SEED:
Social/Economic/Environmental Design

Sponsored by AIA Housing Knowledge Community

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Researching Resiliency

Bulk Movement Most Significant Threat

- Primar   ded to Control
  - Moves   k moisture (source)
    into en
  - Snow,   e (pathway)
    ground water most
    significant
                     - Driving force
                       (pressure, gravity, etc.)
  - Moves most
    moisture in the least
    time

http://network.aia.org/hkc/home/WebinarSeries

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Questions related to specific materials, methods, and services will be addressed at the conclusion of this presentation.

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Course Description

In 2005, the Social Economic Environmental Design (SEED) Network was founded at a conference organized by the Harvard Loeb Fellowship. The SEED Network established a professional community specifically with a public interest mission and a common set of principles to guide ethical community engagement. In a 2011 poll of members of the American Institute of Architects funded by the FAIA Latrobe Prize, 77% agreed that this mission were appropriate for Public Interest Design:

Every person should be able to live in a socially, economically and environmentally healthy community.

Course Description

To convert this mission and principles into design-based action, a new tool was developed, the SEED Evaluator. The SEED Evaluator is a communication tool that allows designers and communities to define design projects that address critical issues. The Evaluator provides for significant involvement of the community, resulting in greater transparency and accountability, and allows tracking a project through its entirety.

Course Description

There are four broad benefits of using the SEED Evaluator:

Process: Provides a standard process for designers and communities to assess challenges, define priorities, set goals, and create design projects to address critical social, economic, and environmental issues.

Participation: The Evaluator functions as an on-line communication platform that can include multiple stakeholders and diverse community members in the process. Broad and diverse participation in a project is a requirement of the SEED Evaluator for a project to be determined as in the public's interest.

Transparency: Progress towards success can be tracked on-line and in real time. The results of the project are made publicly visible in achieving these goals or not.

Accountability: Completion of the SEED Evaluator can lead to SEED Certification, which confirms, through a third-party review, the success of a design project in achieving the goals set by the community. SEED Certification has established a trustworthy method for the public, community organizers, civic leaders, designers, and funders to confirm the public interest aspects of design projects.

Learning Objectives

1. Understand public interest design and how is it re-shaping the design professions.

2. Learn about the step-by-step process of working with a community as a design partner.

3. Discuss examples of project that maximize the positive impact on a community.

4. Measure social, economic, and environmental impact on communities.

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Bryan Bell, SEED
Design Corps

Submit a question to the moderator via the Chat box. They will be answered as time allows.

Thomas Burns, Assoc. AIA
Moderator

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P ublic

I nterest

D esign

I nstitute

SOCIAL ECONOMIC ENVIRONMENTAL DESIGN

98%
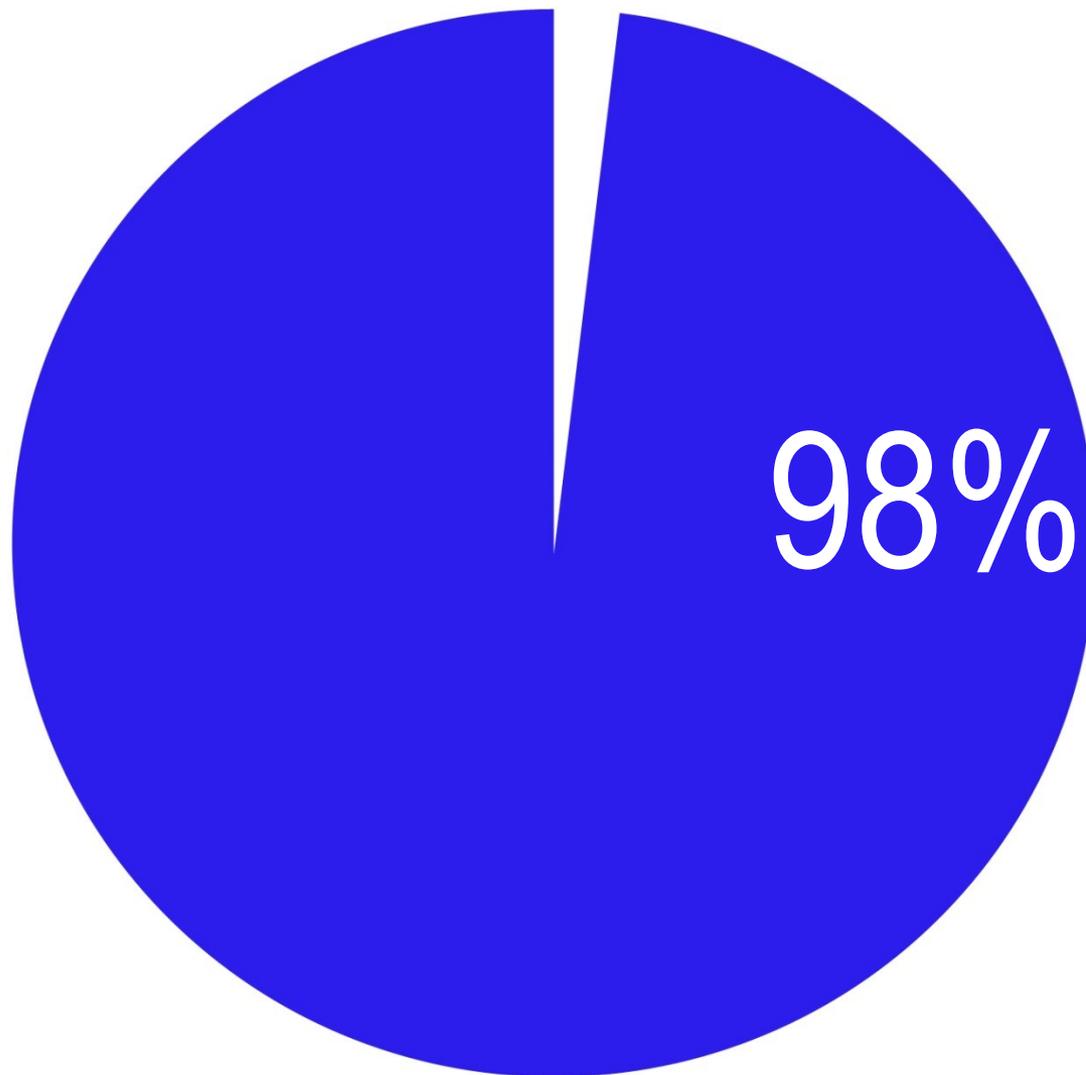
Achieving the full capacity of Design

"Rural Studio"
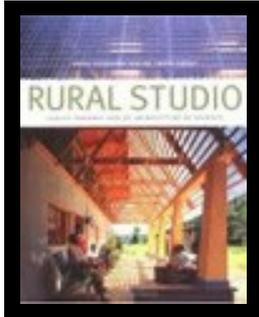
"Design Like You Give a Damn"
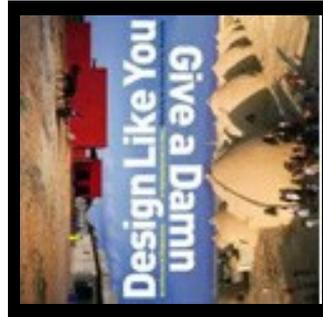
"Expanding Architecture"
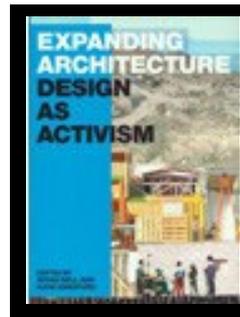
"Small Scale, Big Change"
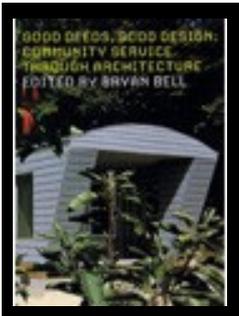
"Good Deeds, Good Design"
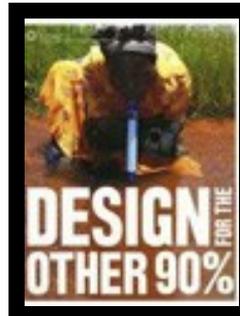
"Design for the Other 90%"
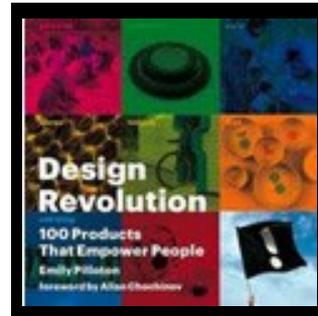
"Design Revolution"

