will always love.

I am from the other side of the globe.
13 time zones away.
It took forever for me to learn English.
I had never planned to learn Spanish.
What words do I know just living here?

Oso
Perro
Embudo
Pahara
Arroyo
Bosque.....

I am from Pennsylvania
I moved here for a job
The job failed me!

I love the City so I stayed.
But 10 years later
I found the valley

Moving to the valley was easy.
The land needed work
The land built my strength

20 more years have passed
and now I find the people
The people built my soul.

I am at peace.
I have my land.
I love the people.
I love the valley.

Individual Cards

Food

Agriculture

“Let us not forget the importance of preserving the acequias for sustainability.”

History Images

Historical imagery of the South Valley was displayed on the wall for public viewing and comment. The following are comments from the community organized by image.

Image of South Valley Church

“Reminds me of the way in which colonial European planning desing transformed traditional adobe designs”

1930’s snapshot of the Rio Bravo/Coors area near the Isleta Corridor showing predominance of agriculture in the past

“I found a kitty here in 1996, 3 weeks before my son was born. He was one day old, crying and beneath the cotton woods at the edge of the field. He lived to be almost 10.”

Going to market, late 1800’s

“No present day local farmer’s market in the south valley. Railyards market serves mostly north valley residents.”

Facilitated Tables

Tradition

Facilitator: Rosalie Lopez

The following is a list of words and phrases from community:

Diverse

Religion plays a large role

Food

Mantanzas/agriculture/livestock

Creating social capital

Generosity

Catholic vs. Christian

Generations changing (moving in a different path)

Family (sense of Place)

Connectivity to the river/nature/isolation/division point/east + west

SVDC (created piece by piece)

Utilizing resources very well. For different activities i.e. bike/walk/connecting to environment

Neighborhood credit

Used to be Connectivity/shopping/transportation

Used to have Christmas shopping downtown

Youth clean yards for neighbors when they reach a certain age
Sense of community
Friendly environment
Wave to everyone, even strangers
Midnight mass for Christmas
Christmas taco tradition
Church/family/neighbors
Tolerance
Being a gentleman “asking for their hand”
Passing down values and ethics to children
Protective (moms and dads)
Juntas (meetings)
Acequia cleaning – bonding and creating a sense of community
Linkage from the past to the future
Nice ecosystems of business
Bartering
Railroad, tough/rough, hardworking

Food

Facilitator: Carrie Moritomo

The following is a list of words and phrases from community:

Paletas (yeah Pop Fizz)
Green chile added to everything savory
Send it out of state
Distinctly New Mexican
Peruvian food
Frijoles mixed with everything
Vegetarian tacos
Puerto Rican neighborhood
Deep dish pizza from Chicago
Tamales – make them party – how long it takes, long process –give as gift
At church – gynamsium, abuelita, tias, church people, kids hang out
Now friends at the kitchen
Tamalda music
Fried chicken – dad would cook – lone wolf
White beans/cornbread cast iron skillet
Tortillas with everything
Barely cooked eggs soaked up with tortilla
Breakfast tortilla (food on the go)
Stacked enchiladas
Red chile
Greek grand parents – lamb bakalava tossed salad
Chicago blending with Swedish mixed with NM
Red and Green chile

Food in NM is amazing, sopapillas
Food opportunity
Growers market produce from SV
Barelas people don't know in their backyard, all from NE
Railyards not serving Barelas
Affordability
How to find out – word of mouth, Alibi, social community fliers
Coop tour
Off season sales (eggs)
Agricultural network
Harrison Middle school strawberry farm
Preserve Acequia system
Westside development
3 acequias protected in SVMS
Roundabout keeps traffic moving
Farmers need clean air/water
MS move focus on agriculture
Preserve farmland
Educate youth on farm land
Farming = economic development
Education behind farm/ag – math/bio/job experience/internship apprenticeships
Extension agents
MS support education
Space for local farmers to sell without paying rent
Farm stands at farms permissible in SV
3 growers markets in SV
products from locally grown food
SVEDC
Ag is not just food – linen, sheep farming
Atrisco/Armijo actual center of weaving
70 looms in SV
traditional/wild food/weeds
Lots of hunger in NM – public assistance
Health problems related to hunger/obesity
How little people know about cooking
Bring home ec back
Cooking classes at growers market
Posole
Biscochitos
Tobacco Road in SV – wild tobacco
Blue corn – blue corn mush

