The ISC serves for cultural exchange between immigrants and their new country of residency whilst providing the ability to learn new skills necessary for personal growth and integration.

The proposal is about providing a setting where recently migrated residents can learn skills useful to them to compete in the country’s market. In the meantime the skills they inherit as part of their cultural identity can be used to help create a stable life for them. The ISC is intended to be a working organism of exchange for culture and ideas, and sustainably maintained by the people that occupy it. On a day by day basis, the hub will act as a “market”, people of different cultures can provide services, teaching a foreign language, making or selling products. At the same time this setting will offer them opportunities to learn the language and habits of their new country of residency, and learn technological skills they might not have, in order to become competitive assets of the workforce.

This project is developed because it can be challenging to be far away from home for the first time or any time. People, of all ages immigrate in pursuit of economic progress and stability. In 2009 about 1,130,818 immigrants obtained permanent resident status. Of those 479,845 listed a country in America for previous residency, in that region about 164,067 listed Mexico as their country of previous residency. The statistics for illegal immigration to the United States are much harder to document since the entry goes unreported. However in 2009 it was estimated that illegal immigrants in the US estimated to be 11.1 million. (Pew Hispanic Research Center). In some cases a large portion of immigrants are uneducated, do not know English, and struggle to find a way to integrate. However it seems that as a host country we form part of the responsibility for successful integration. According to the New York University Steinhardt School of Culture, Education, and Human Development:

“Support for integration cannot be based only upon providing services directly to immigrants learning about how to live in a new society; also needed are programs and activities to support native citizens as they learn about and accept their new neighbors, classmates, colleagues, and customers. Without their deliberate and thoughtful engagement, which may consist of adapting their own behaviors and expectations and examining their stereotypes about new arrivals, successful integration is not possible.”

The Hub will act as a means to juxtapose events for people to experience varying aspects of cultural identities. Similar to a market, the facility is to posse an internal urbanity that remains active at all times.

Exchange occurs as the users participate in the educational programs made available to them and use the facility as a gathering place. The educational component, offers opportunity to learn English, or other languages. Technology classes can help teach basic computer skills, necessary in today’s market. In some cases history courses can be offered, to satisfy naturalization exam requirements.

The proposal does not intend to reinvent the identity of an immigrant but to strengthen it. In hopes that the spectrum of opportunity & success are widened, but not limited to agricultural labor, housekeeping, or janitorial employment.

The relationship of immigrant to host country is a codependent relationship of which both parties are equal parties in the successful integration of one to the other.
Promote cultural exchange between the immigrant and host country/city, for the advancement of both.

1. The exchange of ideas, goods and services is an important step in promoting cultural connectivity, particularly for new immigrants.

2. Cultural exchange is enabled through participant diversity. Settings should be able to support a variety of cultures and activities.

Goals & Guiding Principles

Provide for a diverse group of cultural identities and help reinforce the identity of the community.

1. The collective identity benefits from a relationship between immigrant identity and community identity, in which both are equal partners and one is not predominant over the other.

2. Opportunities to express one's personal identity should be offered so as to not lose this vital component of the larger diversified collective identity.

3. Accommodate for opportunities to learn about the host country, city, neighbourhood, as part of the codependent relationship of immigrant to host.

4. Supporting local identity characteristics promotes community involvement vital for the successful interaction of immigrant to host.

Support personal growth through the learning of skills that help the individual become an active participant in the workforce, and community.

1. In addition to accommodating a range of collective cultural identities, the needs of individual participants must be supported.

2. Learning opportunities should be offered with as much diversity as the cultures and individuals they serve.
Design Response

**CULTURAL EXCHANGE**

Promote cultural exchange between the immigrant and host country/city, for the advancement of both.

1. Allow for gathering for a group or groups of people that can engage in the exchange of ideas, goods, or services.
2. To create a sense of internal urbanity, an interior form of street for the exchange of ideas.
3. Juxtapose program elements for the exchange of cultures and ideas.
4. Flexibility for spaces to grow or shrink based on need.

**PERSONAL GROWTH**

Support personal growth through the learning of skills that help the individual become an active participant in the work force, and community.

1. Learning at different times, in traditional settings and untraditional settings.
2. Individual and group learning spaces.
3. Offer flexibility for learning in a group or individually.

**IDENTITY**

Provide for a diverse group of cultural identities and help reinforce the identity of the community.

1. Diversified environmental quality, or different settings.
2. Engage the community around by introducing spaces that can be used by them.
3. Offer exhibit spaces for individual or group expression of cultural events/arts.
**Qualitative**

**Lighting**
- Flexible lighting should be made available to allow for unexpected use of large common areas.
- Lighting should be appropriate to create the best learning environment available.
- Natural Lighting should be made available to classrooms, offices, and common areas.