"The Power of Pro-Bono"

| 2002 | 2003 | 2006 | 2007 | 2008 | 2009 | 2010 | 2010 |

Last decade of evidence. *Now -- from individual to systemic*

Design issue: Drinking water for 1.1 billion people

Hippo Water Roller by J. Jonker and P. Petzer

Design issue: Disease prevention *Lifestraw* by V. Frandsen

Design issue: Disaster response

Saf(r) House, MIT and Harvard: Social, economic, environmental

Design issues: Wildlife preservation and tourism
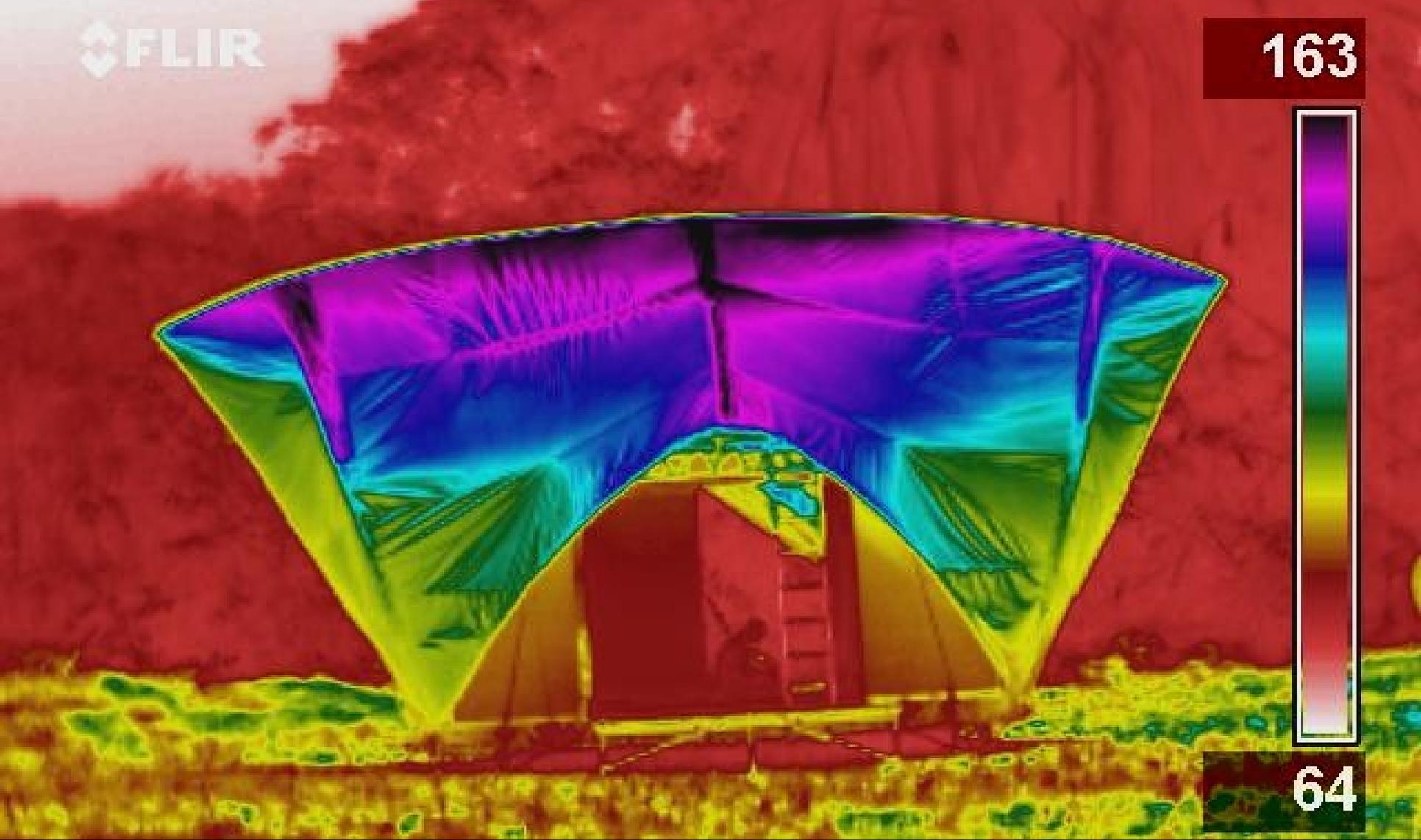
PLUG by N. King, M. Lutz, D. Clark, T. Kaur

Creativity required: High tech and low tech

Design issue: Jaundice in 60% of newborns

Requisites of Public Interest Design: Inclusion and participation

Teams made of *stakeholders* provides diverse expertise

You Have Seen Their Faces

ERSKINE CALDWELL AND MARGARET BOURKE-WHITE
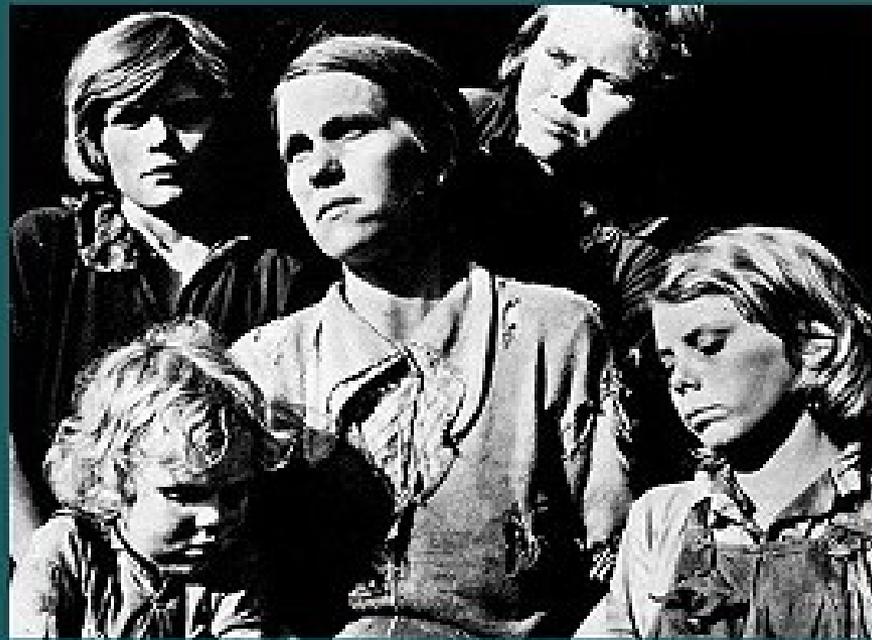
FOREWORD BY ALAN TRACHTENBERG

COLLEGE GROVE, TENNESSEE. "We've got a
first-class God."
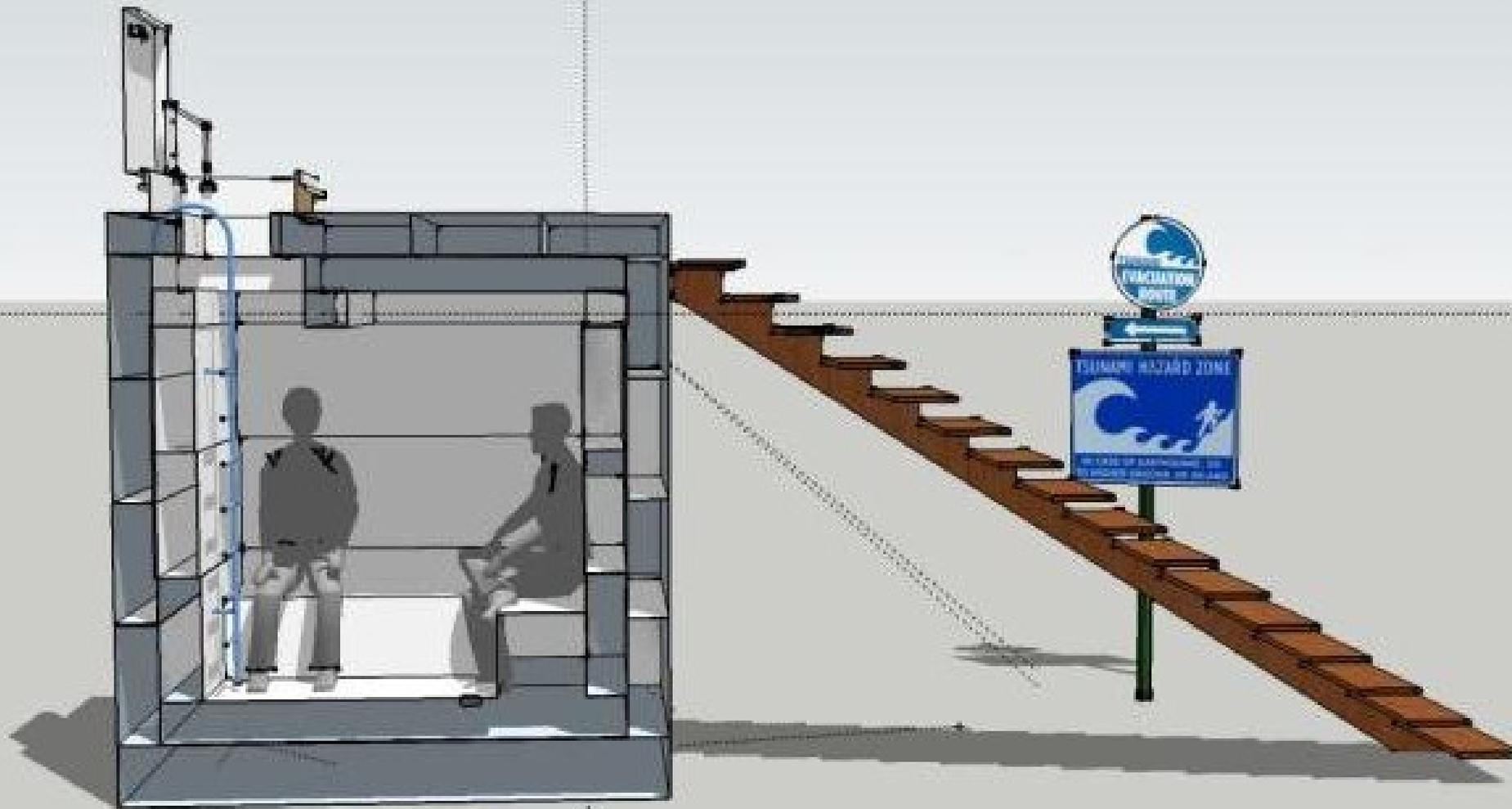
Tsunami Survival Pod - Institutional Model

FORECLOSED: REHOUSING THE AMERICAN DREAM

SITES ▼   THE BUELL HYPOTHESIS   ABOUT   BLOG   MoMA

PORTLAND

KEIZER, ORE.

CICERO, ILL.

CHICAGO

NEW YORK

THE ORANGES, N.J.

LOS ANGELES

RIALTO, CALIF.

TEMPLE TERRACE, FLA.

