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AREAS OF FOCUS

PRIMARY

WHAT WE HEARD... WHAT WE THINK...

OUR RESEARCH ON WHAT WE HEARD LEADS US TO RECOMMEND IMPROVEMENTS THAT AFFECT THE FOUR FOLLOWING CATEGORIES:

SPACE, COMFORT, PRODUCTIVITY AND, MOST IMPORTANTLY, CONNECTIONS.

MORE SPACE IS NEEDED AND HERE IS WHY:

STUDENTS AND PARENTS FEEL THE SPACE IS CROWDED BETWEEN BREAKS, REHEARSALS AND PERFORMANCES. THEY DESIRE MORE ROOM FOR CONNECTING, WORKING, PRACTICING AND REST-ING.

THE FOLLOWING ARE THINGS WE RECOMMEND FOR THIS SPACE TO ACCOMPLISH ITS GOAL:

KEEP AND IMPROVE ON NATURAL LIGHTING.

LARGE AND COMFY MOVEABLE FURNITURE.

15 MINUTE GAMES FOR BREAKS.

A SMALL CORNER FOR A QUIET ZONE.

MORE SEATING.

TABLES FOR WORK.

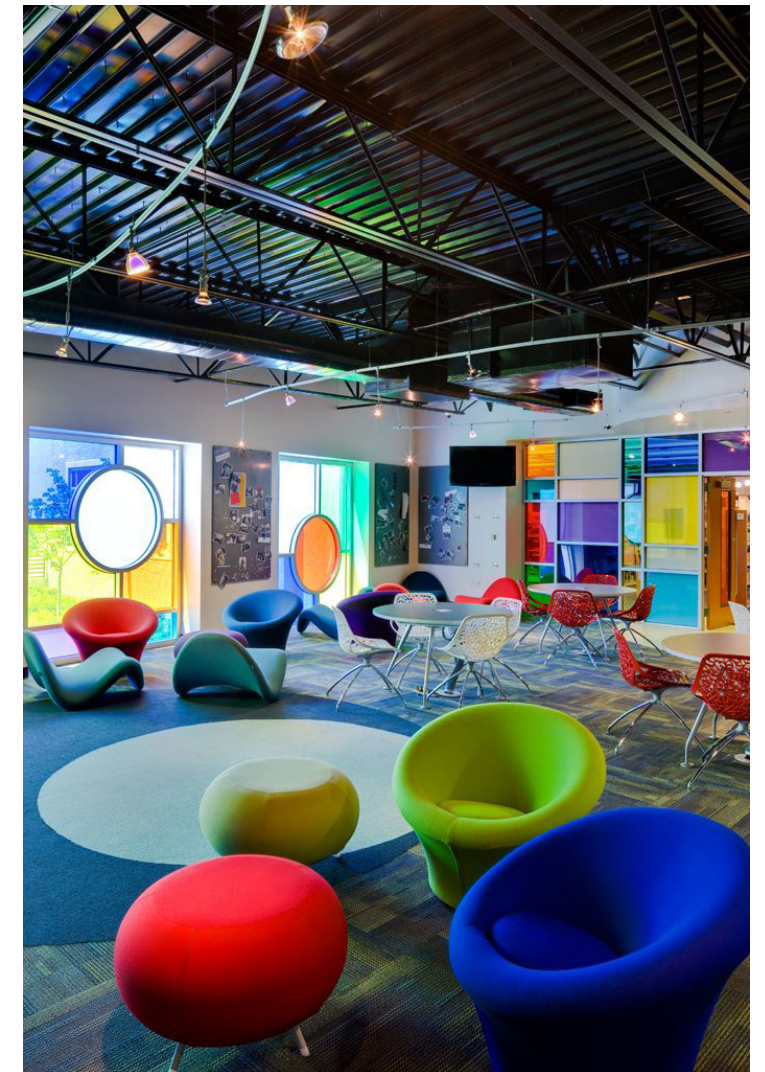
SMALLER CHAIRS TO MAXIMIZE USE OF SPACE.

MORE SPACES TO PRACTICE.

PLACES FOR ACTORS TO STUDY LINES.

NOISE CANCELING MATERIALS FOR IMPROVED FOCUS DURING PROGRAMMING.

ELECTRICAL OUTLETS, CHARGING BOOTHS, FILLING STATIONS FOR WATER BOTTLES.



WHAT WE THINK...

COMMONSPACES
RECOMMENDATIONS

“WANT WALLS TO EXUDE BRIGHTNESS AND POSITIVE ENERGY”

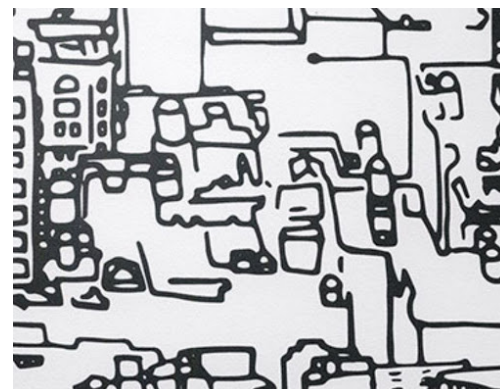
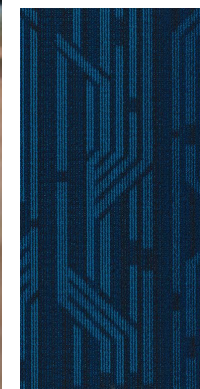
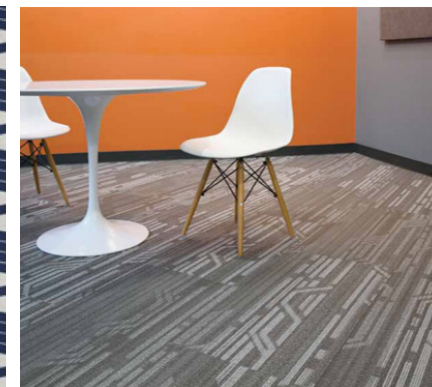
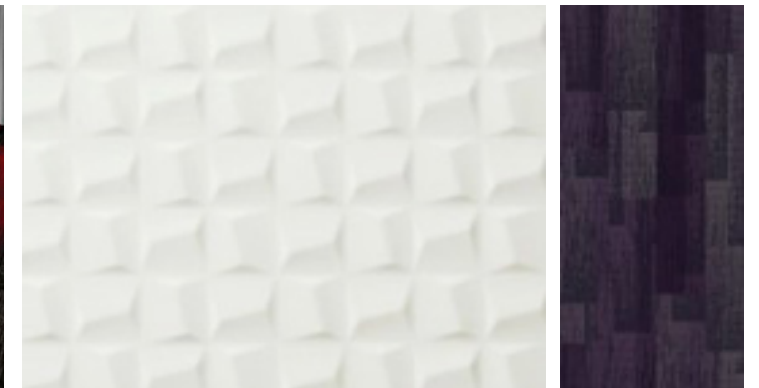
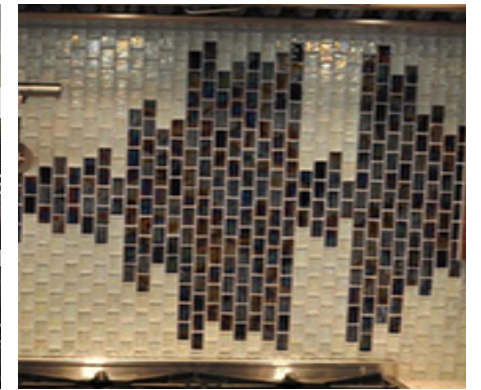
BASED ON WHAT WE HEARD, RESEARCHED AND FOUND WE RECOMMEND A CONCEPT THAT IS **COLORFUL, OPEN, AND CREATIVE.**

