



FOCAL POINT

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VISIONING SESSION
Comparison & Deduction
Summary

May 31, 2013



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FOCAL POINT SUMMARY

The Focal Point Community Campus will provide valuable programs and services to more than 400,000 residents in Chicago's West and Southwest sides, while serving as a national model for community development. It will deliver a combination of retail, wellness, education, arts and recreation services customized to meet the needs of local residents.

A future-thinking and collaborative, neighborhood-driven philosophy has led to the vision for this unique community campus and its inventive model. As the Focal Point model is refined and brought to life, we are learning how a community can be strengthened when no one is left behind.





VI•SION•ARY

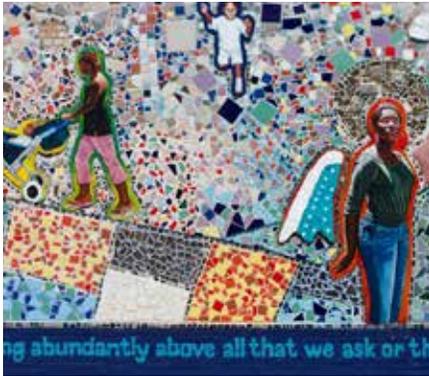
adjective \vi-zha-ner-ē\

1: incapable of being realized or achieved; existing only in imagination

2: able or likely to see visions; disposed to reverie or imagining

3: of, relating to, or characterized by visions or the power of vision

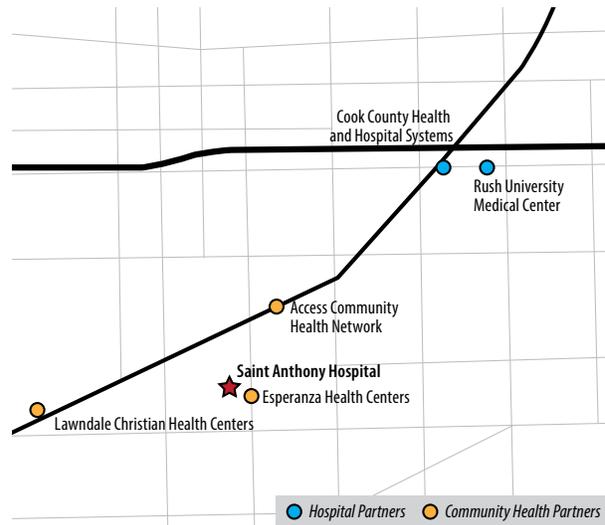
4: having or marked by foresight and imagination <a visionary leader>



VISIONING SESSION

Attendees at the visioning session represented organizations with a legacy in the Chicago area, leaders working in partnership to provide quality healthcare and other services to the residents of these West and Southwest Chicago communities. Chicago Southwest Development Corporation and Saint Anthony Hospital champion these relationships as they work together to create new social, economic, education and wellness opportunities that will not only meet the needs but significantly improve the health and quality of life of local residents.

- » Cook County Health and Hospital Systems
- » Rush University Medical Center
- » Access Community Health Network
- » Lawndale Christian Health Centers
- » Esperanza Health Centers
- » Saint Anthony Hospital



As illustrated on this map, participants in the visioning session represent a wide network of Chicago facilities working in conjunction with the new Focal Point campus to provide a more comprehensive and collaborative level of healthcare for area residents.

MODERATORS

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GROUP 1	GROUP 2	GROUP 3	GROUP 4
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PERSONAS

In user-centered design, personas are fictional characters created to represent different users within a targeted demographic, attitude and/or behavior set. Designers use personas to better understand the goals and desires of potential users in order to help guide decisions—to ensure that behavioral patterns, goals, skills, and attitudes are the primary focus for how a physical environment is shaped. Personas are a model, not just for communicating ideas, but for discovering ideas as well.

On the following pages, we explore four very different personas and their family members—people whose lives will be greatly impacted and improved by the Focal Point Community Campus. Our personas were created based on the synthesis of information collected and interviews conducted during the earlier research study, “Creating Community-Centric Hospitals in Lower Socioeconomic Areas: A Study in Chicago’s Near Southwest Side.” We give each persona a voice by sharing the story of their life and their dreams for the future, and take you through a day where you walk in their shoes and experience the Focal Point Community Campus in 2020 as they might experience it.

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GROUP 1

JON, 11

Jon is an 11-year-old bilingual Latino boy who loves the White Sox and his smartphone, but isn't such a fan of schoolwork. He lives in a Little Village rental house with his parents, three siblings and his grandparents. The house is close enough to school that he can sometimes ride his bike, although usually his dad drops him off in the morning on his way to his full-time job and his mother, who works part-time, picks him up after attending her parenting group at Focal Point. His older brother attends the charter school, while his younger siblings go to the childcare center. His parents worry about gangs and the risk of assault.