TAMPA
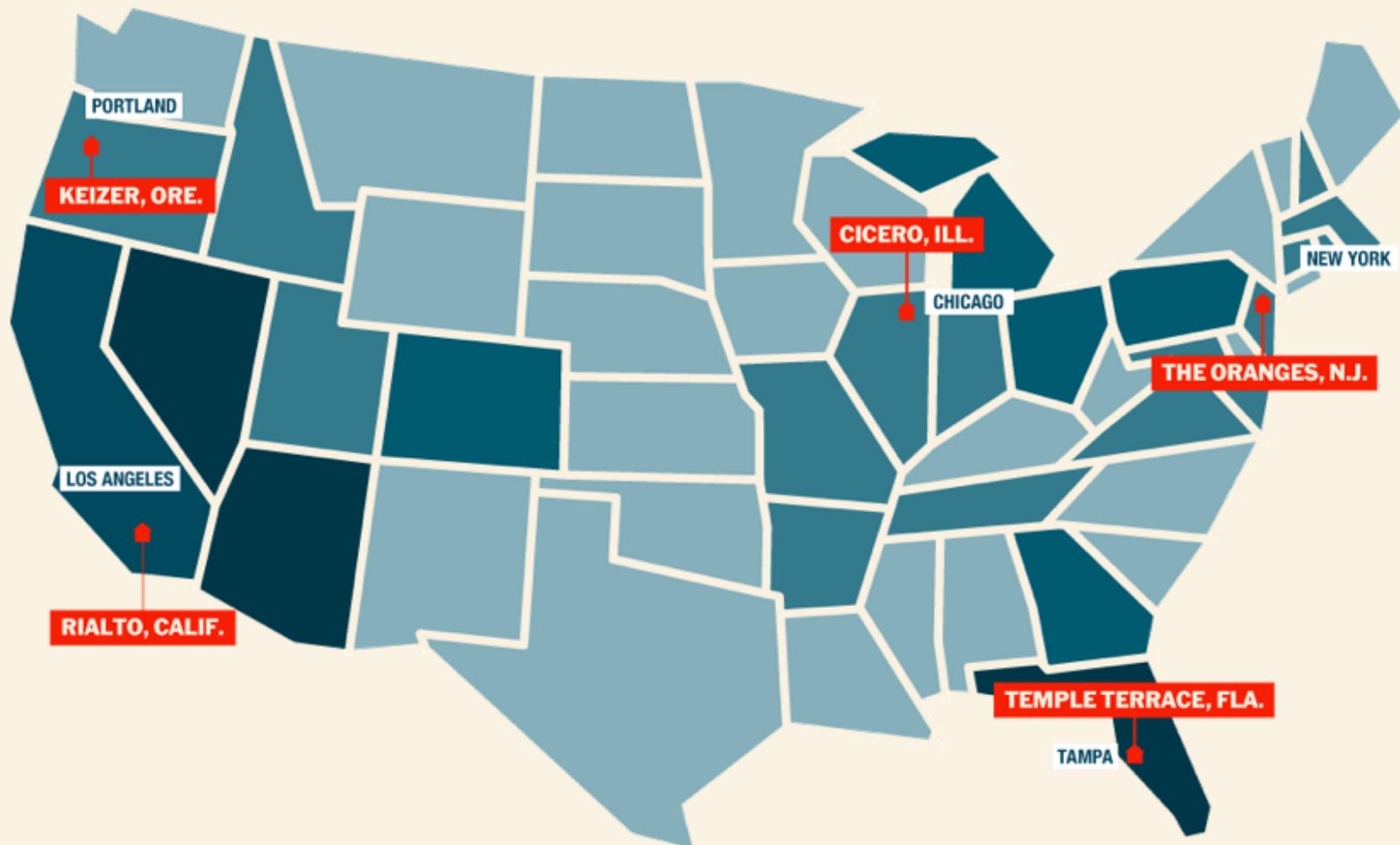
In the summer of 2011, New York's Museum of Modern Art invited five teams of architects, planners, ecologists, engineers, landscape designers, and other specialists in the urban and suburban condition to develop proposals for housing that would open new routes through the mortgage-foreclosure crisis that continues to afflict the United States.

| 0–1% | 1–2% | 2–3% | 3–4% | 4–5% |

2009 FORECLOSURE RATE BY STATE *

Note: 1.1% is more than double the highest national foreclosure rate prior to 2006. The previous highest rate was .5%.
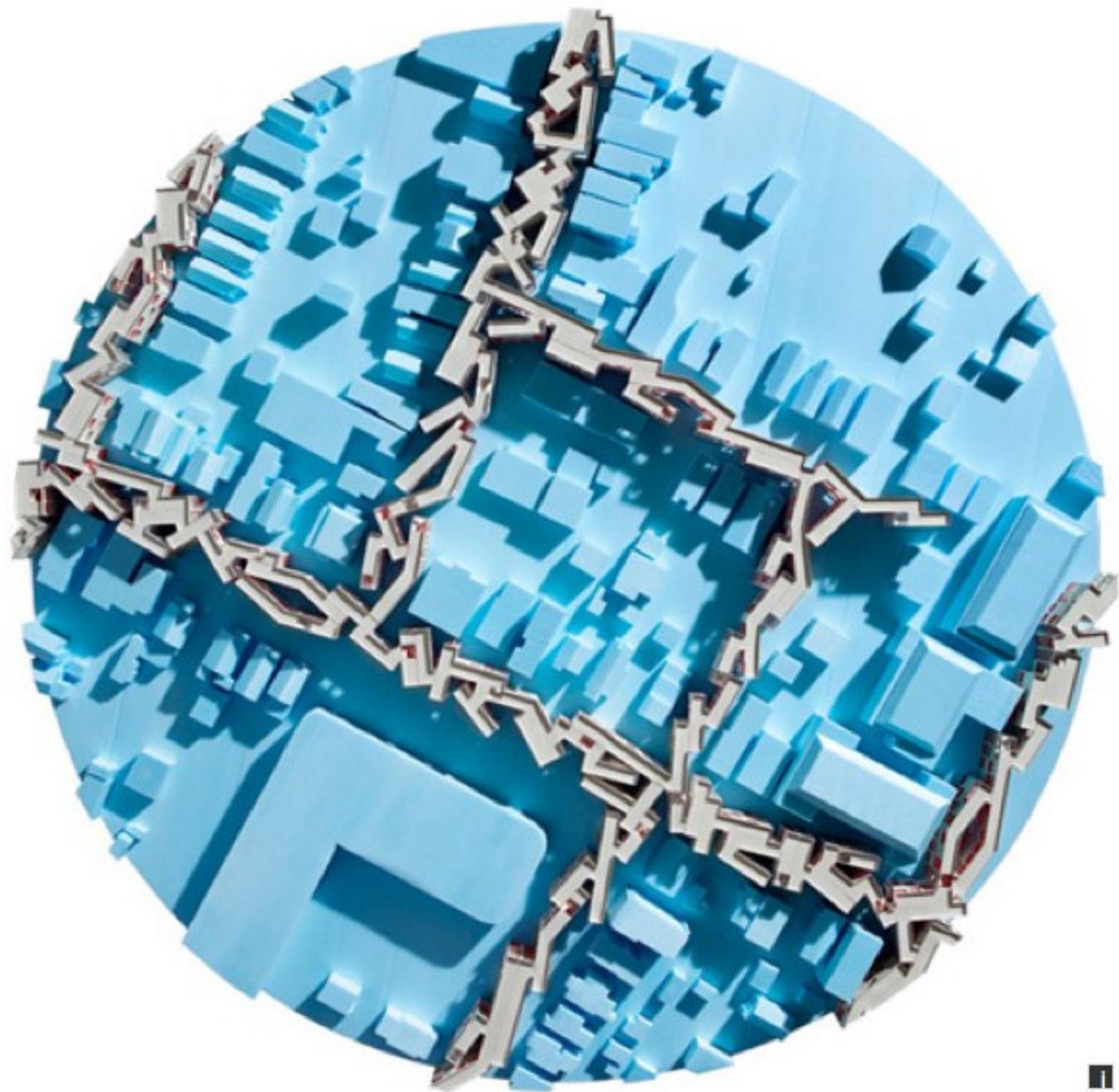
American Institute of Architects

Latrobe Prize awarded March, 2011, $100,000 for research into

"Public Interest Design Practices in Architecture"

The profession looks to expansion

58%

of respondents believe that, were a field of Public Interest Design to exist,

there could be an ethical violation resulting in the removal of a professional from the field.

370 responses

381 responses

59%

of respondents believe that there is a need to

better define the architectural profession's principles of appropriate moral conduct.
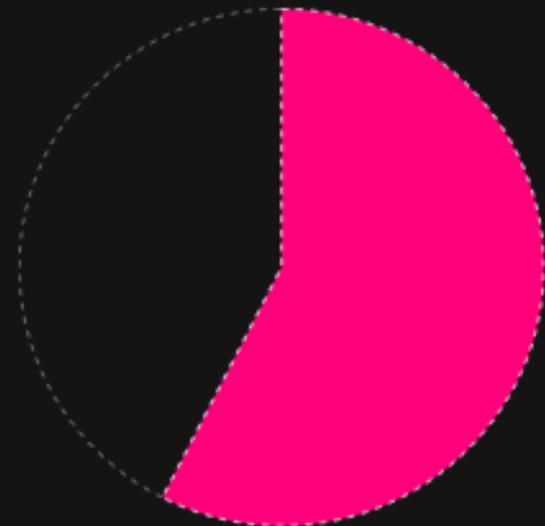
career satisfaction and reaction to the economy

know architects who have left the field because of dissatisfaction with how it serves local communities.
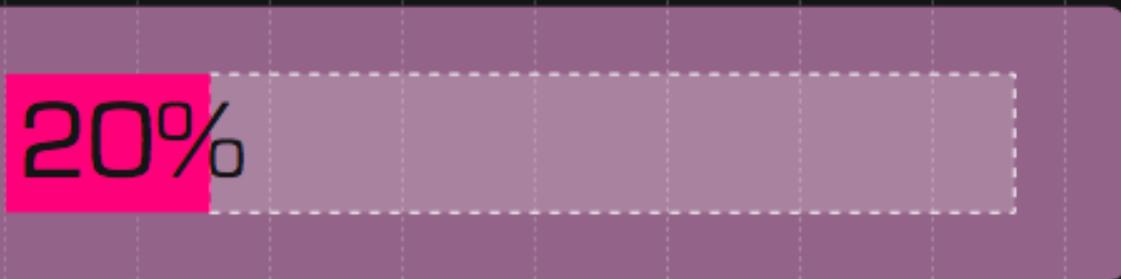
20%
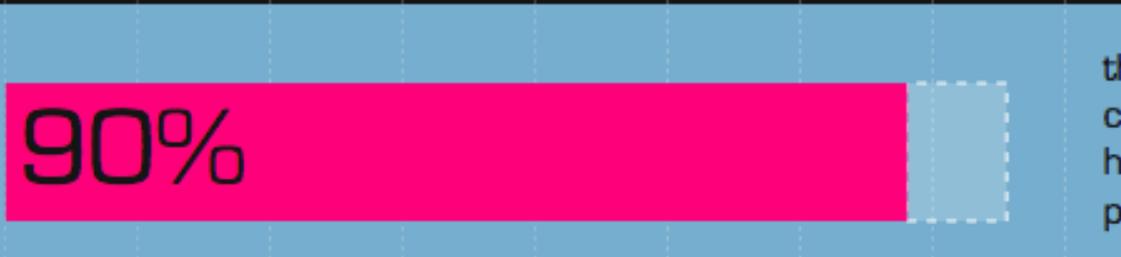
381 responses

think it is possible to create designs of the highest quality while practicing PID