Language

Facilitated by Arian Pedroza

Regaining language

History of punishing for speaking Spanish

Gets passed on

Home language

At school language is English, but teachers comfort children in Spanish

Adapting to multiple environments – i.e. code switching

Confusement between languages in different environments

Passed on history and identity

Journey Map

Facilitated by Gabrielle Uballez and Working Classroom Students

The is group produced a series of postcards which responded to the following prompts:

I moved here....

One of my everyday journeys in the southvalley is....

I came here with....

My family arrived here....

“Here” = street, name, barrio, neighborhood, geographic location



NEA Grant Arts and Cultural Planning for Historic Bridge Street

Meeting #2 AGENDA

March 10, 2015 Cultural Landscape

Hispanic Cultural Center Grand Ballroom

From individual experience to community interaction

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- Dichos (English and Spanish) (5- 10 min) Discussion if there is one or two dichos which sum up the south valley.

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Al hablar, como al guisar, su granito de sal. “In speaking and cooking, a grain of salt.”

Question for discussion? Is there a dicho or one work that speaks to the community identity of the South Valley?

4. Breakout session (5 tables of 8) (45 min)

1. Memory mapping exercise for Bridge Mainstreet Area (10 min)

Participants draw the city as they remember it, piecing together how they perceive space. What routes do you travel? Do place names have meaning? Important landmarks? Memories of places?

2. Community values mapping exercise

Step One:

Two (2) base maps of the community are provided.

On one map, folks are asked to create an “Attitude Map.”

Express their ideas about what areas of the community are attractive and unattractive.

Indicate important local travel routes and places that have special meaning (i.e. natural areas, business districts, residential neighborhoods).

On the second map, the participants outline a “Futures Map.”

Delineate those areas where they would like to see new commercial/industrial development, new residential development, new recreation areas, protected open space, and other features.

Step Two:

The small group will prepare a “Composite Map” for the table.

This map should show consistent patterns and ideas represented on the individual maps prepared by participants.

3. Miss/Keep/Get exercise (20 min)

Based on the mapping exercise above, create a list on the large post it note sheet under the above headings. Begin discussion of challenges and opportunities.

4. Group Session

- Report from discussion leaders on breakout groups (15 min)
- Group discussion: What is perception of SV? (20 min)
- Richard façade image survey (5-10 min)
- Next meeting: Creating a sense of place: An Entrada for the South Valley (5 min)



NEA Grant Arts and Cultural Planning for Historic Bridge Street

Meeting #3 Summary

April 11, 2015 Placemaking and Art
Hispanic Cultural Center Grand Ballroom

Expressing the Identity of the South Valley

10-12 pm National Hispanic Cultural Center

1. Façade Survey. Richard presented an overview of the findings of the façade survey taken during the March meeting. Following the overview, public comment led to a discussion regarding the façade treatment and building scale within the MainStreet district. The following comments were recorded:
 - More transition, future not traditional buildings
 - Saving old buildings, adding new awnings and paint
 - Don't tear down
 - Add to existing, modern Ok, should blend
 - Need fresh ideas
 - Love old pictures, but need to adapt to future
 - Railyards example of fusion of old new
 - NHCC goo example
 - Old style south valley, scale, style, arch – how it blends is important
 - 1 story development encourages sprawl, need more compact development, but need to blend in with vernacular color and style – care needed in creating fabric
 - Creative way to make a unified store
 - Care into existing historic buildings
 - Important to bring in new, but respect families/roots who live here. Honor culture and tradition, modern twist to tradition ok, taste is subjective
 - Horizon is beautiful, need space between larger (taller) buildings
 - Gaps – need to drive/want to see (landscape)
 - More park once
2. Overviews. Michelle presented a quick overview of the previous meeting and summarized information collected from participants. Nan Masland gave a presentation on Bernalillo County's current public art collection, with a particular focus on the pieces in the South Valley. Most participants indicated that they were familiar with and like the existing collection. Working Classroom students then presented their initial art strategies. These pieces were inspired by a study of existing unsanctioned art in the MainStreet area with a focus on hand painted signage and bright colors. Each student presented their pieces and showed via slide where the piece is

installed in the MainStreet area. Students are collecting feedback via social media and have asked community members to visit the art and provide comments.