Jon loves his large extended Catholic family network, which includes his undocumented grandparents. His parents, although not born in the U.S., are both documented and have high school educations. Purchases are paid for with funds from their checking account or sometimes on a credit card. Jon dreams of going off to college and says that some day he will own his own house.



The family diet is high in starch and cholesterol. Although they consider themselves fairly healthy, prevalent medical conditions include diabetes, hypertension, obesity, asthma and alcohol abuse. Jon's father has health insurance, and the children have had consistent access to pediatric well-care and immunizations, often times through school. They are also active; Jon plays little league baseball and soccer and belongs to a youth group—all at Focal Point.

WANTS / NEEDS

- » *To be active in sports*
- » *To be more involved with music*
- » *Transportation (safe) to and from school and FP*
- » *Quality education*
- » *Shelter from gang influences*
- » *Opportunities to learn/interact in safe environment*
- » *Space to explore musical talents*

STRENGTHS / WEAKNESS

- » *Parents employed*
- » *Aspirations of higher education*
- » *Bilingual*
- » *Father has insurance*
- » *Lower income limits opportunities*

RISKS / ABILITIES

- » *Moldable—parents worry about gangs*
- » *Undocumented grandparents*
- » *Lower income*
- » *Family purchases on credit*
- » *Family medical history with diet*
- » *Bilingual*
- » *Technically savvy*
- » *Athletic*

INTERESTS / DREAMS

- » *Sports*
- » *Technology*
- » *Music*
- » *Wants to attend college*
- » *Wants to own a house in the future*

FAMILY / VALUES

- » *Grandparents—undocumented*
- » *Parents—documented, high school education, father has health insurance*
- » *Catholic family and youth group*

STATUS / HEALTH

- » *Lives at home with grandparents and siblings—one older, two younger*
- » *Latino*
- » *11 years old*
- » *Fairly healthy*
- » *High cholesterol and starch diet*



A DAY IN THE LIFE: JON'S FIRST DAY OF THE SCHOOL YEAR

MORNING	AFTERNOON	EVENING
<p>After his mom wakes him up at 7 a.m. and feeds him a breakfast of Pop-Tarts® and cereal, Jon dresses, shoves his tablet into a brand new backpack and hops on his bike, excited to get to school in time to hang with friends for a while. His mom is relieved when the electronic tracking system shows he arrived safely at 8 a.m.</p> <p>After saying hi to his favorite teacher and meeting up with his friends, by 8:15 a.m. Jon is walking to his first class with his girlfriend.</p> <p>The use of modern technology like smart boards helps engage Jon in his classwork, although he still puts forth a fairly minimal effort. Until he gets to music class at 11 a.m. that is. There he is an A student and participates fully in the class activities.</p>	<p>About noon, Jon meets up again with his friends for lunch. There is some minimal gang presence at school, which Jon and his friends try to avoid. After lunch ends at 1 p.m., it's back to afternoon classes.</p> <p>When the bell rings at 3:15 p.m., Jon checks his smart phone and downloads his homework and his after-school Focal Point schedule. After going through Focal Point security, he changes and by 4 p.m. he is playing soccer with his older brother and some friends. When the game is over about 5:15 p.m., he picks up his younger siblings from the childcare center and they all head over to the Focal Point gym for a first day of school celebration that Jon's youth group organized.</p>	<p>When the get-together is over, by 6:30 p.m. everyone is back home and sitting down to Jon's favorite traditional ethnic dinner. With mom supervising, he finishes his homework by 8:45 p.m. and manages to get in some Facetime with his girlfriend. Before heading off to the bunk bed he shares with his brother about 10 p.m., Jon plugs in his tablet and phone, making sure that his prized tech toys are ready to go in the morning.</p>



GROUP 2

DR. JESUS MENDOZA, 28

Twenty-eight years after he was born at the original Saint Anthony Hospital and one year after completing his residency at Rush and Stroger, Dr. Jesus Mendoza is hard at work in the Emergency Department (ED) at the new Saint Anthony. Between his shift work and studying for boards, he makes time to coach a youth soccer team at Focal Point, coordinates domestic violence screening in the ED, teaches gun violence and gang prevention to new residents, heads up the emergency preparedness procedures for Focal Point and serves as the liaison with Occupational Medicine. He is thorough and dedicated and all the other doctors and nurses love working with him.

Jesus is proud of his heritage and remains very close with his family. His mother died when he was in his early teens, which ignited the first flames of his desire to study medicine. His father, an undocumented Latino, has worked hard to provide for his family and now suffers from diabetes. Jesus is single and lives with his father in the family's two-flat home near 28th and Kedzie in Little Village, along with his two siblings: Alejandro, 22, and Carmen, 19. Jesus worries about Alejandro, a biker who hangs on the fringes of gang activity. Alejandro studies at National Latino Education Institute at Focal Point, but is



having trouble staying focused. Carmen, on the other hand, graduated from Instituto del Progreso charter school and is now a student at the University of Illinois-Champaign, with help from a scholarship she received from the Saint Anthony Hospital Foundation.