90%

378 responses

are more likely to consider career options outside the traditional practice of architecture since the economic downturn,
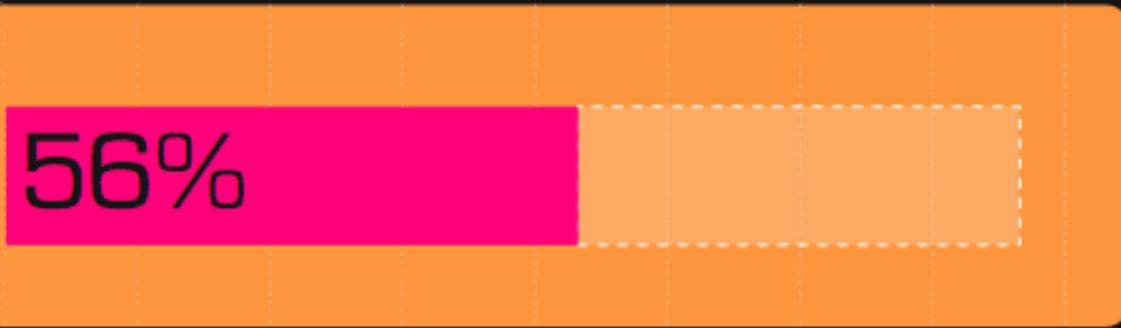
56%

**383 responses**

0   50   100   150   200   250   300   350   400

81%

of respondents reported that their interest in improving the quality of life in communities has increased since they entered school for architecture.
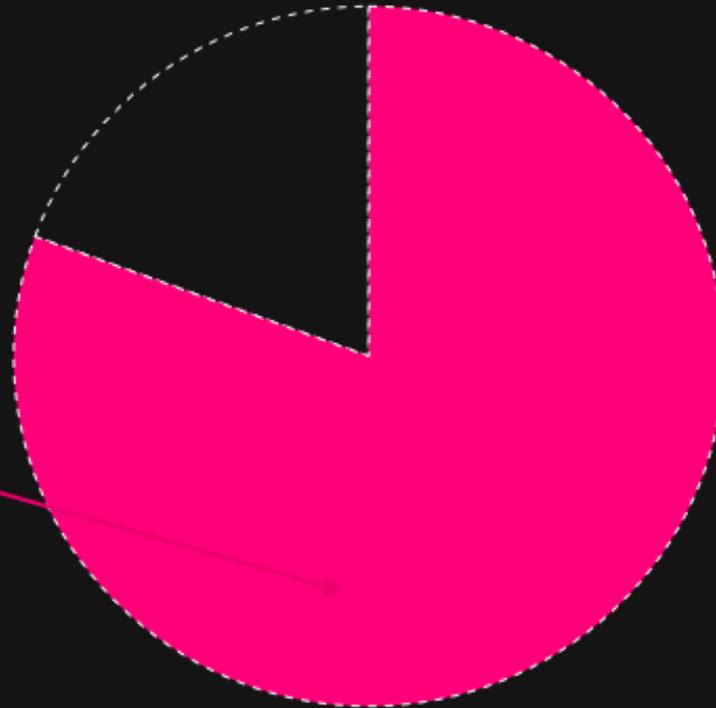
Increased interest after entering school

63% Maximizing a project's positive impact on a community

52% Understanding financial strategies to practice Public Interest Design

50% Measuring the social, economic, and environmental impact of a project on a community

49% Learning a step-by-step process of working with a community on a project

Top learning objectives for a PID course.

DESIGN CORPS
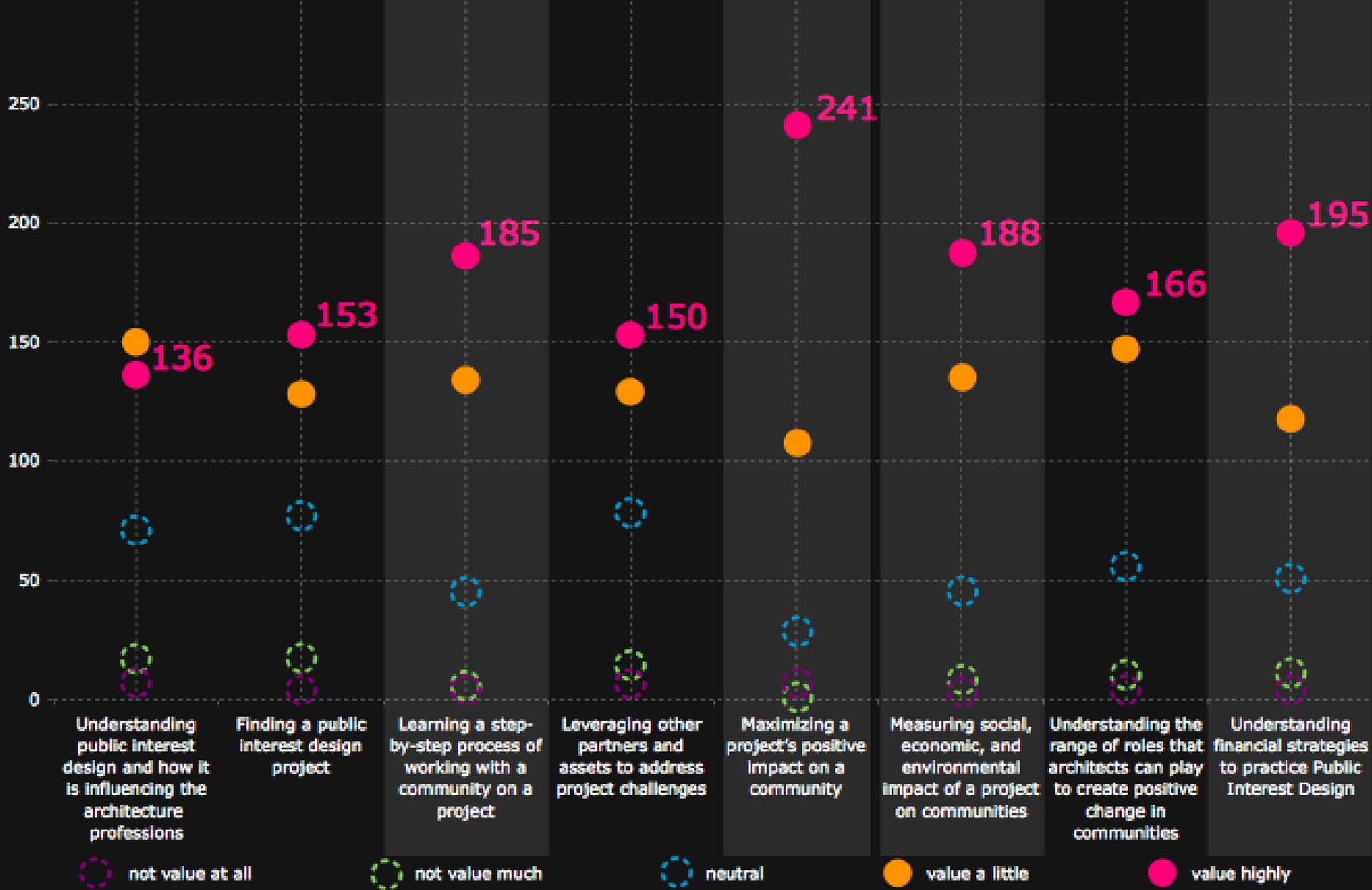
Level of interest in learning objectives

DESIGN CORPS

77%

believe that this statement is a valuable mission for the practice of Public Interest Design :

Every person should be able to live in a socially, economically and environmentally healthy community.
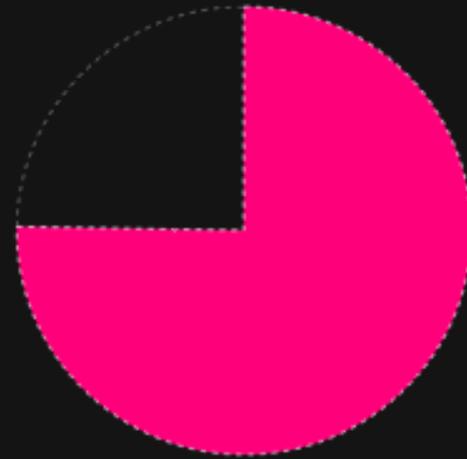
381 responses

379 responses

75%

believe that these principles, together, represent an ethical basis for the practice of Public Interest Design :

Advocate with those who have a limited voice in public life.

Build structures for inclusion that engage stakeholders and allow communities to make decisions.