COLORFUL, FOR THEM, MEANS BRIGHT COLORS.

OPEN, FOR THEM, MEANS SPACE THAT ALLOWS THEM TO LOOK INTO OTHER SPACES AND FEEL CONNECTED TO THE REST OF MYAC.

CREATIVE, FOR THEM, MEANS HAVING SOFT PATTERNS THAT MAKE THEM FEEL INSPIRED AND RELEVANT. PATTERNS AND CONCEPTUAL DESIGNS THAT REFLECT THEIR THINKING ACCOMPLISHES THIS.

THEIR MINDS BEING IN A DEVELOPMENTAL STAGE MEANS HAVING AN ENVIRONMENTALLY REINFORCING BACKGROUND AND SPACE HELPS WORK TOWARDS THAT GOAL. THIS GOAL IS OVER-ALL BETTERMENT AND TALENT DEVELOPMENT, OR “STARDOM BY ENVIRONMENT.” SPECIFICALLY, MYAC ALREADY HAS SPACES WITH NATURAL LIGHT, BRIGHT COLORS, AND CREATIVE ELEMENTS. HERE IS A CHANCE TO IMPROVE ON WHAT MYAC IS ALREADY DOING WELL.



WHAT WE THINK...

INTERIOR FINISHES
RECOMMENDATIONS

STUDENTS WOULD LIKE THE FURNISHINGS TO
CREATE **PLACES** TO:

[SIT AND TALK WITH FRIENDS]

SOFAS AND COMFORTABLE ARM CHAIRS; FACING
EACH OTHER.

SEATING SCATTERED THROUGHOUT COMMON
SPACES IN CLUSTERS OF 1, 2, 4, 6, 10, 12+.

LARGE COUCHES FACING INWARD TO CREATE A
PLACE WITHIN THE LARGER COMMON SPACES.

[EAT]

SMALL DINING TABLES AND ARMLESS STACKABLE
CHAIRS IN GARDEN LEVEL VENDING AREA; SCAT-
TERED THROUGHOUT COMMON SPACES.

[BUYING FOOD]

FOOD FOR PURCHASE [NO ATTENDANT]:

“SUBSTANTIAL SNACK”

“NOT SALAD OR MEAL”

NUT-FREE AND ALLERGY-FREE.

[CO-WORK: PARENTS AND STUDENTS]

LAPTOP BAR

INDIVIDUAL CHAIRS WITH SWIVEL TASK SURFACE

[RUN LINES]

CLEAR SPACE TO STAND THAT IS NOT IN THE PUBLIC
RIGHT OF WAY

SMALL WALL MOUNTED LEDGES TO PLACE SHEETS,
BEVERAGES, MISCELLANEOUS ITEMS.

[TUNE INSTRUMENTS]

ACOUSTICALLY PADDED NOOKS AND CRANES; IN
LOW TRAFFIC AREAS OF THE BUILDING.

SOUNDPROOF BOOTHS SCATTERED THROUGHOUT
THE COMMON SPACES, TUCKED IN CORNERS AND
EMBEDDED IN WALLS.



[STRETCHING / YOGA] + [CIRCLE ‘CAMP’ GAMES]

LARGE, UNOBSTRUCTED SPACE.

THIS CAN HAPPEN IN THE EAST LOUNGE AREA NEAR
THE WINDOWS; FURNITURE NEEDS TO BE MOBILE.

[POWER NAP]

SINGLE SOFAS AND CHAIRS SCATTERED IN LOW
TRAFFIC AREAS OF BUILDING.

RECLINERS.

OTTOMANS FOR FEET ELEVATION.

[WAIT FOR CHILDREN]

SINGLE SEATS IN AREAS REMOTE FROM HIGH DE-
MAND, PROGRAM AREAS FOR THOSE PARENTS
[OR IN-GENERAL] WHO ARE OVERWHELMED BY THE
ACTIVITY IN THE COMMONS.



WHAT WE THINK...

FURNISHINGS
RECOMMENDATIONS

IN THE FOOD VENDING SECTION OF OUR RESEARCH WE HEARD SIMILAR INFORMATION FROM BOTH PARENTS AND STUDENTS.

THERE IS A DESIRE FOR HOT DRINKS SUCH AS COFFEE, HOT CHOCOLATE, AND HOT WATER (FOR TEA, ETC.) THAT THE CURRENT SITUATION DOES NOT ADEQUATELY PROVIDE.

IN REGARDS TO FOOD, SOME STUDENTS BRING FOOD FROM HOME, WHILE OTHERS PREFER OPERATIONAL VENDING FOR PURCHASING FRESH OPTIONS.

THE IDEA OF A CAFETERIA WAS EVEN MENTIONED.

HOWEVER, STUDENTS EXPRESSED THE NEED FOR A COIN MACHINE THAT WORKS SINCE PARENTS PREFER SENDING MONEY WITH THEIR CHILDREN TO PURCHASE FOOD. PARENTS ECHOED THIS IN THEIR FUNDRAISING IDEA BY STATING COLLECTIVELY, "I WOULD ROUND UP FOR MYAC."