Jesus always knew he would return to this community because he wanted to make a difference. He grew up here, was cared for by physicians at Prieto and graduated from Little Village High School. He is a familiar face at Pete's Grocery and works out regularly at the Focal Point gym. After paying off his substantial student loans, he dreams of someday owning a Porsche, but for now "drives" his Cannondale bicycle to work. (His prized Harley is kept in the garage for weekend excursions.) He is a self-admitted techie as well, and thinks a pair of Google glasses would be a cool toy.

WANTS / NEEDS

- » *A car*
- » *To be member of community*
- » *Scholarships for sibling higher education*
- » *Reliable transportation to and from work*
- » *Assistance when father becomes older/sicker*

STRENGTHS / WEAKNESS

- » *Dedicated and works well with others*
- » *Sister at college*
- » *Strong education/hard worker*
- » *Exercises regularly*
- » *Brother struggling at school NLEI*
- » *Family history of diabetes*
- » *Substantial student loans*
- » *Father undocumented*

RISKS / ABILITIES

- » *Brother (22) Involved in gang activity*
- » *Coach (soccer)*
- » *Teach (gun violence and emergency preparedness)*

INTERESTS / DREAMS

- » *Medical field*
- » *Sports (volunteer for soccer team)*
- » *Interested in tech (Nerd)*
- » *Wants to make a difference in the community*
- » *Own a Porsche*
- » *Google glasses*

FAMILY / VALUES

- » *Close to family members*
- » *Proud of heritage*
- » *Community 'Mom and Pop' shops*

STATUS / HEALTH

- » *28 years old*
- » *Mother deceased*
- » *Employed*
- » *Father—employed, undocumented*
- » *Single*
- » *Lives with father and two younger siblings*
- » *Transportation—bicycle & motorcycle*
- » *Latino*
- » *Diabetes*



A DAY IN THE LIFE: CHRISTMAS EVE FOR DR. MENDOZA

MORNING	AFTERNOON	EVENING
<p>When the alarm rings at 8 a.m., Jesus is up and ready to go. Breakfast is a protein shake, which he drinks before walking to the Focal Point gym. Too much snow for his bicycle today. Thirty minutes of swimming, another 30 in the weight room and a quick turn in the steamroom and by 10:30 a.m. he is dressed and walking back home. He stops along the way to pick up his padre's favorite tamales.</p> <p>Once home, he chats with his father about Alejandro and his continued concerns about the friends he is hanging out with. He makes a quick call to Carmen to say hello and by 11:30 a.m. he is on his way back to Saint Anthony Hospital at Focal Point for work.</p>	<p>His shift starts at noon and within the first few minutes, Jesus takes a report and deals with call-offs. Two docs from Burr Ridge are going to be late. At 12:15 p.m. he learns there is an accident on the Stevenson with multiple victims; within 15 minutes the patients arrive. When two of the victims need chest tubes, he uses robotic arms to guide them at the same time. He is grateful for his trauma training.</p> <p>Soon after, he is upset to discover that Alejandro is in the ED after a motorcycle accident and was diagnosed with a femoral fracture. Jesus quickly calls his dad and sister to let them know.</p> <p>At 1:15 p.m., he decides it's best to transfer one of the trauma patients to Stroger. He is overrun with sick kids because primary care physicians and clinics are closed for the holiday. At 1:45 p.m., he cheers when the missing doctor finally arrives. His father and Tia Juanita arrive and he directs them to Alejandro's room.</p> <p>At 3 p.m., Jesus stops to grab a healthy bite to eat in one of his favorite Focal Point restaurants. Then he runs into Target to do a little last-minute shopping. When he gets back to the hospital, he laughs when he finds out that his formidable aunt has decided to serve Christmas dinner in the Focal Point Community Center the next day.</p>	<p>At 5 p.m., a patient with a STEMI heart attack arrives in the ED. Jesus sends him to the cath lab while reviewing the patient's entire primary care and mental health history. As expected during a holiday shift, he notices that a number of depressed patients arrive, and so he turns to telepsychiatry as a resource. From 9 p.m. until his shift ends at 10 p.m., he triages and treats 32 more patients.</p> <p>By 10:30 p.m. he has clocked out for the night, but stops to check on Alejandro after his surgery. He is too tired to stay for long, and by 11 p.m. he is walking home. He wraps the last of his Christmas gifts before collapsing in bed.</p>



GROUP 3

WHITNEY, 35 + LORRAINE, 60

A single mom with two young sons, Whitney is a 35-year-old med/surg nurse at Saint Anthony Hospital. She was born and raised in the Lawndale community, and values her close ties to that community including those with the other congregants of the New Lawndale Missionary Baptist Church, where she has belonged her whole life. Whitney lives with her widowed mother, Lorraine, in the two-flat she grew up in. She has had to open her home to a tenant to help with meeting her family's living expenses, as well as to help pay for the private insurance needed to supplement her mother's Medicare.