Promote social equality through discourse that reflects a range of values and social identities.

Generate ideas that grow from place and build local capacity.

Design to help conserve resources and minimize waste.

Public Interest Design

The practice of design with the goal that every person should be able to live in a socially, economically and environmentally healthy community.

Shaping a new field of practice

Introducing:

SOCIAL ECONOMIC ENVIRONMENTAL DESIGN®

A communication and evaluation tool that promotes
"Design in the Public's Interest"

1. Communication Tool
2. Step-by-step Process
3. Standard Evaluation

Grassroots network for creating *social capital*

On-line communication tool for participation and mentoring

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Inspirations Kitchen, Chicago, IL
Wheeler Kearn Architects

SEED Certification

Guided by Ethics, Framed by Community Values

Making a national metric to evaluate locally based projects is a complex process. The SEED® Network depends on our Mission and Principles (shown below), which were based on a survey of 200 SEED Network members from across the country, to guide the criteria that constitutes the SEED metrics. However, a bottom-up, value-definition process must take place to develop the priority structure for each project based on a community's collective interests.

SEED's Mission is to advance the right of every person to live in a socially, economically and environmentally healthy community.

SEED Principle 1: Advocate with those who have a limited voice in public life.
SEED Principle 2: Build structures for inclusion that engage stakeholders and allow communities to make decisions.
SEED Principle 3: Promote social equality through discourse that reflects a range of values and social identities.
SEED Principle 4: Generate ideas that grow from place and build local capacity.
SEED Principle 5: Design to help conserve resources and minimize waste.

Quantitative and Qualitative Measures

The quantitative and qualitative measures developed within each SEED project submission are context-dependent, always derived from SEED's five principles and mission statement. These measures serve as a guide to indicate what goals a project achieves throughout the design and implementation processes. The measures further serve as a threshold — no SEED Principles will be violated during the project — as well as a means to define success as determined by each community for each project. This is a contextually relevant, from the bottom-up decision making process, not a numerical measurement based on a top-down pre-determined set of rules.

A step-by-step guide for working with communities

SEED CERTIFIED : Durham Performing Arts Center

Case Studies: Communication tool of important issues

AUGUST 2011

Evaluation Description
In a little more than four months of operation, Roche Health Center has been able to do some amazing things and has made a difference in the lives of many people in the surrounding region.

From 4/1/11 to 08/12/11, Roche Health Center (RHC) by the numbers:
- 274 – Patients seen by RHC's doctors, nurses, and nurse assistant
- 159 – Villagers of Roche who have received medical care from RHC
- 152 – Children vaccinated against Polio, Diphtheria, BCG, and/or Measles
- 94 – Villagers of communities near Roche
- 69 – Patients treated for malaria
- 41 – HIV and Syphilis tests administered
- 39 – Clinics held on Tuesdays and Fridays giving vaccines and educating mothers on how to
- raise a healthy child
- 24 – Women seen for antenatal tetanus vaccines

Roche Health Center has attracted those in need of medical attention from all over the district and even from Kenya!

Case Studies: Concise results giving accountability

Evaluation Description

For the 30 families surveyed who have a member that have been treated at Roche Health Center, there are strong reasons to return for future treatment. For those 50 families that have not been to Roche Health Center, there are similar reasons to use Roche Health Center as the first choice in medical care.

Those interviewed cited proximity, good service, and a strong ownership of the health center as the main reasons to use Roche Health Center.

Reasons previous patients would return to Roche Health Center

- Proximity
- Service
- Presence in Community/Ownership
- Cost
- Familiarity

7.89%
5.26%
15.79%
50.00%
21.05%

Reasons community members consider Roche Health Center their first choice for medical care

- Proximity
- Service
- Presence in Community/Ownership

21.82%
58.18%
20.00%
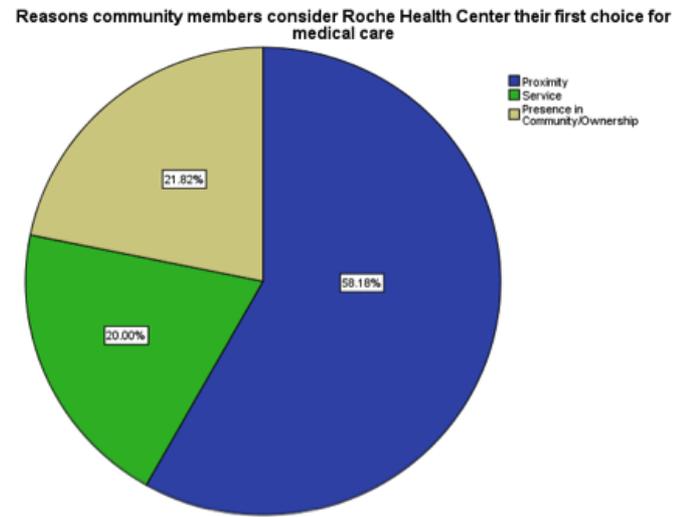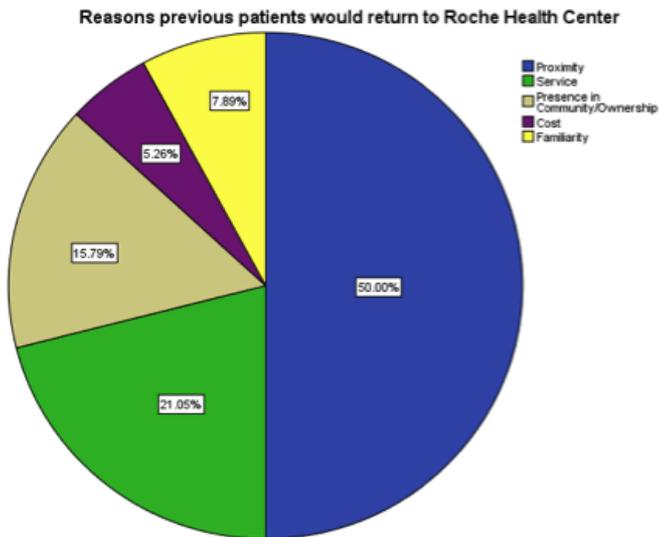
Clear goals = clear indicators of success

Photo courtesy of MASS lab

Under SEED Certification : Butaro District Hospital

The Social, Economic, Environmental Design Network showcases designs that play vital roles in the most critical issues that face communities and individuals. The Butaro District Hospital by MASS Design lab in Rwanda, Africa has aided in the rebuilding of Rwanda's health and economic infrastructure since its collapse in the years following the tragic 1994 genocide that took the lives of close to a million Rwandans in just 100 days. Today it is estimated that there is only one doctor for every 30,000 Rwandans and the health facilities that are available actually contribute to the spread of common air-born diseases due to their lack of appropriate designs.

Social	140 beds; 6,000 sq meter facility to serve 400,000 people
	1000 Rwandans employed and provided job-training during construction
	Food, water and healthcare provided to all employed during construction
	Community design process employed including daily site visits with doctors, experts, and local builders
	Air-change rate of approximately 12 air changes per hour (ACH) in wards will prevent spread of disease
Economic	1st regional hospital in Burera District
	Local laborers and materials used for construction creating local economic stimulus
Environmental	Local volcanic rock from the Virunga mountain chain and libuyu wood used
	6 culturally significant trees preserved and used in design of hospital
	Rainwater collection system, fish ponds, and gardens used for natural ventilation
	100% renewable power through hydro-electric power supplemented by solar panels
	Located on main pedestrian thoroughfare in area

Learn more about how to certify your design project @ *w w w . s e e d - n e t w o r k . o r g*

Method to teach best practices and field-based challenges

Presenting:

SOCIAL ECONOMIC ENVIRONMENTAL DESIGN

The SEED Evaluator

SEED

A multi-year collaborative effort to establish a new standard for design projects. The standard is defined by addressing the "triple bottom line" of critical issues: social, economic and environmental.

www.seednetwork.org

SEED NETWORK
SEED EVALUATOR
SEED CERTIFICATION

...tools for pursuing a community-based, inclusive design practice where understanding the results of our work is just as important as the process itself.

SEED Website

SEED CORE VALUES

SEED MISSION: Advance the right of every person to live in a socially, economically and environmentally healthy community.

SEED PRINCIPLES:

1. Advocate with those who have a limited voice in public life.
2. Build structures for inclusion that engage stakeholders and allow communities to make decisions.
3. Promote social equality through discourse that reflects a range of values and social identities.
4. Generate ideas that grow from place and build local capacity.
5. Design to help conserve resources and minimize waste.

77%

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Every person should be able to live in a socially, economically and environmentally healthy community.

381 responses

75%

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Generate ideas that grow from place and build local capacity.

Design to help conserve resources and minimize waste.

379 responses

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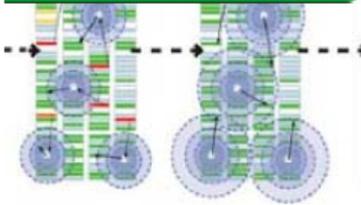
+ home repair   + blight   =

bcCORPS

About the SEED Network

A Global Movement: A System of Support

SEED® is a principle-based network of individuals and organizations dedicated to building and supporting a culture of civic responsibility and engagement in the built environment and the public realm. By sharing best practices and ideas, these parties create a community of knowledge for professionals and the public based on a set of shared principles. The SEED Network connects similarly minded members of the public with designers from the fields of architecture, industrial design, communication design, landscape architecture and urban planning.

The SEED Network is composed of its members who have taken the SEED Pledge and endorse the founding mission and principles of the network. These members promote and celebrate the idea that design matters and all people can shape their world for the better through design.

The network is part of a global movement that believes design can support a community from the ground up. SEED facilitates action by providing tools such as the SEED Evaluator, which provides guidelines for pursuing a design process informed by inclusivity and participation that can lead to SEED Certification.