OVERALL, WE HEARD A DESIRE FOR MORE, WORKING VENDING OPTIONS THAT INCLUDE **FRESH CONSUMABLE ITEMS, SNACKS (NUT-FREE) AND HOT BEVERAGES.**

WHAT WE HEARD...



BASED ON OUR RESEARCH WE RECOMMEND MORE **CONVENIENT VENDING OPTIONS** ON EACH FLOOR OF MYAC. EACH FLOOR SHOULD INCLUDE MORE SNACK VENDING OPTIONS.

THE COMMONS SHOULD INCLUDE **SNACK, HOT BEVERAGE, SPORTS DRINK, FRESH JUICE, AND FRESH FOOD** VENDING OPTIONS.

GOOD TASTING BRAIN FOODS SHOULD COMPRISE HALF OF THE SNACKS AVAILABLE, MAKING SURE THAT ALL FOODS ARE NUT-FREE.

DUE TO THE NUMBER OF STUDENTS THAT BRING FOOD FROM HOME, **UTENSILS** AND A COMMERCIAL-SIZED **REFRIGERATOR** OR MULTIPLE HOME SIZED REFRIGERATORS ARE RECOMMENDED. THE NEED FOR **MICROWAVES** IS BASED ON THE NEED FOR REFRIGERATORS.

THESE RECOMMENDATIONS ARE BASED ON RELEVANT INFORMATION PROVIDED. THIS INCLUDES THE TIME STUDENTS/PARENTS SPEND HERE VS AT HOME AND SCHOOL. IT ALSO INCLUDES RESEARCH ON BRAIN FUNCTION, FOCUS, AND PRODUCTIVITY DURING ACTIVITIES SUCH AS THOSE MYAC PROGRAMS PARTICIPATE IN. THE AIM OF THIS FOOD VENDING RESEARCH IS TO SUSTAIN PARENTS AND STUDENTS WITH ENJOYABLE CONSUMABLES THAT SUPPORT FOCUS AND OVERALL WELL BEING.



WE RECOMMEND A **FRONT, WELCOME AREA ART DISPLAY THAT REPRESENTS ALL PEOPLE OF MYAC VISUALLY AND PROPORTIONALLY**. THERE SHOULD BE LOTS OF SMILES AND A FEEL THAT SAYS, “WELCOME” TO ANYONE WHO WALKS THROUGH THE DOOR. PICTURES AND ART THAT CAPTURE PEOPLE: SMILING. INTERACTING. PRACTICING. WORKING. RESTING. THINKING.

IN ADDITION TO A FRONT ART DISPLAY, **EACH GROUP SHOULD HAVE ART AND PHOTOGRAPHY** THAT REPRESENTS WHAT IT DOES IN ITS OWN AREA. THIS CREATES A FEELING WHERE THAT TELLS THEM THEY ARE A PART OF SOMETHING BIGGER THAN THEMSELVES WHILE PRESERVING THEIR INDIVIDUALITY.

WE ALSO RECOMMEND MYAC STUDENTS PARTICIPATE IN A **COLLABORATIVE ART PROJECT** WHERE THEY ARE WELCOME TO CREATE THEIR OWN ART PIECE. IT CAN BE WHATEVER THEY DEEM AS ART. THIS WILL ACCOMPLISH TWO KEY OBJECTIVES:

- #1: HELP STUDENTS VALIDATE AND EXPRESS THEIR OWN CREATIVITY.**
- #2: INFORM MYAC OF THE KIND OF ART TO ADD TO ITS COLLECTION IN THE FUTURE.**

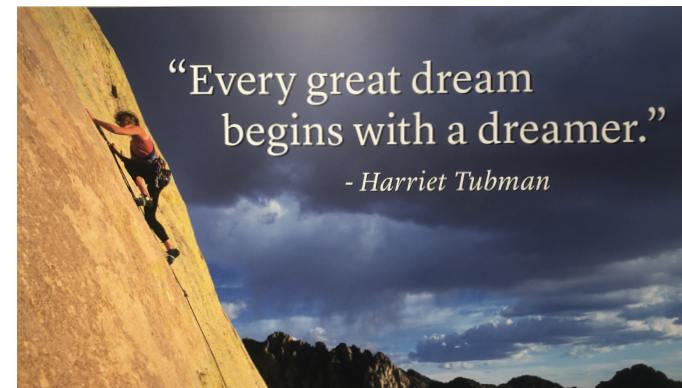
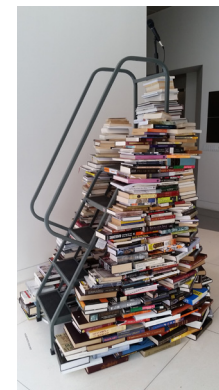
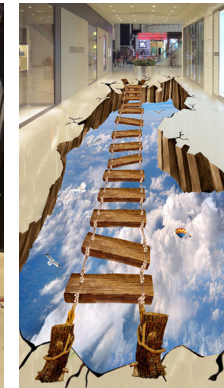
AS MYAC GROWS, ITS ART CAN GROW WITH IT. WE RECOMMEND BUILDING RELATIONSHIPS WITH LOCAL ARTISTS.

“USE ART AS A WAY TO INCORPORATE THE PAST.”
[LIKE SET PIECES AND COSTUMES.]

STUDENTS FEEL THAT SPACE UTILIZED FOR INTERIOR ADVERTISMENTS COULD BE BETTER USED TO DISPLAY INFORMATION THAT IS APPLICABLE TO THEMSELVES.

ART INSTALLATIONS

MENTORING OPPORTUNITIES
ROLE MODELS
THE CHANCE TO INSPIRE OTHERS
BRIGHT COLORS



WHAT WE THINK...

ART INSTALLATIONS
RECOMMENDATIONS

AREAS OF FOCUS
SECONDARY

WHAT WE HEARD... WHAT WE THINK...

NEED **ANOTHER SET OF STAIRS AND [SECOND] ELEVATOR**, AS THEY GET CONGESTED WHEN THERE ARE HIGH VOLUMES OF PEOPLE IN THE BUILDING. PREFER **2-WAY TRAFFIC** (WIDTH).