Whitney works hard to ensure her children, 4 and 9, have a good life. Whitney is an alumnus of the Carole Robertson Center for Learning and attended the University of Illinois-Chicago School of Nursing, inspired in part, by the nurses at Saint Anthony Hospital who have taken care of her mom during her long struggle with chronic illness. She began her career as an aide at Saint Anthony and is proud to be a registered nurse.

She is especially grateful for all the conveniences and services that the Focal Point Community Campus provides to help her make it through her hectic and busy days. Whitney's youngest, Scottie, attends preschool and



childcare at Focal Point, so she takes comfort in knowing he is nearby during the day. Her oldest, Michael, attends the same elementary school that Whitney attended when she was young, and plays basketball at Focal Point after school.

The family loves their electric mini-van, although their hectic schedule means they use all types of transportation available to them. Whitney has quickly become tech savvy and marvels at what all it can do: her employee badge opens up the parking garage gate at Focal Point, she is able to access medical records with her iPad, the hospital is now wireless with smartboards at multiple touch points. She uses her iPhone to shop online and to check in remotely with childcare. Sometimes Whitney thinks she wouldn't ever really have to go outside if she didn't want to!

WANTS / NEEDS

- » *Conveniences and services at one location to reduce stress*
- » *Nearby day care for children (close to work)*
- » *Care for mother's future needs with illness*
- » *Charge station for vehicle*
- » *Parking*
- » *Day care for children*

STRENGTHS / WEAKNESS

- » *Owens home*
- » *Has insurance for family and mother*
- » *Works hard (RN)*
- » *Own minivan (electric)*
- » *Has cell phone (smart)*
- » *Expenses with home \$\$*
- » *Mother-chronic illness*
- » *Busy and hectic (high stress levels)*

RISKS / ABILITIES

- » *Tenant*
- » *Mothers illness*
- » *Too busy of schedule could result in corner cut*
- » *Single mother*
- » *Up to date on tech*
- » *Wireless charting at hospital*
- » *Shop online*
- » *Juggle schedule and activities*

INTERESTS / DREAMS

- » *Children-activities, school etc.*
- » *Technology*

FAMILY / VALUES

- » *Close ties to childhood community*
- » *New Lawndale Missionary Baptist Church (life member)*

STATUS / HEALTH

- » *Single mother with two sons*
- » *Lives with widowed mother (60)*
- » *Employed*
- » *Educated*
- » *Owens vehicle*
- » *African American*
- » *Mother on Medicare*
- » *Health insurance*



A DAY IN THE LIFE: A SINGLE MOM'S HECTIC DAY

MORNING

When the alarm goes off at **5:15 a.m.**, there's no time for Whitney to doze. She is up and dressed quickly, so that she can wake up her toddler, Scottie, and get him to childcare at Focal Point by **6:30 a.m.** Her mother wakes up her older son, Michael, about 7 a.m. and gets him off to school.

At **6:45 a.m.**, Whitney pulls her electric minivan into the employee discounted parking lot and plugs it into an electric charging station. The chip in her employee badge notifies the hospital—and the barista at Starbucks—that she has arrived. On her way to her unit, she stops to pick up the coffee waiting for her.

After arriving at her unit a few minutes before **7 a.m.**, she prepares for the morning shift report that she gets from her iPad and is quickly updated about patients' status. Whitney continues to use the iPad throughout the day to place orders, record patient statistics, and log in any complaints or concerns. At **9:15 a.m.**, she takes a well-deserved break to connect to the childcare's TV monitoring system to check on Scottie.

At home, Grandma Lorraine turns on the family computer about **11:15 a.m.** to take an online class to learn about dialysis.

AFTERNOON

Whitney runs to the mall for a quick bite to eat at noon, and checks in again about **1:30 p.m.** with childcare. When her shift ends at **3 p.m.**, Whitney hustles to Target to pick up the order she placed electronically. She promised Michael she would bring snacks for his basketball game. By **3:30 p.m.**, with granola bars in hand, Whitney picks up Scottie from childcare and together they head to the Focal Point basketball court.

Meanwhile, at **3:15 p.m.**, Grandma has picked Michael up from the school bus stop and they walk to the CTA bus stop, catching the bus that drops them off at the sheltered Focal Point CTA Terminal. They make it in plenty of time for Michael's basketball game at **4 p.m.** Whitney, her mom and Scottie cheer loudly for Michael during the game and the players are excited for the treats she hands out at the end of it. At **5:30 p.m.**, the foursome walks over to the pizzeria at Focal Point for dinner to celebrate a victory.