SEED Network Members

Members of the SEED Network have taken the SEED Pledge and thus are actively engaged in promoting the meaning of SEED in their work. If you would like to join SEED as member, simply click on the Pledge link on this page. There you will have an opportunity to review the Pledge statement and if you are in agreement, you can join today. Supporting SEED through its principles is one of the best ways to start bringing

SEED Network content includes:

• an overview of SEED as an organization and network

• SEED Mission and Principles

• SEED Pledge

• membership details

FOUR KEY QUESTIONS

DISTILLING SEED TO ITS ESSENCE:

1) What critical social, economic, and/or environmental issues are being addressed in the project?

FOUR KEY QUESTIONS

DISTILLING SEED TO ITS ESSENCE:

1) What critical social, economic, and/or environmental issues are being addressed in the project?

2) What are the anticipated design results and how will they address these issues?

FOUR KEY QUESTIONS

DISTILLING SEED TO ITS ESSENCE:

1) What critical social, economic, and/or environmental issues are being addressed in the project?
2) What are the anticipated design results and how will they address these issues?

3) How will these results be measured?

FOUR KEY QUESTIONS

DISTILLING SEED TO ITS ESSENCE:

1) What critical social, economic, and/or environmental issues are being addressed in the project?

2) What are the anticipated design results and how will they address these issues?

3) How will these results be measured?

4) How has the community participated in the project?

INTRODUCING THE SEED EVAULATOR 2.0

A web-based tool that allows communities to define goals for design projects, and then measure success in achieving these goals through a third-party certification process. The SEED Evaluator guides design professionals in working with locals to achieve support and cooperation for projects, increasing the basis for inclusion and community empowerment.

seednetwork.org https://seednetwork.org/projects/submit.php

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Submit a Project

The SEED Evaluator is the application tool used for pursuing SEED Certification. The SEED Evaluator consists of two parts. Submitting Part I will initiate the first step towards SEED Certification. The application review at this stage will provide an approval to proceed to Part II pending recommended changes or additional requested information. Should an application be denied, the applicant will be provided an opportunity to address cited concerns and reapply. Submitting Part II will initiate a formal and final certification review of the project by a third-party reviewer.

To initiate an application, complete Part I of the Evaluator and submit digitally directly through the website. This phase will provide the project applicant(s) with preliminary feedback from trained SEED Reviewers who will assess whether the project furthers and does not violate the SEED Mission and Principles and is ready to proceed to Part II, the final Certification phase of the application. If the application is reviewed through Part I of the Evaluator and is not accepted the next phase, Part II, comments from the reviewers will be provided and the applicant will be encouraged to consider these and re-submit again.

To continue with application of a project, first download and read the SEED® Evaluator and Certification Instructions, then proceed to the "Submit a Project" Button below.

Submit a Project

SEED Certification
Submit a Project:

• Submit a Project reviews how the Evaluator is structured in terms of the application completion and submission in Parts I + II

• discussion of third-party reviewer interaction in Parts I + II

The SEED Evaluator   PUBLIC INTEREST DESIGN TRAINING PROGRAM

WHY EVALUATE?

Evaluation involves the process of determining whether project goals have been achieved. This often entails a systematic search for explanation of project success or failure.

- How were goals defined and accomplished?
- What was done well and what wasn't?
- Did appropriate project-planning cause the intended effects?
- What proof of accomplishment demonstrates that goals were met as anticipated in the project?

THE VALUES OF THE SEED EVALUATOR

1) Communication tool
2) Step-by Step Process
3) Standard Evaluation
4) Grant Applications

SEED EVALUATOR IN NINE STEPS

AN OVERVIEW:

1) Applicant Information
2) Community Description
3) Project Description
4) Issues, Challenges, Goals for Social, Economic, Environmental Design
5) Community Participation
6) Benchmarks
7) Programming
8) Performance Measures
9) Results

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Project Viewer

As an organization based on the principal of openness and direct public involvement, this website allows members of a project team who do not have or normally need full login rights to the SEED® website to be able to view and review a project, its status, and to track information about projects. This function is intended for use by end-user clients, municipal, public service, and civic groups, and the public in general.

To access a project, simply enter the Project ID Code that you've been given by the project owner.

Enter Project Code: [   ] [View Project]

SEED Certification
Project Viewer:

• Project Viewer promotes inclusivity during the application process beyond that of the design team of lead applicant

The SEED Evaluator   PUBLIC INTEREST DESIGN TRAINING PROGRAM

HOW DOES IT WORK?

A guided approach broken down into understandable and manageable steps, the SEED Evaluator creates a platform for collaboration and consensus building. Completion of specific phases of the SEED Evaluator can lead to a certification that, if goals are met, can add validity and needed "proof" of a project's successes, from concept, through design, creation, implementation and post-implementation. Progress and challenges can be documented with evidence through each project phase.

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Project Name / Status	Created	Project Code
Sample Project 1 **Certified**	Mar. 27, 2011	4bb79fb8a3c1e
Sample Project 2 *In Progress, Part I*	Feb. 12, 2011	4bec7dfaaa195

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SOCIAL ECONOMIC ENVIRONMENTAL DESIGN

The SEED Evaluator

| Part 1A: Project Basics | Part 1B | • | Part 2A | Part 2B | Part 2C |

Project: Growing Home (Hub & Expansion Sites)

Reviewed by: Emily Axtman, Lisa Abendroth

Project Review

Reviewer Instructions
Please fill in fields marked in yellow boxes. When review for this part is complete, please selected whether this project moves forward or needs further input and revision by the applicant.

PART I

A. Project Basics

Section A of the SEED Evaluator requests basic information about the project, project type, community, place, and participants. This information should be concise and descriptive of the qualities most relevant to the nature of the work and those involved. This section may be updated should aspects of the project change over time.

1. APPLICANT INFORMATION

Identify the project lead or applicant (i.e., the individual(s) responsible for submitting this project to SEED and inputting project data) and complete requested contact information below.

a. Project lead/applicant name: **Rashmi Ramaswamy**
b. Project lead/applicant mailing address:

SHED Studio

1945 West Race Street

City	State / Province
Chicago	IL

Country	Zip Code
USA	60622

c. Project lead/applicant email address: **rashmi@shedchicago.com**
d. Project lead/applicant telephone:

f. Is project applicant a designer? Yes

Sample Application:
Growing Home
SHED Studio

SEED Evaluator
Part I.A.
Project Basics:
(wb p3)

• launch of new project

• establishes the spirit of the project in terms of parameters and scope

1. Applicant Information
2. Partner and Stake-holder Information
3. Community Description
4. Project Description

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SOCIAL ECONOMIC ENVIRONMENTAL DESIGN

The SEED Evaluator

| Part 1A: Project Basics | Part 1B | • | Part 2A | Part 2B | Part 2C |

Project: Growing Home (Hub & Expansion Sites)

Reviewed by: Emily Axtman, Lisa Abendroth

Project Review

Reviewer Instructions
Please fill in fields marked in yellow boxes. When review for this part is complete, please selected whether this project moves forward or needs further input and revision by the applicant.

PART I

A. Project Basics

Section A of the SEED Evaluator requests basic information about the project, project type, community, place, and participants. This information should be concise and descriptive of the qualities most relevant to the nature of the work and those involved. This section may be updated should aspects of the project change over time.

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f. Is project applicant a designer? Yes

SEED Evaluator
Part I.A.
Project Basics:
(wb p3)

• launch of new project

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1. Applicant Information
2. Partner and Stake-
   holder Information
3. Community
   Description
4. Project Description

Sample Application:
Growing Home
SHED Studio

SEED Evaluator
Part I.A.
Project Basics:
(wb p3)

2. PARTNERS AND STAKEHOLDER INFORMATION

Identify project participants, partners, managers and/or stakeholders. You may return to this section and update as the project evolves and additional parties are included.

a. Who are the primary project stakeholders and what are their interests in the project?

> The primary stakeholders are from the following categories:
>
> 1. Program attendees, including formerly incarcerated individuals and the homeless, and community, who benefit from receiving job training in the green/urban agricultural sector, with the added future benefit of entrepreneurial opportunities.
>
> 2. Residents of adjoining Englewood community, who benefit by having greater access to affordable fresh, organic produce. This neighborhood is considered to be a "food desert". Additional benefits include community gathering spaces, recycling areas and other similar resources.

b. List active project participants, partners and/or managers and the role they will play or have played thus far in the project.

> A. DESIGN TEAM:
> The role of the design team is phased and collaborative. The first of hopefully many phases has already taken place and while it is finishing up, we have started the second phase of expansion. The role of the design team for phase one started with facilitation of planning sessions for goal setting, coordinating working group meetings for programming & dev
> details. This planning / architecture phase focused on g
> up and running and designing and getting built a new urba
> is the lead on the traditional architectural design servi
> planning and the architectural building process. Designs
> a non-profit interior design group that has provided a gr

c. List email addresses of other SEED members on the project team who will be editing (separate by commas):

> mike@shedchicago.com,
> hrhodes@growinghomeinc.org,
> mtalbot@designsfordignity.org

d. If preliminary or planning meetings have been held, please list them here and inclu
agendas, etc.

> The project is a multi-phase project at (2) separate site
> to each other. (See Project Description for additional de
> phases commences with a Site Planning, Programming & Conce
> which includes some of the associated community input & p
> described below (varies by phase):
>
> •Goal setting & visioning meeting attended by members of
> •Programming questionnaires distributed to the Broader Co
> •Participatory brainstorming meeting focusing on site lay
> attended by members of the Broader Community
> •Regular meetings with Working Group to develop the detai

Upload Files for q1a-2-d: (each file must be no greater than 1 MB in size)

File 1: [★] Meeting Notes, Phase 1   (replace | remove)

Upload Files for q1a-2-d: (each file must be no greater than 1 MB in size)

File 1:	[Browse...]	Description / Title:	
File 2:	[Browse...]	Description / Title:	
File 3:	[Browse...]	Description / Title:	
File 4:	[Browse...]	Description / Title:	

Reviewer feedback

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3. COMMUNITY DESCRIPTION

Identify the community where the project takes place (city, state, province, country as appropriate).
Address known historical and cultural qualities.

a. What is the name of the community/neighborhood?