“STAGGER TRAFFIC ENTRY TIMES.”

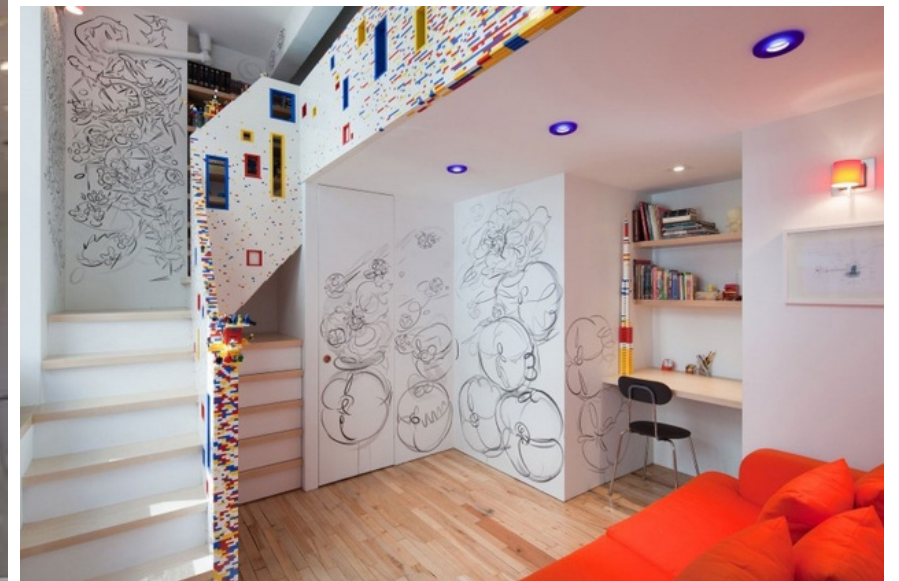
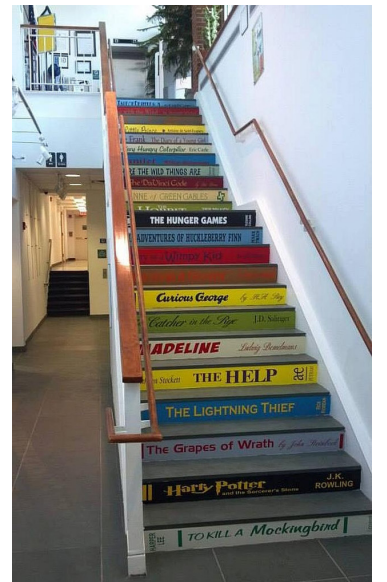
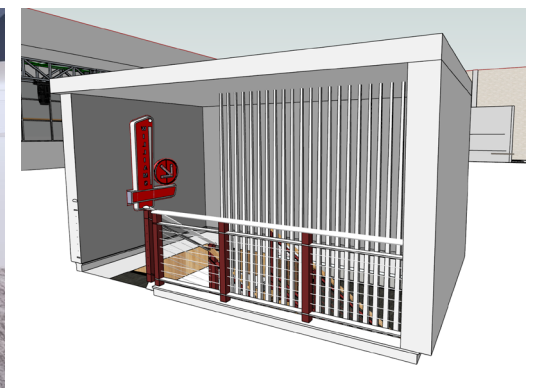
STUDENTS WILL BE HAULING INSTRUMENTS.
ANTI-INSTRUMENT: DOORS & STAIRS.

STUDENTS DID NOT LIKE THE CLOSED IN TOP PORTION OF THE STAIRCASE [CANOPY]; INSTEAD, THEY WANTED AN OPEN, MORE “SOCIAL” CONCEPT.

LIKED THE IDEA OF ART ON THE **RAILINGS**, BUT DID NOT GRAVITATE TOWARD ANY ONE CONCEPT IN PARTICULAR THAT WAS SHOWN. SOME SUGGESTED SHOWCASING THE DIVERSE CULTURE OF THE STUDENTS IN THE RAILING DESIGNS

STUDENTS PREFER OPEN, ICONIC [SPIRAL] STAIR TO CONNECT TO GARDEN LEVEL.

STAIR, DESIGN FINISHES AND COLORS SHOULD BLEND LEVELS CONCEPTUALLY AND ENCOURAGE CIRCULATION.



WHAT WE HEARD...

STAIRS + RAILINGS + ELEVATORS
SUMMARY

FRONT CONFERENCE ROOM, PLANTS AND THEATRE ENTRY WERE DISCUSSED IN THE INITIAL MEETING TO ASK STUDENTS, BUT DID NOT GENERATE SPECIFICALLY CONVERSATION DURING FOCUS GROUPS.

BASED ON RELATED CONTEXTUAL CONVERSATION AND INFORMATION, WE BELIEVE THAT THE FOLLOWING IMAGES ARE REASONABLE PRECEDENTS FOR DESIGN BASED ON STUDENT PREFERENCES.

SUMMARY:

FRONT ENTRY / CONFERENCE ROOM TO BE TRANSPARENT; EXTERIOR FACE TO SERVE AS COMMUNITY FACING MARKETING AND CURRENT INFORMATION DISPLAY; DIGITAL LED DISPLAY NOT VISUALLY OBSTRUCTIVE.

“LIKE THE DOUBLE DOORS AT ENTRANCE.”

“[NEW] ENTRY FEELS CLOSED OFF NOW” - STUDENT'S RE-ACTION TO NEW VESTIBULE DESIGN CONCEPT.

PLANTS ARE ESSENTIAL AS THEY IMPROVE THE QUALITY OF THE INTERIOR SPACE ENVIRONMENTALLY; IMPACT THE STUDENTS POSITIVELY SOCIALLY AND EMOTIONALLY. APPROPRIATE APPLICATION: LIVING WALL [AQUAPONIC], MISCELLANEOUS PLANTERS AND GRASS-LIKE CARPET SCATTERED THROUGHOUT COMMONS SPACES.

THEATER ENTRY MAY BE TREATED AS AN ART INSTALLATION WHICH REPRESENTS THE PEOPLE AND FUNCTION OF THE SPACE.



WHAT WE HEARD...

FRONT ENTRY CONFERENCE ROOM. PLANTS. THEATER ENTRY REFLECTIONS

AREAS OF FOCUS
ADDITIONAL

WHAT WE DIDN'T KNOW UNTIL WE KNEW...