3. Focus Groups. Community members gathered around two tables for a facilitated discussion regarding public art in the south valley. The following topics were explored by the group:

Identity:

1. What is character of South Valley that you would like to see expressed through art?
 - History, connective tissue of art, living history, change/flow
 - Bridge
 - Natural Environment
 - Smell the soil, river, crawdads
 - Repartamento – acequia sharing
 - Tradition – holidays
 - Sharing food – table together
 - Cooperation – share resources
 - Sounds – shovel hitting rock
 - Senses
 - Seasonal
 - Red
 - Color of atrisco Land grant before the arrival of Spain
 - Pre Colombian history important
 - Rte 66 and Camino Real – tell story in place
 - Firsts: community, gardens, bridge, families
 - Rebuild historic bridge
 - Armijo crossing – forde
 - Home alters outside of home
 - Hispano cultures
 - Friendly character
 - Colors – color crosses boundaries, more colors are new trend, colors are rooted in poverty, vibrant colors identify richness and reach beyond latino e.g. Nob Hill
 - Chicano attitude (color, vibrancy, latino/Mexican sense of pride/preserve paisa/roots/family/handmade/homemade)
 - Culture
 - Connection to the land, community and environment
 - Family get together – kids playing, stories, eating and making food together
 - Matanza
 - River/playa/acequias/wildlife
 - Dia de los muertos and El Cucuoy
 - Ditches and ditchos – la llorena and other stories
 - Proximity to tribal lands and open spaces

2. Are there types of public art that feel more appropriate to the South Valley than others?
 - Collaborative media
 - Large installations
 - San Isidro Carosel
 - Visible from Road
 - Interactive/Kids play
 - Pedestrian friendly
 - Educational
 - Environmental
 - Gateway installation with lights
 - Use new technology, e.g. sidewalk coating that glows in the dark (Paris) – brightens up areas without affecting sky gazing
 - Use solar energy
 - Something big and iconic
 - Historic markers
 - Free to do, not consumer based
 - Tilework
 - Murals
 - Bright, colorful, vibrant, powerful
 - Building signage – handmade
 - Youth created art
 - Street style
 - Multigenerational interactions
 - Engaging/participating – climb, make noise
 - Remembrance wall/sacred/descansos
 - Nichos/catholic traditions/alter
 - Campo Santo
 - Sanchez family site for remembrance and views of Sandias
 - Photos scanned into concrete (Tuscan)
 - Art museum
 - Entry way – represented, arch form representing original bridge, mark entrance, starting point

Character:

1. How can Public Art enhance the character of the South Valley? An entrada/gateway?
 - Gateways are overdone, but something to tell you, you are here
 - Element should be highly visible by car/foot
 - Artists working/work on buildings

2. A heart of the community?
 - Gateway
 - Valle del Bosque
 - Upcoming redo of acequia crossings

3. Are there specific places in the South Valley Mainstreet area that could be enhanced, commemorated or celebrated by art?
 - base of Mesa Past Atrisco
 - 5 Points/5 points roundabout
 - bridge (multiple pieces on bridge)
 - outlooks from Coors
 - new Development
 - NHCC as a storybook, span across river to tell story, murals
 - Sidewalk timeline
 - Honda Royal
 - Photographs in businesses
 - Acknowledge those who passed at deadman's curve
 - Glass graveyard
 - Isleta at Bridge (large piece at north end creating focal point)
 - Street furniture/sidewalks
 - River drains on both sides - Landscape plants

Placemaking:

1. What are opportunities for placemaking in the South Valley Mainstreet?
 - Bridge doesn't feel safe to cross (narrow sidewalk, bad traffic, hot, smog, tough for bikes)
 - Create a sep. ped bridge
 - Sense that walking is second class
 - More intense nodes of development/areas of density and multiuse
 - Inviting streetscape
 - Pocket parks
 - Areas of interest with shade
 - Containers
 - Holistic, inclusive, self sustaining
 - Hub with retraunts, coffee, brewery
 - Roots – not replace existing
 - Tile making - multi generational/on site/ many artists/many forms
 - Adobes – traditional art forms
 - Weaving history
 - Public private partnerships, Rte 66 plan and partnership for building art

2. Who and what is the “place” for – a destination or place for locals?

- Can't be JUST a destination. “Our home, but everyone's invited”
- For us, but let's share
- NHCC – for all – need to draw folks across the river
- Railyard Market
- Welcoming
- “Come spend the day”
- Only time non SV people com is for Marigold parade



**NEA Grant Arts and Cultural Planning for Historic Bridge Street
Charette 1 and 2 Summary
Hispanic Cultural Center Grand Ballroom
*Understanding what we heard***

Combined summary of Charettes 1 and 2

The community charettes consisted of two parts. The first portion involved a series of interactive exercises designed too obtain a deeper understanding of information obtained during previous listening session in order to guide the art plan for the mainstreet area. The second portion involved a presentation of work performed by Working Classroom students. During Charette 1, working classroom students presented the product of work produced with a visiting artist. This work was well received by the community. Charette 2 included three proposals by Working Classroom for public art for review and comment. This summary focuses on the first portion of the charettes, as the Working Classroom work is outside the scope of work of our contract.

Activity 1: Re-occurring words. Participants are asked to define a series of words that have been heard repeatedly throughout the community process.

An 11 x 17 piece of paper with a single word was placed on the table at each seat. The words included in this activity were frequently heard during the community process. Participants were asked to elaborate and further define the word with respect to the South Valley. The purpose of the exercise was to gain a more in-depth of words commonly used by the community throughout the public participation process.

Family

- Base to build your life on
- Mexico
- Life's stability
- Resilience – connection to neighbors, too!
- Support – the conveyance of tradition and culture

Natural Environment

- Bosque bike trail, Rio Grande, tranquil
- Migratory bird corridor
- Wildlife in riparian zone
- Native plants

- Minimal hardscape
- The dirt
- The bosque
- Connection between urban wilderness and agriculture
- Strong element (bosque and agriculture) in the south valley – special and unique protect it!
- Living off the land, because that’s how you got by – with respect to resources

Chicano Attitude

- Mexican/American
- Grass roots
- Working class Mexican/Americans, their art, approach to community, pride in identity
- Love New Mexico history cultura/resiliency/respect
- Viva la agricultura, viva las acequias
- Viva el valle sur
- Our lives, our histories, our current realities. What makes the South Valley what it is. Resources haven’t been spent in our community, but we have survived/thrived because of the resilience of our chicana/Mexicana/native communities. We are here to stay and want to grow in sustainable ways that keep our roots.

Hispanic Culture

- Traditions
- Food
- Family
- Holidays
- Way of life
- Mexican immigrants and traditions such as tamales, tortillas, nopales, etc.
- Networked small/mid scale agriculture – resilience and local food
- Semi-rural – small agriculture - chicano
- Our communities aren’t Hispanic. We are chicana/chicano and Mexicana/mexicano and native/Indigenous. Lets not tell our histories in white washed ways.

Connection to the land

- Caring for the environment
- Bike trails
- Throw trash away in cans
- Respect culture
- Be able to express by art and divers culture

- Plants – farmer fields, community gardens, public spaces (HGG, medians, schools, library)
- Agriculture
- Our communities have protected our land and water for generations. Lets keep our small farms that have been with families for generations. We know how to take care of our communities.
- Growing our own food (having/using water in smart ways)
- Valuing river – protecting wild/open space
- You care about the environment
- Protecting our forest and green land
- Taking time to appreciate, planting
- Appreciation of local wildlife – coyotes to cranes to crows, as well as domestic animals – horses, sheep, pigs, cats, dogs, chickens.
- Makes the valley unique – forest and rivers, protect it.