Englewood

b. What is the geographic location of the neighborhood/community (city, state, province, country)?

City
Chicago

State / Province
Illinois

Country
USA

Zip Code
60621

c. What are the physical and demographic qualities of the community served by this project (upload maps and provide statistics as available)?

(Excerpted from the Englewood Quality of Life Plan)

Once home to the city's second busiest shopping districts at the transit-served corner of 63rd and Halsted Streets, the Englewood neighborhood in recent decades has struggled to reverse a long decline in population and economic health.

Englewood's population fell 17 percent in the 1990s to 40,222, from a peak of 97,000 in 1960. Housing was 31.5 percent owner occupied, up slightly, but the population below the poverty level stood at 43.8 percent. With more than 10,000 housing units lost over the decades, the neighborhood has many vacant lots and

Upload Files for q1a-3-c: (each file must be no greater than 1 MB in size)

File 1: Existing land use   (replace | remove)

File 2: Health Statistics   (replace | remove)

File 3: Economic Profile   (replace | remove)

File 4: Per Capita Income   (replace | remove)

d. What are the historical and cultural characteristics of the community?

(excerpted from the Englewood "Quality of Life Plan" from 2005)

What came before:
Our neighborhood was founded because of railroads, whose viaducts still criss-cross the community. The first residents were Germans, Irish and Swedish immigrants settling in the 1850s at a place called Junction Grove, and another wave followed the 1868 construction of the Cook County Normal School, which would later become Chicago State University. The first African-Americans arrived prior to the Civil War. An enclave near 67th and Racine was a destination on the Underground Railroad, and other African-American clusters were on Stewart Avenue and near 63rd and Loomis.

Reviewer feedback

Sample Application:
Growing Home
SHED Studio

SEED Evaluator
Part I.A.
Project Basics:
(wb p4)

• upload support documentation relevant for each section or as needed

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4. PROJECT DESCRIPTION

Select the category below that best describes the project discipline. This category will subsequently customize aspects of the remainder of the application. Describe the project and design product per questions below. Note: "design product" here references the design outcome or result.

Describe the project and design product per questions below.

a. What discipline categorizes the project: Architecture

b. Project name/title:

Growing Home (Hub & Expansion Sites)

c. What is the design product?

At the end the two phases, the project will comprise of about 40,000 s.f. of covered and open growing areas for Urban Agriculture, a 2000 s.f. classroom/office/greenhouse building, outdoor processing & packaging areas, outdoor multi-purpose spaces (fo

d. Describe the project scope and phases of development?

The project consists of (at least) 2-phases that occur at (2) separate sites that are diagonally across the street from each other. The first site will consist of all the main program functions (classrooms, community amenities, utilities & infrastructure, parking etc), and serve as a hub for the second expansion / satellite site as well as other satellite sites already being used by Growing Home. The hub is intended to be scalable for future satellite sites, as well. The main/hub site would be capital intensive, and demonstrate the community, mission, job-training and environmental outcomes in the context of farming. The satellite & expansion sites will focus primarily on production, specifically farming and related activities, enabling economic self-sufficiency & sustainability of the entire project. This project is the

e. What phase is the project currently in?

Phase 1 has been completed, Phase 2 has just commenced

f. When is expected completion of the design product?

1 | June | 2014

g. When is expected implementation date or use date of the design product?

2 | June | 2014

Reviewer feedback

ENTER / UPDATE RESPONSES AND CONTINUE

Sample Application:
Growing Home
SHED Studio

SEED Evaluator
Part I.A.
Project Basics:
(wb p5)

• update responses as project grows and develops over time

The SEED Evaluator | PUBLIC INTEREST DESIGN TRAINING PROGRAM

SOCIAL ECONOMIC ENVIRONMENTAL DESIGN

The SEED Evaluator

| Part 1A | Part 1B: Issues, Challenges and Goals | • | Part 2A | Part 2B | Part 2C |

Project: Growing Home (Hub & Expansion Sites)

Reviewed by: Emily Axtman, Lisa Abendroth

Project Review

Reviewer Instructions
Please fill in fields marked in yellow boxes . When review for this part is complete, please selected whether this project moves forward or needs further input and revision by the applicant.

Part I

B: Issues, Challenges and Goals

Section B is intended to provide an overview of the project in relationship to the community it affects. Questions below address Social, Economic, and Environmental issues in addition to information about community participation in the project. Questions focus on the project goals, issues and challenges, how success is being measured, and how community input was engaged and gathered. Responses to these questions help reveal the depth and breadth of the project and its issues. The answers will document the inclusion of the community's voice in shaping and accomplishing common goals.

Section B is a critical aspect of the SEED Evaluator application because it reveals how the project meets the minimum threshold of the SEED mission and principles. If the SEED mission and principles are not fulfilled or are violated, SEED reviewers will recommend the project not advance to the next step—Part II—of certification. Applicants will be advised how the project has failed to meet these principles. In these cases, the project may be subsequently revised and re-submitted.

1. ISSUE IDENTIFICATION

Identify the critical issue or issues that this project addresses.

a. Using the check-box menu, select up to five issues that characterize your project:

SOCIAL
- ☐ Accessibility
- ☐ Child Care
- ☐ Civic Engagement
- ☐ Crime and Safety
- ☐ Cultural Heritage
- ☐ Education

ECONOMIC
- ☐ Access to Mainstream Financing
- ☐ Access to Products
- ☐ Access to Services
- ☐ Affordable Housing
- ☐ Business Training
- ☐ Cooperative Ownership

SEED Evaluator
Part I.B.
Issues, Challenges +
Goals: (wb p6)

• discussion of issues, goals and challenges within the project

• social considerations that address community challenges, goals and measuring successes

• economic considerations that address community challenges, goals and measuring successes

• environmental considerations that address community challenges, goals and measuring successes

• community participation is documented

WHY A TRIPLE BOTTOM LINE APPROACH?

The triple bottom line guides a collective prioritization of actions stemming from the needs and project goals a community faces. It can also allow communities to seek out or develop a project that can meet several needs at once (education and job creation, for example).

1. ISSUE IDENTIFICATION

Identify the critical issue or issues that this project addresses.

a. Using the check-box menu, select up to five issues that characterize your project:

SOCIAL
- ☐ Accessibility
- ☐ Child Care
- ☐ Civic Engagement
- ☐ Crime and Safety
- ☐ Cultural Heritage
- ☐ Education
- ☐ Elder Care
- ☐ Empowerment
- ☐ Equality
- ☐ Equity
- ☑ Food Security / Hunger
- ☐ Freedom
- ☐ Gathering spaces
- ☐ Green Gardening
- ☐ Health
- ☐ Housing / Shelter - Emergency
- ☐ Housing / Shelter - Homelessness
- ☐ Housing / Shelter - Permanent
- ☐ Housing / Shelter - Transitional
- ☐ Human Rights
- ☐ Learning
- ☐ Local Identity
- ☐ Mobility
- ☐ Organic Gardening
- ☐ Political Activity
- ☐ Political Planning and Policy
- ☐ Prejudice / Discrimination
- ☐ Rain Water Management
- ☐ Recreation / Play
- ☐ Strengthening Community
- ☐ Water
- ☐ Water Access
- ☐ Water Management

ECONOMIC
- ☐ Access to Mainstream Financing
- ☐ Access to Products
- ☐ Access to Services
- ☐ Affordable Housing
- ☐ Business Training
- ☐ Cooperative Ownership
- ☐ Debt Relief
- ☐ Economic Development
- ☑ Economic Education and Training
- ☐ Employment
- ☐ Enterprise
- ☐ Entrepreneurship
- ☐ Green Collar Jobs
- ☐ Job Security
- ☐ Job Training
- ☐ Living Wages
- ☐ Micro Lending

ENVIRONMENTAL
- ☐ Access to Energy
- ☐ Access to Nature
- ☐ Alternative Energy
- ☐ Biodiversity
- ☐ Conscious Consumption
- ☐ Environmental Education
- ☑ Environmental Sustainability
- ☐ Functional Eco-systems
- ☐ Green Energy
- ☐ Local Sourcing
- ☐ Environmental Metrics: LEED, Energy Star, etc.
- ☐ Preservation of Nature
- ☐ Preservation of Wildlife
- ☐ Public Transportation
- ☐ Sanitation

- ☐ Biodiversity
- ☐ Conscious Consumption
- ☐ Environmental Education
- ☑ Environmental Sustainability
- ☐ Functional Eco-systems
- ☐ Green Energy
- ☐ Local Sourcing
- ☐ Environmental Metrics: LEED, Energy Star, etc.
- ☐ Preservation of Nature
- ☐ Preservation of Wildlife
- ☐ Public Transportation
- ☐ Sanitation
- ☐ Smart Growth

PARTICIPATION
- ☐ Asset-based Design
- ☐ Asset-based Development
- ☑ Community Charrettes
- ☑ Coordinated with local comprehensive plan
- ☐ Local Government Support
- ☐ Local media
- ☐ National Government Support
- ☐ Priority set by local government
- ☐ Public awards

Sample Application:
Growing Home
SHED Studio

SEED Evaluator
Part I.B.
Issues, Challenges +
Goals: (wb p6)

Through the lens of the issue selections above, respond to the following Social, Economic and Environmental considerations.

2. SOCIAL CONSIDERATIONS

Respond to each question and accompanying summary by assessing how social considerations (if any) were addressed.

a. Community Perspective: What community-based social challenge(s) is/are being addressed in this project?

> The conceptual framework adopted by Growing Home and the design team is that the social well-being of a community is interconnected with its economic self-sufficiency, the health of its members, and access to shelter, nutritious food and an unpolluted environment that on the one hand enhance the quality of life of the residents of the community, while at the same time providing opportunities for social connections, and entrepreneurial growth that lead to the well being of the community as a whole. This concept is fundamental to both the mission of Growing Home as well as the philosophy of SHED Studio and Designs for Dignity.
>
> In this particular project, the social challenges are:

Reviewer's Summary: Reviewer, please summarize the above statements.

b. Project Goals: How has the community-based social challenge above been addressed in the goals for the project?