EVENING

When dinner is over, they head to the parking garage where Whitney left her minivan nearly 12 hours earlier. She disconnects from the charging station and heads home, stopping briefly to drop her mother off at church for her **7 p.m.** choir practice.

Once home, Whitney sits at the kitchen table with Michael and helps him with his homework, stopping occasionally to help Scottie with a puzzle and a word matching game. By **8 p.m.**, it's bath/shower time, and a quick bedtime story for Scottie once he is tucked in bed. She kisses Michael good night at **9 p.m.**, spends a few minutes getting caught up on small chores around the house and then relaxes on the couch. Whitney chats with her mom when she arrives home, catching up on church news, then by **10:15 p.m.** it's time for bed herself.



GROUP 4

MARIA, 20 + ANNA, 35

At 20 years old, Maria has her hands full raising two young children while trying to complete her GED and fulfill her dream of someday becoming a nurse. Maria and her daughter Sophia, 5, and son Samuel, 3, live with her mother Anna. Maria spends her days at the Focal Point campus where she attends classes daily to finish her high school requirements. She currently does not work, but receives public aid assistance in the form of food stamps. She has a cell phone as part of a federal assistance program. Her pregnancies did not have any severe complications, although, like her mother, she had gestational diabetes. Maria received prenatal care at Saint Anthony, where both Sophia and Samuel were born. They are growing, healthy children with few medical problems, both attending childcare at Focal Point. Sophia has asthma, which is monitored through the child asthma program there. Sam has just gotten his first pair of glasses.

Sharing the house are Maria's two sisters. Juanita, 16, is a high school student obsessed with her brand new smartphone and the world she is able to access through it. Teresa, 18, has just graduated from high school and now works for Target. Their brother, Jose, is 19 and works as an



auto mechanic for his uncle. He and his wife live nearby and are eagerly anticipating the birth of his first child.

As the matriarch of the family, Anna, 35, holds the lease on the three-bedroom apartment where they all live. She works in the hospitality industry in the Loop, and commutes to her job via public transportation. She owns a car for which she had to take out a title loan. Anna and her three daughters all share in doing the household chores, including going to the laundromat. There are not many luxuries in the house, like video games or electronic gadgets. At night, Anna and Maria gather around the television to watch their favorite shows.

WANTS / NEEDS

- » Education and job
- » Day care for children at school
- » Access to laundry facilities
- » Adequate public transit for family

STRENGTHS / WEAKNESS

- » Attending classes to finish high school requirements
- » Mother is employed and able to house Maria and family
- » Unemployed

RISKS / ABILITIES

- » No high school education
- » Mother is provider for house and household
- » Title loan on vehicle
- » Sister has iPhone
- » Bilingual

INTERESTS / DREAMS

- » Television—favorite shows

FAMILY / VALUES

- » Not many luxuries in house—money tight
- » Extended family

STATUS / HEALTH

- » Single mother with two children
- » Lives with mother and her two sisters
- » Unemployed
- » Receives public assistance (food stamps, cell phone)
- » Owns car (mother)
- » Gestational diabetes
- » Healthy children, few medical problems
- » Asthma - \$
- » Glasses - \$



A DAY IN THE LIFE: A SINGLE MOM'S HECTIC DAY

MORNING	AFTERNOON	EVENING
<p>Anna is the first one up in the morning, rising at 5 a.m. and ready to leave the house by 5:30 a.m. Thirty minutes later, Maria and her children awake. Cold cereal with milk starts off the day, the children slowly eat their breakfast while Maria packs her lunch.</p> <p>By 7 a.m., Anna is clocking into work, while Maria and the children lay on the couch watching cartoons. Maria makes sure Teresa gets up and by 8 a.m., the four are heading out the door and into the car. Teresa drives and drops the kids off at childcare first, then leaves Maria at school before heading to work herself. At 9 a.m., Maria's school day begins. Teresa arrives at Target and begins her work day at 9:30 a.m. By 11 a.m., Maria is ready for a break. She quickly eats her lunch and walks over to the day care where she gets to spend a few minutes with her kids.</p>	<p>It's noon and Juanita finally wakes up and gets her day started. She grabs something for breakfast while checking out Facebook, Instagram and Twitter in her smartphone.</p> <p>Maria's school day ends at 2 p.m. She spends a few minutes chatting with some of the other students, before heading out to pick up her children at childcare. They slowly make their way to Sophia's doctor appointment, where she is checked to determine how well her new asthma medication is working. The doctor decides to prescribe a new medicine, so Maria and the kids stop to pick it up at the outpatient pharmacy before going to swim lessons for the kids. Before making her way to the bus stop and the trip home, Maria stops quickly at Social Services, which is located at the Saint Anthony Hospital Community Wellness center.</p> <p>Meanwhile, Anna leaves her job a few minutes later than her usually 3:30 p.m. and just barely catches the bus she wants. She makes a shopping list during the bus ride, so that when she finally arrives at her bus stop, she can stop at the local grocery to pick up a few things she needs for dinner.</p>	<p>At 6 p.m., Anna arrives home with her groceries. Maria and the kids make it home from Focal Point just a few minutes later. Teresa's shift isn't over until 6 p.m., so the cooking is left to Juanita, who suffers through the meal preparation while listening to her mother's lecture about getting a summer job. Once dinner is over, Maria offers to do the dishes and then settles in for an hour of Telenovela. At 8 p.m., she turns the TV off and gives the children a bath and puts them to bed. When all is quiet, she settles down to get her homework done.</p> <p>Before Maria can finish her assignments, Juanita and Teresa come in to say goodbye before heading off to the local dance clubs. Her mom comes in to say goodnight about 10 p.m., and by 10:30, Maria decides she has done enough and heads to bed herself. Maria, her mother and her children are all sound asleep when Juanita and Teresa arrive home about 12:30 a.m.</p>