ACOUSTIC PREFERENCES

STUDENTS LIKE TO BE ABLE TO WALK AROUND THE BUILDING AND HEAR OTHER PROGRAMS PRACTICE-- **"MOTIVATING"**

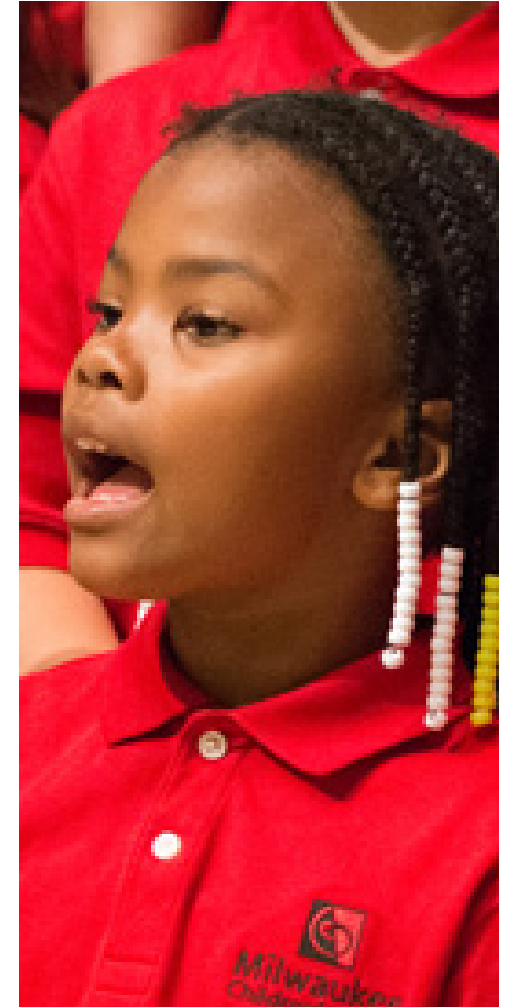
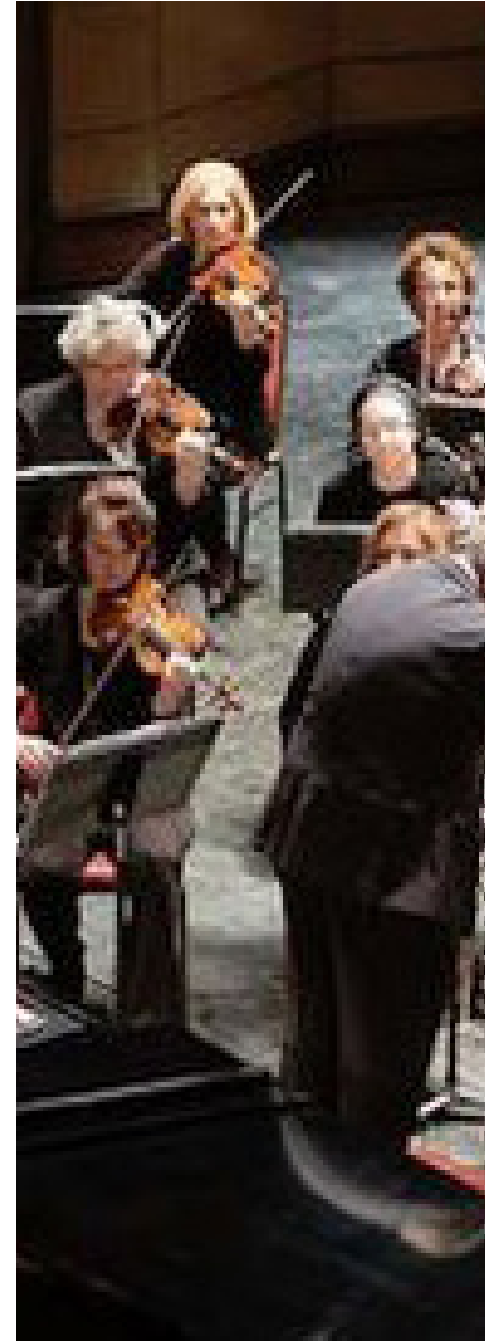
WHILE IN ACTUAL **PRACTICE ROOMS**, THEY SHOULD BE **SOUND PROOF** OR IT IS "DISTRACTING"

ONE STUDENT MENTIONED STAYING A LITTLE LONGER IN THE BATHROOM TO **LISTEN TO A MORE SENIOR ENSEMBLE PRACTICE** AND THAT IT WAS **"INSPIRATIONAL."**

SMALL CORNER WHERE YOU HAVE A **QUIET ZONE** (SECLUDED PLACE)

PIGEONS ON THE ROOF ARE DISRUPTIVE; BIRD DETERRENT NECESSARY.

SAUSAGE FACTORY [ACROSS THE STREET TO THE NORTH OF MYAC] IS **LOUD**.



WHAT WE HEARD...

BUILDING **ACOUSTICS**
REFLECTIONS

MYAC COMMUNITY IS:

1. ALL ABOUT THE PEOPLE

2. PLACE
3. PROGRAMS

"MYAC SYSTEM: TEAMWORK, EVERYONE WHO IS INVOLVED PLAYS AN IMPORTANT PART"

"WOULD BE NICE TO HAVE MYSO BE MORE CENTRAL. FIRST STAGE DOMINATES, ESPECIALLY WITH PICS."

"THERE IS A SHARED PASSION, EMPATHY AND UNDERSTANDING"

TRIANGULATORS:

[VALUED BY ENTIRE MYAC COMMUNITY]

FREEDOM OF EXPRESSION

SUPPORT FROM TEACHERS

OPPORTUNITIES TO DEVELOP TALENT

FEELING OF ACCEPTANCE

SURROUNDED BY LIKE MINDED PEOPLE

DIVERSE STUDENT RELATIONSHIPS

NAPPING

OPPORTUNITY TO INTERACT WITH PROFESSIONALS

OF VARIOUS DISCIPLINES

WHERE WE CONNECT:

COMMONS

FRONT GARDEN AREA

BENCHES

TABLES TO INTEGRATE THEM [US] TOGETHER

INSTRUMENT] LOCKERS



WHAT WE HEARD...

COMMUNITY
REFLECTIONS

MYAC is WELCOMING!

HOW SO?

“BUILDING ITSELF IS **BREATHABLE SPACE,**
WELCOMED RIGHT AWAY.?