**Environmental**
- Outdoor spaces should be made available.
- Sustainable materials and practices should form part of the Hubs design and everyday activities.
- Outdoor and interior space should interact with one another as often as is possible.
- Spaces that allow for flexibility and diversity of use.
Stakeholders

Indirect, Direct, & General

Immigration Support Group

Financing Group
- Main Sources
  - Private Donations
  - Other Immigrant Support Groups

Users
- Host Country Citizens
- First Generation Immigrants
- General Public
- Family

Leadership

Direct
- Immigration Support Group

Indirect
- Immigration Support Group
- Program Directors
- Building Maintenance

General
- Support Groups
- Energy Consumption
- Environmental Impact

Program Directors
- Seniors Program
- Legal Clinic
- Civic Education
- Youth Program
- Events

Building Maintenance
- Facility Manager
- Facility Manager

Operation
- Maintenance
- Operation

Staffing
- Program National Network
- Staffing

Maintenance
- Energy Consumption
- Energy Consumption

Other Immigrant Support Groups
- Other Immigrant Support Groups
- Other Immigrant Support Groups

Leadership
- Leadership
- Leadership

Direct
- Direct
- Direct

Indirect
- Indirect
- Indirect

General
- General
- General

Environmental Impact
- Environmental Impact
- Environmental Impact

Facility Manager
- Facility Manager
- Facility Manager

Maintenance
- Maintenance
- Maintenance

Energy Consumption
- Energy Consumption
- Energy Consumption
## Quantitative Requirements

### Training / Educational

<table>
<thead>
<tr>
<th>Citizenship &amp; Immigration Services</th>
<th>Qty.</th>
<th>Net S.F.</th>
<th>Total S.F.</th>
<th>sf/occupant</th>
<th>Occupant Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>3</td>
<td>600</td>
<td>1800</td>
<td>20</td>
<td>90</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1800</td>
<td></td>
<td>90</td>
</tr>
</tbody>
</table>

### Alternative School

| Classroom | 9    | 600      | 5400       | 20          | 270           |
| Tutoring  | 2    | 400      | 800        | 20          | 40            |
| Total     |      |          | 6200       |             | 310           |

### Administration

<table>
<thead>
<tr>
<th>Alternative School &amp; Immigration Services</th>
<th>Qty.</th>
<th>Net S.F.</th>
<th>Total S.F.</th>
<th>sf/occupant</th>
<th>Occupant Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>4</td>
<td>150</td>
<td>600</td>
<td>150</td>
<td>4</td>
</tr>
<tr>
<td>Staff Workspace</td>
<td>1</td>
<td>500</td>
<td>500</td>
<td>100</td>
<td>5</td>
</tr>
<tr>
<td>Meeting Room</td>
<td>1</td>
<td>300</td>
<td>300</td>
<td>25</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td>1400 sf</td>
<td></td>
<td>21</td>
</tr>
</tbody>
</table>
# PROGRAM

## Quantitative Requirements

### Common

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Net S.F.</th>
<th>Total S.F.</th>
<th>sf/occupant</th>
<th>Occupant Load</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Hall</td>
<td>1</td>
<td>1728</td>
<td>1728</td>
<td>5</td>
</tr>
<tr>
<td>Resource Room</td>
<td>1</td>
<td>600</td>
<td>600</td>
<td>24</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2328 sf</strong></td>
<td></td>
<td><strong>125</strong></td>
</tr>
</tbody>
</table>

### Service

<table>
<thead>
<tr>
<th>Qty.</th>
<th>Net S.F.</th>
<th>Total S.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Restrooms</td>
<td>3</td>
<td>184</td>
</tr>
<tr>
<td>Female Restrooms</td>
<td>3</td>
<td>184</td>
</tr>
<tr>
<td>Mechanical</td>
<td>1</td>
<td>600</td>
</tr>
<tr>
<td>Kitchenette</td>
<td>1</td>
<td>600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>2304 sf</strong></td>
</tr>
</tbody>
</table>

- **Outdoor Court**
<table>
<thead>
<tr>
<th>Qty.</th>
<th>Net S.F.</th>
<th>Total S.F.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2000</td>
<td>2000</td>
</tr>
</tbody>
</table>

**Total**

| Building Total | 16,032 sf |

*Dependent on final site selection and available space.*
PROGRAM

Alternative School

CLASSROOM  CLASSROOM  CLASSROOM  CLASSROOM  CLASSROOM

CLASSROOM  CLASSROOM  CLASSROOM  CLASSROOM

Administrative

STAFF WORKSPACE  OFFICE  OFFICE  MEETING ROOM

OFFICE  OFFICE

Citizenship & Immigration Services

CLASSROOM  CLASSROOM  CLASSROOM

Support

MALE RESTROOM  MECHANICAL  Kitchenette

FEMALE RESTROOM

Common

LECTURE HALL

COMPUTER LAB

RESOURCE ROOM

TUTORING ROOM  TUTORING ROOM
Pilsen
City: Chicago, Illinois
Cook County
Community Area: 31
Coordinates: 41°51′N 87°39.6′W
Pilsen is part of the City of Chicago Tax Increment Financing districts as number 53.
Pilsen History