COMPOSITE OF ALL PERSONAS

Though fictional in nature, our four individual personas focus our perspective on the shared wants and needs, strengths and weaknesses, goals, desires and dreams of those who will rely on the Focal Point Community Campus in the future. Going forward, this common vision will ensure that Focal Point remains connected to the values that remain at the heart of the people who live in this community and ultimately determine its success.



WANTS

- » **Connection**—active members of the community, internet access
- » **Safe Environment**—shelter from gangs

NEEDS

- » Reliable **transportation**, public, parking
- » **Care**—for children, siblings, aging adults
- » **Healthy food** options at work and school
- » **Convenience**—work, shop, school, recreation, food, services, facilities, and programs in one location

STRENGTHS

- » Documented with **family support** system, family values
- » **Employed** or attending classes
- » **Social/involved** with communal activities
- » Adequate **housing**
- » Access to **transportation options**

WEAKNESSES

- » Undocumented/ill parents or grand parents
- » Semi adequate health insurance

RISKS

- » Susceptible to **gang influence**
- » Family **medical history**

ABILITY

- » **Technically savvy**—phone, iPad, internet, smart-board, online shopping
- » **Hard working, active**

INTERESTS

- » **Technology**—all forms for work school and leisure
- » **Children**—Safety, programs, activity, and sports

DREAMS

- » **Better life**—education, community, property

FAMILY

- » **Close ties** to extended family
- » Live and work together

VALUES

- » **Religious**
- » Proud of **heritage**
- » Proud of **community**

STATUS

- » Single mother with 2-3 children
- » Employed
- » Minority
- » Living with extended family

HEALTH

- » Average sleeping schedule
- » Medium to high stress levels
- » Healthy eating schedule and habits
- » Aging grandparents/parents with medical issues
- » Children have minor medical issues

COMPARISON AND DEDUCTION

The final analysis of the visioning session completes the third and final set of data; it compares responses from community members, the design team and the professionals who lead the organizations that will partner with Focal Point to reimagine this new urban anchor. By comparing these sets of data, we are able to make important deductions and identify principles that were common in each of these engagements. The goal of this comparison and deduction process is to define guiding principles that will drive the programing, design, construction and ultimate operation of Focal Point. These principles are intended to communicate to all stakeholders as to what the feel and intention of the development should embody.

The process of identifying and comparing traits and values affords the project team with the critical understanding required to ensure that we are not making subjective assumptions; rather we are identifying tenets that are inclusive, contextual and informed by the world around us.

MARKET RESEARCH

KEY TERMS

Trust—create new and strengthen established relationships as a result of integrity, ability and confident expectations

Health/Healthcare—wellness, self-sufficiency, quality of life (on community level)

Engaged—successfully serve community needs in target markets in an economic and sustainable way

Proximity—highly visible and accessible to all members of the community

Communication—increased dialogue between community members; patterns of civic engagement are relevant to FP outreach to target markets

Values—health is integrated with values, religion takes a role. Various definitions of value included

Awareness—recognition of challenges to health; park/green space is critical to promote active lifestyles

Physical Environment—tangible symbol to community, provides emotional boost from new facilities for arts/music/cultural activities

Walkability—transportation and accessibility to FP provides important connection with environment and quality of space

Connection—between community members, between community members and healthcare professionals, and between communal health and the neighborhood environment

Education—generate additional awareness and knowledge to bridge gaps, allow discouraged youth the opportunity to succeed

Service—healthcare, transportation, may serve to strengthen engagement between FP and community leaders/people