“VOLUNTEERS @ WELCOME DESK MAKE YOU FEEL
WELCOME RIGHT AWAY.”

“LIKE THE ART AS WELL.”

“LIKE THE BIG SPACE.”

“THE ART SHOWS WHAT MYAC IS ABOUT.”

“ALL THE VOLUNTEERS KNOW YOU BY NAME, MAKE
YOU FEEL WELCOME.”

“COUCHES AND CUSHIONED BENCHES.”

“LIKE HOW THE OPEN SPACE ECHOES SPACE.
COUCHES ARE NICE.”

**PARENTS SAY “IT’S A HOME AWAY FROM HOME;
CHILD FEELS COMFORTABLE; WALKS BY ADMIN OF-
FICES AND EVERYONE SAYS HI, RECOGNIZES HER;
EVERYONE IS KID FRIENDLY, [MYAC] ARTSY ORGA-
NIZATIONS, [LIKE] COMMUNITY.”**

HOME IS:

FUN
FRIENDS
SAFE PLACE
FAMILIAR
CALMING
PRODUCTIVE
FRIENDLY



WHAT WE HEARD...

WELCOMING
REFLECTIONS

WE HEARD PARENTS WANT TO BE INVOLVED AND CONNECTED WITH WHAT THEIR CHILDREN ARE DOING AT MYAC.

PARENTS AND STUDENTS BOTH STRESSED THE NEED FOR A PUBLIC AREA SO PARENTS CAN WATCH STUDENTS PRACTICE (ESPECIALLY DANCE)/ PROGRAMMING

FOR THEM, THIS TAKES THE FORM OF **INVOLVEMENT AND ENGAGEMENT** AT MYAC AND THE COMMUNITY AT LARGE. SPECIFICALLY THEY WANT TO SEE MORE BUSINESSES AND ENTREPRENEURS INVOLVED WITH MYAC AND **MORE VOLUNTEER OPPORTUNITIES** THAT ALLOW THEM TO BE INVOLVED IN WHAT THEIR CHILDREN ARE DOING.

WE ALSO HEARD THAT STUDENTS ENJOY WORKING ALONGSIDE, BEING **INSPIRED BY AND INSPIRING THEIR PEERS**. THESE ROLES AS **FRIEND AND ROLE MODEL** ARE SOMETHING THEY SEE AS **KEY TO THEIR OWN DEVELOPMENT**. THEIR CURIOSITY EXTENDS TO WHAT OTHER GROUPS ARE DOING. THEY EXPRESSED A GREAT DEAL OF INTEREST IN **GETTING TO KNOW STUDENTS FROM OTHER GROUPS**.

“LOVE THAT YOU CAN WALK AROUND THE BUILDING AND SEE OTHER PROGRAMS.”



WHAT WE HEARD...

MYAC **COLLABORATION**
FINDINGS

PEER MENTORSHIP

WE RECOMMEND HAVING PEER MENTORSHIP AS A PROGRAM OR EVENT. THIS GIVES THE OPPORTUNITY FOR STUDENTS TO LEARN FROM AND BE INSPIRED BY PEERS WHO HAVE HAD SIMILAR EXPERIENCES WHILE GIVING STUDENTS THE CHANCE TO INSPIRE.

VOLUNTEER OPPORTUNITIES + COMMUNITY ENGAGEMENT

CREATE MORE EVENTS THAT SUPPORT ENGAGEMENT BETWEEN THE COMMUNITY AND MYAC AND INVEST IN VOLUNTEER OPPORTUNITIES. THESE KINDS OF OPPORTUNITIES SHOULD EXIST FOR BOTH PARENTS AND STUDENTS AND TAKE PLACE BOTH WITHIN AND OUTSIDE OF MYAC. IT ALLOWS FOR BOTH STUDENT AND PARENT TO BECOME MORE ENGAGED IN THE COMMUNITY AND INVOLVED IN THE MISSION AT MYAC. IN THIS WAY, THEY BECOME STAKEHOLDERS IN THE TRUEST SENSE.

CROSS EVENTS

WE RECOMMEND PLANNING EVENTS THAT INVOLVE DIFFERENT GROUPS AT MYAC. AN EXAMPLE OF A CROSS EVENT WOULD POTENTIALLY INVOLVE MYSO AND FIRST STAGE WORKING TOGETHER TO CREATE A PLAY WITH MYSO'S MUSICAL SUPPORT. IT SHOULD ALSO SPAN TO EVENTS THAT ARE SIMPLY AIMED AT FUN AND SOCIAL INTEGRATION OF THE GROUPS.



WHAT WE THINK...

MYAC COLLABORATION
RECOMMENDATIONS

“AFTER SCHOOL CARE: A PLACE FOR THEIR CHILDREN TO BE BEFORE AND AFTER PROGRAM TIME. TAKES THE WEIGHT OFF THEIR SHOULDERS DUE TO BUSY WORK SCHEDULES.”

PARENTS TRUST MYAC

PARENTS TAKE COMFORT IN THE FACT THAT THEY CAN DROP OFF EARLY/PICK UP LATE AND IT’S OK--“COMFORTING”;

“THE FRONT DESK PERSON WAVES, SAYS ‘HI’; KNOWS SOMEONE IS ALWAYS WATCHING”



WHAT WE HEARD...

SAFETY
REFLECTIONS

PARKING IS FAR AND DARK IN THE WINTER.

INSTALL NEW LIGHTING ALONG PEDESTRIAN PATH TO PARKING.

SECURITY GUARD IS VERY NICE.

OVERFLOW PARKING LOT AT **GOLDA MEIER NEEDS LIGHTING.**

NEED MORE PARKING.

WHAT WE HEARD

PARENTS TRUST MYAC WITH THEIR CHILDREN. THEY APPRECIATE THE INDEPENDENCE THAT THEIR CHILDREN DEVELOP AS A RESULT OF BEING AT MYAC AND PEACE OF MIND IS A FEELING THAT IS A BYPRODUCT OF THEIR TRUST. FOR THEM, IT REPRESENTS A HOME AWAY FROM HOME FOR THEIR CHILDREN. THEY DID MENTION SOME CONCERNS THEY HAD ABOUT SAFETY DURING NIGHT TIME. THIS SAFETY CONCERN WAS MAINLY AIMED AT THE LACK OF LIGHTING AROUND THE MYAC CAMPUS, ESPECIALLY IN PARKING AREAS.