Pilsen was originally settled by German and Irish immigrants in the 1800s. Later in the 1880s the area now inhabited by primarily Czech immigrants name it Plzen. In the 1970s, due to the expansion of the UIC campus Pilsen saw an influx of Mexican Immigrants to Pilsen. Since then the area has continued to serve as home a strong Latino base.
Pilsen Demographics

The neighborhood is 70% or more Latino, with 30% of its population between the age of 19-34. Most of the people in this area have no highschool education. Some adults have no education past the sixth grade, and struggle to read and write in their native language as well.
Pilsen Area Program

Pilsen is bound by a dense industry sector along the Chicago River to the south. Commercial activity centers along 18th street running east to west, and Ashland and Western running north to south.

Pilsen Area Transportation

The CTA orange and pink line run to Pilsen. As well as various bus routes. Bus route 60 runs along S.Blue Island, to the project site.
Design Idea
To understand plaza the Zocalo in Mexico City, and Piazza Navona in Rome, Italy were studied. The elements found to be repeated were various entry points, a boundary defined by the surrounding environment, and a focal point. All of which promote various degrees of gathering.

In a similar manner the interior common area of the center would like to arrange itself to promote the mixing of people and activities at its core.
Plaza Activity

...for gathering, for exchange, for resources, a symbol of identity for a city.

Public activity in a plaza can be both spontaneous or planned. Activities such as the raising of the national flag, or evening lighting spectacles only occur at specific points along a timeline. However, more spontaneous activities such as street vendors, musicians performing, children playing, cultural presentations, political protests, and outdoor markets, all occur at different times.
In a similar manner the activities at the center can be scheduled or occur as the occupants manifest them. Classes for the alternative school would take place early in the day, leaving opportunities for students to help the immigrant support services in the late afternoon or evening. Students can help tutor adults seeking to learn English or improve technical skills. Through these activities and intergenerational exchange is created which is beneficial to all parties involved. The youth at the center would benefit from learning from an adults life experiences and the lessons learned.

On the weekends or during after-hours the outdoor and indoor ground floor can be combined as one space that can be used for large assemblies and presentations (outdoor markets, cultural presentations, street fairs etc.)
The site is located between 19th street and W. Cullerton along S. Blue Island Ave.

Located nearby are large community programs that drive people through the area, the Benito Juarez High School, the Yollocalli Arts Reach, and the Lozano Public Library. Blue Island Avenue is also an active commercial street in Pilsen. The location of the triangular site can be seen as the heart of the neighborhood. Easily accessible by car or public transportation with bus stops on site, and nearby.
The edge of the site along Blue Island Ave, is most activated by the pedestrian traffic moving through from 18th street to Benito Juarez High School.

The location lends itself to entry points from all edges, and offers a prominent view of the city’s skyline.

These key factors play into the design of the ground floor and interior spaces. Using the flex space to anchor the corner while taking advantage of the view offered, and the ground floor acting as plaza like space approachable from all sides.
The Center is a combination of two large programs:

Immigrant Support Services - Providing adult literacy, citizenship, English as a second language (ESL) and technical classes to the immigrant community it serves.

Alternative School - for youth ages 17-20 years seeking a High School Diploma or GED equivalent.
The facade transforms to open the building up for larger assemblies for weekend markets, street fairs, or smaller enclosed assemblies on a harsh winter day.

The outermost layer is of preforated metal panel. The preforations change in density along the facade.

The preforated panels swing upward to become awnings at various points along the face of the building. For classroom spaces a manually operated window can be opened inward. At ground level a set of glass doors open as the preforated panel lifts to create more entry points and open the ground floor to the street.
Building Section & Elevations

East Elevation
Process Models
Case Study

Hull House

Location: Chicago, IL
Founded in 1889
Founded by Jane Addams and Ellen Gates Starr.

Purpose:

“to provide social and educational opportunities for working class people (many of them recent European immigrants) in the surrounding neighborhood.”

Residents of Hull House were volunteers that helped in the maintenance of the facility. They worked and lived on site. Classes in literature, history, art, domestic activities (such as sewing), and other subjects.

Events such as concerts, lectures, and clubs for children and adults.