Centric—holistic approach to healthcare, creating a central hub for healthcare as well as other programs promoting community sustainability, cohesiveness, and well-being

Community—create new and strengthen established relationships on basis of shared values

Quality—opportunities available at FP to improve the health and life of local residents

ARCH DESIGN

KEY TERMS

Program—the facility is an extension of the community itself, creating opportunities for overlap of communal needs

Education—vocational schools focused on the health services industry, charter schools aimed toward at-risk students, community kitchens

Hospital—doctors, nurses, ED, trauma, mental health and other care that addresses community health and wellness needs

Recreation—basketball, swimming, and other after school programs that promote active and healthy lifestyles

Conveniences—provides opportunities for visitors to shop during/after visits to FP programs, provides one-stop shopping location making FP an attractive destination

Unity—creation of opportunities for everyone, at all walks of life, leaving no one behind and creating a greater sense of togetherness

Experience—focused on community involvement; compact campus ensures close interactions between community members and FP employees

Circulatory System—FP becomes the central hub of neighborhood operations, programs, and social activities

Location—situated between two major rail lines (orange and pink), as well as on a major bus line; future plans for the water front are also attractive

Opportunity—employment during construction, as well as an additional 300+ jobs to the current 1,000 Saint Anthony Hospital employees

Sustainable—energy saving techniques used in building; self-sustaining program: for profit business provides funding for non-profit programs normally funded by state or federal government

Community Center—banquet/event center, childcare, and after school programing relieve families and allow them more hours to work or learn in diverse education assistance programs available at FP

VISION

KEY TERMS

Safe Environment—a safe haven where youth are free of the threat of gang influences, able to develop self-confidence and afforded the opportunities to be whatever and whoever they want to be.

Transportation—maximum accessibility

Care—encouragement to grow, develop, and thrive to achieve well-being and success

Conveniences—provide opportunities for visitors to shop during/after visits to FP programs; provides one-stop shopping location making FP an attractive destination

Family Support—encompass diverse services that improve the well-being of multiple generations, often times living together and functioning as a single household

Heritage—respect for the beliefs, customs, practices and social values of surrounding neighborhoods

Community—create new and strengthen established relationships based on shared values

Involved—attract and engage residents in vibrant recreation, education, and employment opportunities

Active—movement follows engagement; maintaining an atmosphere where community residents want to work and play, delighting in their urban essence

Connection—between community members, between community members and healthcare professionals, and between communal health and the neighborhood environment

Employment—opportunities to create a rewarding vocation and the ability to fulfill potential

Technology—a forward-thinking philosophy that emphasizes those technologies that can create opportunities in the form of business partnerships, patient engagement, business processes, care delivery, patient safety, service and convenience models and facility plans

Religion—reinforcing a faith-based model of community care and support emphasizing generosity of spirit and respect and compassion for the dignity and diversity of life

6 GUIDING PRINCIPLES

MARKET RESEARCH

Trust	Connection
Health	Physical Environment
Engaged	Education
Proximity	Centric
Communication	Community
Values	Quality
Awareness	
Walkability	

ARCH DESIGN

Program	Experience
Education	Circulatory System
Hospital	Location
Recreation	Opportunity
Conveniences	Sustainable
Unity	Community Center

VISION

Safe Environment	Involved
Transportation	Active
Care	Connection
Conveniences	Employment
Family Support	Technology
Heritage	Religion
Community	



OPTIMISM

Employment	Healthcare
Education	Connection
Social	Better life



COMMUNITY

Walkability	Experience
Safety	Connection
Quality	Healthy
Healthy	



QUALITY

Care	Quality
Hospital	Recreation
Conveniences	Activity
Education	Value



SERVICE

Engaged	Centric
Trust	Values
Community	Heritage



INNOVATION

Technology	Program
Business model	Service
Design	Communication



SUSTAINABILITY

Technology	Care
Program	Engagement
Service	Social
Design	Involvement
Values	Economic

GUIDING PRINCIPLES



op·ti·mism

(noun)

*employment | education | social | healthcare |
connection | involvement | better life*

1. A tendency to look on the more favorable side or to expect the most favorable outcome of events or conditions.
2. The belief that good will ultimately triumph over evil and that virtue will be rewarded.
3. The doctrine that the existing world is the best of all possible worlds.

Have you ever met someone or visited a place and felt infused with the feeling that life is going to be okay and the best days lie ahead? That experience—that philosophy that the glass is always half full—is at the heart of Focal Point always! This visceral reaction will guide the essence of Focal Point, from the way the building is designed, to the way jobs are created during its construction to the service provided by future retail store clerks, to the care delivered by physicians and the advice and guidance of fitness instructors at the community center once operational. It is also the attitude that will be adopted by the design team as they battle a world with a predisposition to saying “No.” It might sound like a cliché, but attitude is often 80 percent of a winning equation.



com·mu·ni·ty

(noun)

*walkability | safety | quality | healthy |
experience | connection | healthy*

1. A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage.
2. A locality inhabited by such a group.
3. A social, religious, occupational, or other group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists (usually preceded by the): the business community; the community of scholars.
4. A group of associated nations sharing common interests or a common heritage: the community of Western Europe.
5. Ecclesiastical, a group of men or women leading a common life according to a rule.