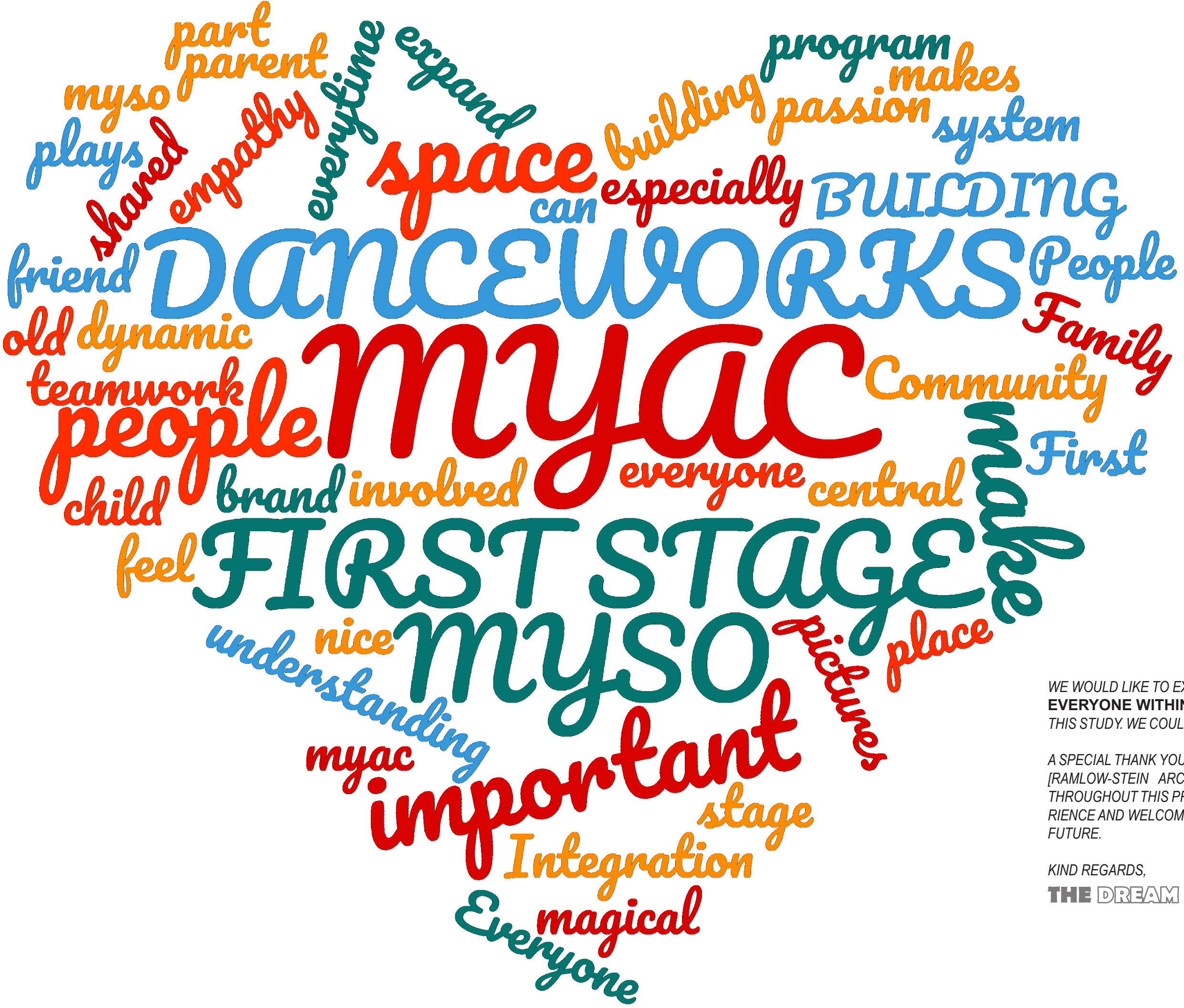
WHAT WE RECOMMEND

ADD MORE LIGHTING AROUND THE MYAC CAMPUS, ESPECIALLY IN THE PARKING AREAS. ALSO INVEST IN SECURITY SYSTEMS THAT REPRESENT THE SAFEST OPTION FOR STUDENTS. FOR EXAMPLE, FOB ACCESS TO BUILDING WITH VISIBLE OUTSIDE SURVEILLANCE IS AN OPTION. THESE ARE IDEAS TO NOT JUST PROTECT THE STUDENTS BUT TO PROTECT THE TRUST PARENTS HAVE PLACED IN MYAC.

WHAT WE HEARD...



PARKING
REFLECTIONS



WE WOULD LIKE TO EXTEND A HEARTFELT APPRECIATION TO EVERYONE WITHIN THE MYAC COMMUNITY WHO PARTICIPATED IN THIS STUDY. WE COULD NOT HAVE DONE THIS WITHOUT YOU -**LITERALLY**.

A SPECIAL THANK YOU TO **DEL WILSON, CHRIS DUE AND NAT STEIN** [RAMLOW-STEIN ARCHITECTURE + INTERIORS] FOR THEIR SUPPORT THROUGHOUT THIS PROCESS. WE HAD AN EXCEPTIONAL RESEARCH EXPERIENCE AND WELCOME THE OPPORTUNITY TO COLLABORATE IN THE FUTURE.

KIND REGARDS,

THE DREAM TEAM

D.R.E.A.M. BUILDERS

ARCHITECTURE. PLANNING. EDUCATION.

WHO WE ARE...

DREAM BUILDERS IS A MULTI-DISCIPLINARY PRACTICE THAT ENCOMPASSES ARCHITECTURE, PLANNING AND EDUCATION. FOUNDED ON THE PRINCIPLE OF TRANSFORMING IDEAS TO REALITY, DREAM IS AN ACRONYM FOR THE ENTREPRENEURIAL PROCESS WHICH INFORMS THE PRACTICE:

DEFINE

REFINE

EXPLORE

ADJUST

MOVE

DREAM BUILDERS WORKS CLOSELY WITH STAKEHOLDERS TO FUEL THE DESIGN PROCESS AND INSURE THE NEEDS OF THE USERS ARE BEING MET. DUE TO THE FIRM'S INCLUSIVE APPROACH TO PROBLEM-SOLVING, UNIQUE IDEAS FLOURISH AND GIVE WAY TO MEANINGFUL SOLUTIONS.