Seguridad

- No hay seguridad
- La gente no se siente segura caminando por las calles.
- Perhaps having light
- As it is a broad term, I will choose to define security as emotional, economically and physical security. Emotional security is living in a place where things are constant and non fluctuational, or where things can be somewhat predicatable. Economic security in our community is a community that can create jobs and grow. Physical security living in a community where you feel your children can go outside and play in the street without worrying who is out there and what could happen, where everyone knows everyone else like in our home countries.
- People most often don't make our people or communities feel safe. How can we build systems of community accountability that don't rely on police.
- There is someone out there that cares for us
- Lack of security
- My neighbors have my back. We watch out for each other and everyone in our neighborhood.
- Concern about gentrification, what new neighbors and the fears they bring – can be dangerous for historical and immigrant communities
- Building relationships with neighbors built on trust and shared understanding about keeping our community healthy

Tradition

- Resilient people of color living with respect for others and the land
- Our communities have always been strong. We don't need people from the outside to revitalize our communities, but to build from within. Not gentrifying our neighborhoods.
- Dia de los muertos

- Virgen feast day (dec. 12)
- South Valley pride
- Fiestas (church)
- Car shows
- Matanzas
- What our family and community have done for generations, religion, different seasons, bring different foods (easter = torta de huevo, capriatoda (bread pudding), quelitas. Christmas = biscochitos, natrillas, pastelitos.
- Agricultural practices – community cleaning of the acequias (being lost)
- Traditional arts – santeros, retablus, murals, tinwork
- Weddings, marcha, other dance, ceremony – tying of the knot, roping ceremony.

Sense of Community

- Rio grande river raft
- Drive in on arenal and isleta
- Movies in the park
- Farmers market
- Library
- Barelax coffee shop
- Neighborhood restaurants
- Women of color building our neighborhoods
- Drive In renovation
- Park
- Farmers market
- Mud volley ball
- Real relationship to neighbors and neighborhood
- Respect for strengths/challenges/lives of those around you
- Being willing to meet and build with your neighbors
- Growing together
- Engaged community – different ages
- Social media is playing a new significant role in “creating” a sense of community
- Non profits investments in community – helps build

General comments, ideas and suggestions

Thoughts

- Love gateway park and new farmers market – but always nervous about my young kids playing so close to isleta/bridge without fencing

Complaints

- Most south valley streets still have awful drainage problems

Possibilities

- Along the bridge/bosque, parking areas for the /a river walk – south/north
- Pavilions set up to have festivals
- Wildlife conservations
- Creation of a variety of locally owned businesses

Suggestions

- Protect the view to the river and over the bridge, i.e. don't block the views with art, keep "interventions" to built environments
- Use landscaping materials that connect to the bosque – plantings that represent the local eco-system and agriculture. E.g. plant local herbs, fruit trees, plants that already thrive in the local micro-climates

Wishes

- Beautiful art everywhere reflective of our chicano/mexicano/native histories and today's realities
- Maintain the beauty of the bosque with today's and tomorrow's generation of art
- Lots of iconic art
- Making our communities more walkable
- Open the acequias for walking – you cant get far because some are open and some are gated – today you/I have to get in car with small kids when I want to get around, would love to spend summer nights walking around neighborhood

Dreams

- More trees, flowers, plants in the median/streetscape
- Building up the strengths of local businesses so our communities aren't gentrified with continued growth
- Pedestrian, bike and animal friendly south valley
- Shady sidewalks
- Medicinal herbs, roses planted in parks
- Community orchards and open space
- Growth that is natural – people /community driven (not cookie cutter development)
- SV mainstreet should evolve into a latino quarter – art, food, music. Latino population high abq, yet there is not celebration of this demographic other than NHCC. Could be a destination for abq residents and tourists
- More areas and possibilities to safely walk between great spots of the south valley

Activity 2: Identity. Participants are asked to indicate what words generated throughout the public process most represent south valley identity.