Once the research was done, the concept design illustrated and the visioning session complete, it was abundantly clear that one of the omnipotent forces behind Focal Point is pride in the community. Focal Point is about the residents of Chicago’s Southwest and West Side neighborhoods. The gateway status of the clock arch in the Little Village will be supported by the towers of Focal Point, visible to the cars and buses that drive along 31st Street or Kedzie. The design must always be mindful of the proud and innovative role that architecture has played in the city of Chicago and that the people moving through the volume of a building are what truly define the space—not the inanimate materials that make up its construction.



qual·i·ty

(noun)

*care | hospital | conveniences | education |
quality | recreation | activity | value*

1. a.) An inherent or distinguishing characteristic; a property.
b.) A personal trait, especially a character trait: “The most vital quality a soldier can possess is self-confidence” (George S. Patton).
2. Essential character; nature: “The quality of mercy is not strain’d” (Shakespeare).
3. a.) Superiority of kind; an intellect of unquestioned quality.
b.) Degree or grade of excellence: yard goods of low quality.

This principle might seem obvious, but we need to write it down to ensure constant and continual integration into all facets of this project. The built environment, the care delivered, the education provided—all must be of the highest quality. In observing the community, it is apparent that the main ingredient to the quality care and service delivered on a daily basis is PASSION! Passion is the driver for someone going the extra mile; it’s what makes the quality of one item outshine that of another. Passion is inherent in Focal Point, from conception to operation. It establishes the sense that a quality environment is the responsibility of all involved as the important touch points of this mission are passed along from one individual to the next—it is ultimate example of “paying it forward” as together we work to revolutionize the concept of a urban/community anchor in the city.



ser·vice

(noun)

*engaged | trust | community |
centric | values | heritage*

1. A facility providing the public with the use of something, such as water or transportation.
2. An act or a variety of work done for others.
3. Offering services to the public in response to need or demand.
4. To make fit for use; adjust, repair, or maintain.

Above all, Focal Point is about elevating others and enriching the quality of life of a community and its citizens. When you sit in a meeting, draw plans, consider a new operational model, or engage a potential retail tenant, take a minute to remember that this project is of and for the community. Top of mind must always be how will we serve this community center and its stakeholders, be it a retail tenant, recreation center director, nurse, designer, or contractor. Giving back is central to the Focal Point mission; how this concept and building environment will serve the community should inspire our decisions and actions during all phases of building, designing and operating. Service also provides us an opportunity to show how we believe the world can work—and while that notion might seem idealistic at times, remember that all true environmental and social change stems from simple acts that can be the true catalysts to lasting and permanent change.



in·no·va·tion

(noun)

*technology | business model | design |
program | service | communication*

1. Something new or different introduced: numerous innovations in the high-school curriculum.
2. The act of innovating; introduction of new things or methods.

This principle evokes the classic advertising slogan, “Think different.” While the team assembled by Southwest Chicago Development Corporation is an exceptional group of talented professionals and civic leaders, we must always guard against doing things “the way they have always been done.” We must acknowledge that there is risk in doing something new, banding together to push through challenging obstacles and traditional institutions. It is the unconventional that we must consider to ensure that Focal Point realizes its full potential. We must also understand that in order to achieve the level of innovation we desire, we must commit fully to the concept of the integrated/dense urban campus that redefines retail, education, medical/health/wellness and community service paradigms.



sus·tain·a·bil·ity

(noun)

*technology | program | service | design | values | care
| engagement | social | involvement | economic*

1. Capable of being supported or upheld, as by having its weight borne from below.
2. Pertaining to a system that maintains its own viability by using techniques that allow for continual reuse: sustainable agriculture. Aquaculture is a sustainable alternative to overfishing.
3. Able to be maintained or kept going, as an action or process: a sustainable negotiation between the two countries.
4. Able to be confirmed or upheld: a sustainable decision.
5. Able to be supported as with the basic necessities or sufficient funds: a sustainable life.

The duality of this principle is crucial. First, we must deliver a building that will respect our planet and its resources while attending to the needs of future generations. That same building must also reinforce the long-term sustainability of the economic and social model of the campus, ensuring that financial, social and environmental resources are not depleted but renewed by the synergies of a diverse hybrid program. The building is an instrument to get the wheel turning, jumpstart momentum and sustain a perpetual motion that succeeds on all levels.



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We practice increased use of sustainable materials and reduction of material use.