SELECTED ARCHITECTURE AND PLANNING PROJECT TYPES INCLUDE, BUT ARE NOT LIMITED TO, HIGHER EDUCATION FACILITIES, COMMUNITY CENTERS, BUSINESS INCUBATORS, CO-WORKING HUBS, LIBRARIES, MUSEUMS, K-12 INSTITUTIONS, HISTORIC PRESERVATION AND RESIDENTIAL.

EDUCATIONAL PROGRAMMING FOCUSES ON CREATING ENRICHMENT OPPORTUNITIES THROUGH ARCHITECTURAL INTERNSHIP PROGRAMS AND DESIGN-BUILD WORKSHOPS THAT CATALYZE THE ENTREPRENEURIAL SPIRIT IN STUDENTS OF ALL AGES AND BACKGROUNDS.

HOW WE THINK...

OUR CURIOSITY DRIVES US. HOW CAN WE KNOW WHAT TO DO IF WE HAVE NOT ASKED THE PROPER QUESTIONS? WE BELIEVE THAT THE ONLY WAY TO ENSURE WE ARE ASKING THE PROPER QUESTIONS IS TO FIRST, LISTEN.

WE @ DREAM BUILDERS ARE EXPERT LISTENERS. WE RESEARCH AND STUDY PEOPLE, PLACE, CULTURE AND HISTORY, SPECIFICALLY RELATIVE TO OUR MILWAUKEE COMMUNITY. EACH MEMBER OF OUR TEAM HAS DECADES OF PERSONAL INTERCULTURAL TIES THROUGHOUT MILWAUKEE WHICH ALLOW US TO IDENTIFY WITH MANY INDIVIDUALS WITHIN THE MILWAUKEE COMMUNITY ON AN INTERPERSONAL LEVEL. THIS IS ESSENTIAL AS EACH INDIVIDUAL WE ENCOUNTER NEEDS TO FEEL UNDERSTOOD ENOUGH TO BE COMFORTABLE SHARING THEIR FEEDBACK. IT IS PARAMOUNT THAT EVERY INDIVIDUAL DOES NOT WALK AWAY FEELING MISUNDERSTOOD, DISREGARDED, A BOX HAS BEEN CHECKED OR TIME HAS BEEN WASTED. WITH EACH ENCOUNTER, WE HONOR THIS INHERENT DESIRE (SENSITIVITY) BY FIRST SEEKING TO UNDERSTAND, THEN BE UNDERSTOOD THROUGH ASKING QUESTIONS; AT THIS POINT THERE IS AN OPPORTUNITY FOR A CONNECTION TO BE ESTABLISHED. BY ESTABLISHING A CONNECTION WITH THE INDIVIDUAL, WE NOW HAVE ACCESS TO ALL THEIR LIFE EXPERIENCES AND KNOWLEDGE THAT WILL BE APPLICABLE TO OUR QUERY.

INTERESTINGLY, THE INDIVIDUALS MOST OFTEN FIND A SENSE OF PURPOSE BY PARTICIPATING IN THIS PROCESS. ACCORDING TO STEPHEN COVEY'S BOOK "THE 8TH HABIT", THIS IS THE PROCESS OF "FINDING YOUR VOICE". IF WE HELP EACH INDIVIDUAL FIND THEIR VOICE IN THIS PROCESS, WE CAN SPEAK FLUENTLY WITH OUR COMMUNITY TO ACHIEVE... WELL, NOT SURE YET, BUT WE RECOMMEND HAVING THE CONVERSATION.

COMMUNITY ENGAGEMENT DIRECTOR

NICHOLAS HANS ROBINSON, NOMA, AIA, NCARB

BORN AND RAISED IN MILWAUKEE. NICK IS AN ARCHITECT SPECIALIZING IN FACILITATION OF STAKEHOLDER ENGAGEMENT AND COMMUNITY-DRIVEN DESIGN. HIS PASSIONS ARE BROUGHT TO FRUITION THROUGH VOLUNTEERISM WITH MILWAUKEE-AREA GROUPS AND HIS CREATION OF D.R.E.A.M. BUILDERS, AN ORGANIZATION USING ARCHITECTURE TO REINVIGORATE THE HEART OF MILWAUKEE AND BROADEN YOUTH EDUCATION. NICHOLAS HAD THE HONOR OF PERFORMING AS THE MASTER OF CEREMONIES FOR THE ELECTION OF GOVERNOR TONY EVERS, AND CURRENTLY HOLDS A SEAT ON THE STATE CAPITOL AND EXECUTIVE RESIDENCE BOARD. HE BELIEVES THAT THROUGH CONNECTIONS AND DIALOGUE ALL IS POSSIBLE.



COMMUNITY ENGAGEMENT COORDINATOR

NATASHA COE

NATASHA COMES WITH OVER 20 YEARS OF EXPERIENCE WORKING WITH NONPROFIT ORGANIZATIONS AND IMPLEMENTS COMMUNITY DRIVEN EVENTS IN VARIOUS CAPACITIES THROUGHOUT THE MILWAUKEE AREA. SHE PURSUES ENDEAVORS CLOSE TO HER PASSIONS OF COMMUNITY. CURRENTLY, NATASHA RUNS THE PARKING LOT THEATRE EVENTS HAPPENING THROUGHOUT MILWAUKEE; THESE EVENTS WERE DESIGNED TO GIVE MILWAUKEE RESIDENTS SOMETHING TO DO THAT ENCOURAGES POSITIVITY AND IS INCLUSIVE OF THE ENTIRE FAMILY.



COMMUNITY ENGAGEMENT FACILITATOR & RESEARCHER

EZRA ROBINSON, B.A., M.A.

EZRA HAS OVER 10 YEARS EXPERIENCE WORKING WITH COMMUNITIES BOTH HERE IN THE UNITED STATES AND ABROAD, I.E. PHILIPPINES AND CAMBODIA. HE SPECIALIZES IN EDUCATION AND YOUTH BETTERMENT THROUGH EXTENSIVE RESEARCH. HIS WORK INCLUDES WORKING WITH PARENTS AND YOUTH TO ACHIEVE MEASURABLE GOALS FOR FUTURE SUCCESSES AND OPPORTUNITIES.