Participants indicated that rural/agriculture (8), vibrancy and resilience (7), fusion of nature and culture (7), Generations (7) and tradition (7) resounded strongly as words that convey the South Valley identity. Other strong words were pride (6), music and celebration (6), united (4) and home (4).

Activity 3: Art media. Participants are asked to check most appropriate/interesting media type for public art from list of ideas generated from public meetings.

Participants indicated strong interest in art being bright and colorful, being street style (as opposed to more formal art work), and utilizing solar energy. Many participants also were interested in historical markers, interactive/engaging art, art created by youth and art that is vibrant and powerful

Activity 4: Art subjects. Participants are asked to indicate favorite subjects for art using a list developed during the community process.

Participants used yellow sticky dot to indicate the art subject best suited to the south valley (participants were asked to select only one). Art subject ideas came from previous community meetings where participants were asked to freely list art topics of interest. Subjects were then grouped into three categories; Culture, Natural Environment, and History.

Under the art topic of culture, participants indicated that community pride/chicano attitude was of most interest. Other subjects of interest included vibrant colors, the friendly character of the south valley, festivals, sharing food/table together/Matanzas, holiday traditions and acequia sharing.

Under the art topic of Natural environment, participants showed strong interest in wildlife, the smell river, smell of the soil, crawdads, the seasons and acequias. Under the art subject History, participants indicated that community firsts – first families, first bridge, first farms is of interest. This received the most interest of all the art subjects (7). Next, participants felt Route 66 and the pre-columbian area were interesting subjects for art (5 each). Other areas of interest in the history category were tribal lands (3), Connective tissue of art, change and flow (2) and living history (2).

Activity 5: Art locations. Participants are asked to indicate locations and preferred art types on a map with photo images of the street. Participants used colored dots to indicate art type, red indicated mural, yellow indicated mosaic, green indicated streetscape, blue indicated sculpture. These art types were the most suggested at previous public meetings.

Isleta – right

Participants indicated an interest in streetscape and mosaic art throughout the corridor. An interest in seeing a sculpture and mural near the shopping area was indicated.

Isleta – left

Participants indicated an interest in streetscape and mosaic art throughout the corridor. Many participants indicated an interest in seeing all types of art and lots more art in Gateway Park. Comments on this included wanting more art to make park feel more a part of the community, to call attention to the park and to create more shade/sculptural elements. Participants also were interested in seeing murals on the sides of existing buildings and behind bus benches. One participant wrote that a mosaic on the sidewalk throughout the Mainstreet area could reflect the history and identity of Isleta and Bridge and could create a walking experience showcasing history and culture of the area. Large open areas were indicated on the map appropriate for large interactive sculpture.

South Bridge – right

Participants shared many ideas regarding art on Bridge Boulevard. Many indicated a preference for large interactive sculpture. Others mentioned multi-purpose art which could also provide shade and seating. Placemaking and creating places for people to gather and learn (cultural and child development and environmental learning) were requested. Again, mosaics, streetscape art and trees were requested throughout this segment. According to participants, this area posed many opportunities for sculpture, particularly at the bosque, carwash, intersections and medians. Although few mural locations are indicated with dots, one commenter requested murals wherever possible.

South Bridge – left

Again, mosaic streetscape art and trees along Bridge is prevalent. Many participants requested that no art be placed on the bridge which blocks the view of the river, with a comment that they do not want art like on the Central bridge. Many would like to see art element at the west side of the bridge. All forms of art were suggested, including sculpture, mosaics, and gateways; though an interest in something interesting, but not “dumbed down” was expressed by one participant. A strong majority of suggestions on this segment include improvements to the streetscape, primarily more trees and plants, bicycle safety improvements, façade improvements – including a program to remove bars from windows and add tile work to building fronts. Sculpture and art are requested at the front of gateway park and to highlight and fill in places that are empty or unnoticed.

Five points

This area was indicated as place for sculpture and also to highlight the name 5 points.