Hull House engaged in the community by aiding in the conception and implementation “of programs intended to enhance and improve the opportunities for success by the largely immigrant population”

Present day, the Jane Addams Hull House Association offer services for:

Child Welfare & Foster Care
Domestic Violence
Education & Literacy
Homeless Services
Housing Services
Senior Services
Small Business Development
Workforce Development
Youth Services
Case Study

Hull House

1907, the converted 1856 mansion had expanded to a massive 13-building complex covering nearly a city block.

Complex buildings:
Gymnasium
Theater
Art gallery
Music school,
Boys' club
Auditorium
Cafeteria
Cooperative residence for working women
Kindergarten
Nursery
Libraries
Post office
Meeting and club rooms
Art studios
Kitchen
Dining room
Apartments for the residential staff

Hull House Clinic, 1930s
Residents of Hull house helped establish the city’s first playground and bathouse, campaigned to reform local ward politics, investigated houseing, working, and sanitation issues. As well as support and campaign for new public schools. They helped build interest for branch libraries, and housing reform.

At the level of state government, Hull-House residents helped to initiate legislation protecting women and children, such as child labor laws. As well as helping to push occupational safety, health provisional, and protective laws for immigrants. Illinois mothers' pension law was also supported by Hull-House residents. The mothers pension law provides aid to families with children and no adult male income. it was argued that a mother deserved a government pension in exchange for her service to the state through child rearing.

In terms of federal law residents of Hull-House advocated nationwide child labor laws, the establishment of a Children’s Bureau, unemployment compensation, workers’ compensation.

These issues formed part of the progressive era of the 1900’s.

What remains relevant?

- A facility that did not limit its services to one type of people.
- A mission for the personal growth of facility users
- The active participation in issues concerning not just the immediate surrounding area
- Facility spaces that vary in function and serve to fulfill various personal needs (recreation, education, employment)
Case Study
Lavezzorio Community Center

Location: Chicago, IL
Completed in 2008

A community center that offers services for foster care families and neighborhood families in one building. Services are provided by SOS an international not-for-profit agency that works to train foster parents and reunite siblings.

The spaces are planned to “encourage a range of learning opportunities and social interaction” (ArchDaily) Aspects of the building serve a variety of purposes, the wide stair in the lobby can serve as classroom seating or an impromptu stage for performances. The community room serves three functions; classroom, exercise room and meeting space. Budget constraints meant working with materiality in a different way, concrete layered in bands to express its liquid nature.

Relevant aspects:
- Juxtaposing spaces so as to enhance opportunities for social interaction
- Use of material to enhance its natural qualities.
Case Study
Lavezzorio Community Center

1. Lobby
2. Stepped Seating
3. Day-care Classroom
4. Infant Day-care classroom
5. Office
6. Sick Room
7. Mechanical
8. Food Preparation
9. Upper Lobby
10. Community Room
11. Game Room
12. Files
13. Caseworker Office
14. Counseling

First Floor

Second Floor
Case Study

Indo-American Center

Location: Chicago, IL
www.indoamerican.org

The Indo-American Center provides services to immigrants from those who have recently arrived to those who have been in the U.S. for longer. Clients come from a variety of cultural regions including: South Asia, India, Pakistan, Bangladesh, Sri Lanka, Nepal, Bhutan, and the Maldives. The centers success has lead to its present day plans to expand its facilities.

Current programs at the center include:
Citizenship and Immigration Services
Adult Literacy Program
Seniors' Program
Civics Education
Public Benefits Assistance
Youth Program
Computer Education

Relevant aspects:
- Program and Services offered that are relevant and support immigrant integration and personal growth.

Community Centre Herstedlund

Location: Albertslund, Denmark
Completed 2009

Provides the framework, for joint activities for a residential area. The centre was intended to accommodate many different ages and interests over time. The building was designed to fit a limited site area. Mix use is emphasized with two entries, one on the ground floor and one on the first floor which is accessed via an outdoor staircase. The exterior surrounds the centre by common outdoor activities.

Program Spaces:
Skateboard park
Climbing wall
Performance Space
Multipurpose space
Roof Terrace
Kitchen
Indoor Basketball Court (half)

Relevant aspects:
- Sectional disposition of spaces to allow for accommodating program on a small site.

Alexandra Interpretation Centre

Designed by: Peter Rich Architects
Location: Johannesburg, South Africa

The centre celebrates Nelson Mandela in what was his first home, the township of Alexandra. It is one of the poorest urban areas in the country.

The centre serves as an exhibition space, a jazz archive (intended to highlight the musical history of the area), a library, training facilities, shops and restaurants. As well as generating two squares that are available for formal use, or informal use by the residents of Alexandra.

The training facilities are programmed for the training and skills development of the people to serve in the economic growth of the area.

Relevant aspects:
- Flexibility of spaces to be used as exhibition space/gathering space/ or for more formal uses.