> •Food Access:
> –One of the missions of the organization is to provide access to the community to nutritious produce as well as food growing opportunities
> –Development of an "urban agricultural district" provides a good use for the vacant lots while at the same time addressing community desires to have access to fresh, healthy produce
>
> •Economic opportunities:
> –The workforce development program provides job training to program attendees who include many community members
> –Graduates of the program will have opportunities to plan and develop their own

Reviewer's Summary: Reviewer, please summarize the above statements.

c. Measuring Success: How will socially relevant successes and failures be measured? What quantifiable evidence exists of the project's positive impact on this community?

> The goals in this category require an ongoing effort to work with the neighborhood residents so that they are invested in the success of the project. Phase 1 has provided a lot of information about the challenges of interacting with the community, as well as a lot of helpful information about strategies and initiatives that work.

SEED Evaluator
Part I.B.
Issues, Challenges +
Goals: (wb p7)

• community participation is documented throughout this section

• how was success measured within the context of the project?

5. COMMUNITY PARTICIPATION

Reflecting on previous answers, respond to each question and accompanying summary by describing how the community and/or relevant stakeholders been involved in the following:

a. Main Issue(s): Provide examples of participatory input or field research that verifies the importance of this issue(s) for the community?

Englewood is one of several communities in Chicago that was part of the New Communities Program funded by LISC, and participated in a neighborhood specific planning process, open to all residents in the neighborhood. The Quality of Life plan can be found at http://www.teamworkenglewood.org/display.aspx?pointer=1911

One of the goals of the plan is to "develop an urban agriculture district to provide business, job training and employment opportunities while improving the availability of fresh produce," which combines strategies for economic development and plans to improve healthy living into an initiative that focuses on access to and production of healthy food.

Reviewer's Summary: Reviewer, please summarize the above statements.

b. Project Goals: Provide examples of participatory input or field research that verifies the importance of these or how goals were set with the community?

In 2008, SHED Studio conducted a planning process to flesh out the goals around the food, fitness & health (FFH) strategy which provided a lot of information that was relevant to the project. Growing Home staff members Harry Rhodes and Orrin Williams participated in a working group from March to June 2008, which culminated in the Quality-of-Life "Strategy #5 Implementation Work Plan: Food, Fitness & Health for Englewood" which promotes "healthy lifestyles that include physical fitness, good nutrition, and better use of healthcare resources." This document is the working plan for linking Growing Home's Wood Street Urban Farm with the greater goal of community and economic development in Englewood. Additional ideas range from more urban farms to restaurants to developing a food venture center. Growing Home staff remains at the center of these planning

Reviewer's Summary: Reviewer, please summarize the above statements.

c. Measuring Success: How was the community involved in determining the measurement of project successes and failures?

Growing Home is one of a series of neighborhood scale efforts aimed at improving food access in the neighborhood. The FFH planning process resulted in setting goals around measurement of success. Baseline documentation is being collected based on field surveys and work done by Chicago State University, Northeastern Illinois University and CLOCC (Consortium to lower Obesity in Chicago Children), and a data/measurement sub-committee is developing protocols to measure change. Several community members are part of this committee. Growing Home will also be part of this measurement process, and will be adjusting programs from lessons

Sample Application:
Growing Home
SHED Studio

SEED Evaluator
Part I.B.
Issues, Challenges +
Goals: (wb p8)

• community participation is documented throughout this section

• how was success measured within the context of the project?

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SOCIAL ECONOMIC ENVIRONMENTAL DESIGN
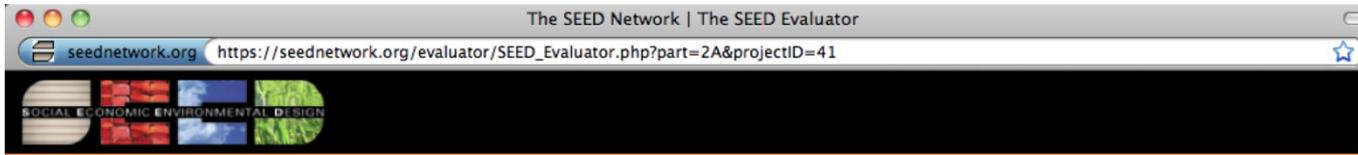
The SEED Evaluator

Part 1A | Part 1B | • | Part 2A: Benchmarks | Part 2B | Part 2C

Project: Inspiration Kitchens East Garfield Park

Reviewed by: Emily Axtman, Lisa Abendroth

Project Review

Reviewer Instructions
Please fill in fields marked in yellow boxes. When review for this part is complete, please selected whether this project moves forward or needs further input and revision by the applicant.

Part 2: Process Towards Goals

Part 2 outlines a design process for your project based on the design discipline selected in Part 1A, question four.

Part 2 adds the dimension of time in relationship to goals so that progress can be observed and communicated along the life of the project. This section is composed of Benchmarks (2A) and Performance Measures (2B). Benchmarks are discipline specific and are points of reference for evaluation during the timeline of a project. A benchmark can be used to inform the expected outcome of a project, especially when regular performance measurement is involved. Benchmarks are discussed here in two ways: steps in the design process and other important steps in completing the project. Performance Measures provide evidence of ways in which the design process is supporting project social, economic and environmental goals. The purpose of Performance Measures is to demonstrate a timeline that shows how each goal is achieved incrementally during the stated span of time.

A. Benchmarks

1. RESEARCH & DATA COLLECTION

This benchmark describes how research and data collection was used in the design process. Relative to this benchmark, provide a description of development towards stated social, economic and environmental goals. Address how community participation was included. Include references to research methods, participants and how the data was incorporated into decision-making processes. Please distinguish between qualitative and quantitative research and data.

a. Design Benchmarks: What specific increment towards one of the project's stated social, economic or environmental goals was accomplished during this phase?

Concluded 30 September 2009

Economic:
Inspiration Board identified East Garfield Park as food desert where unemployment and underemployment are extreme

Determination made to set costs at 40-50%, to allow lower pricing and limited local sourcing

---

2. PROGRAMMING

This benchmark describes the determined scope of work, otherwise known as the program. While programs vary depending upon project scope, typically programming would contain information related to types of amenities, square footage and function of spaces, electrical and mechanical systems, and construction budget among other items. Relative to this benchmark, provide a description of development towards stated social, economic and environmental goals. Address how community participation was included.

a. Design Benchmarks: What specific increment towards one of the project's stated social, economic or environmental goals was accomplished during this phase?

```
Concluded 31 Oct 2009

Social:

Determined need for community gatherings, hosting at least 12 community
meetings per year

Determined need for areas conducive to conversation

Decision made to orient facility to local families and their children.
```

Reviewer's Summary: Reviewer, please summarize the above statements.

b. Dates: When is (or was) this benchmark to be accomplished?
[Day ▢] [Month ▢] [Year ▢]

c. Community Participation: What community members were included in this phase? (List names/groups, type of involvement and measurable results.) What community feedback was received on the results of this phase?

```
Community groups that were invited to participate in online programming
included Garfield Park Conservatory Alliance, The Primo Center for Women and
Children, West Side Health Authority, Al Raby School for Community and
Environment, A Safe Haven/ Chicago Sisters in the Hood, Breakthrough Urban
Ministries, Bethel New Life, Cathedral Shelter, Sarah's Inn,

Face to face meetings with community groups were held on the following dates
- East Garfield Park Housing and Design Review Committee- October 7, 2009
- East Garfield Park Open Space Committee - Oct 14, 2009
- East Garfield Park Healthy Communities Committee - Oct 28, 2009
```

Reviewer's Summary: Reviewer, please summarize the above statements.

d. Other Project Benchmarks: List all other specific increments towards one of the project's stated social, economic or environmental goals was accomplished during this phase?

```
Precedents identified and studied
```

SEED Evaluator
Part II.A.
Benchmarks:
(wb p11)

• dates, outcomes and reflection on community participation are relevant to each benchmark component in this section

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SOCIAL ECONOMIC ENVIRONMENTAL DESIGN

The SEED Evaluator

| Part 1A | Part 1B | • | Part 2A | Part 2B: Performance Measures | Part 2C |

Project: Inspiration Kitchens East Garfield Park

Reviewed by: Emily Axtman, Lisa Abendroth

Project Review

Reviewer Instructions
Please fill in fields marked in | yellow boxes |. When review for this part is complete, please selected whether this project moves forward or needs further input and revision by the applicant.

Part 2

B. Performance Measures

Performance measures provide evidence of ways in which the design process is supporting project social, economic and environmental goals. The purpose of Performance Measures is to demonstrate a timeline that shows how each goal is achieve

This section describes the incremental steps towards social, economic and environment stated in Part II, Section A, provide indicators or evidence that supports project progres timeline of activities related to goal accomplishment or stages of completion.

1. SOCIAL PERFORMANCE MEASURES

a. Give specific actions and/or numeric results that will (or have, if phase com benchmark below towards the following social goal(s): (from 1B-2-b):

Once opened, Inspiration Kitchens will have a powerful impact on the community. Each nutritious options to families and individuals affected by poverty, with a focus on work for nutritious food and community gatherings, hosting at least 12 community meetings strategic partners, including community organizations, schools and religious congregat Garfield Park will address this gap of affordable, healthy based meals by providing heal the neighborhood. While food costs are normally set at 30% of the menu price, Inspira lower pricing and limited local sourcing. At Inspirations Kitchens at East Garfield Park, its "Guest Certificate" program, the facility will provide working poor families a dining quiet family time. Collaborating organizations, such as schools, religious congregations allowing families to dine free at the restaurant on a one-time basis. The building will a promote the advancement of their community. The Guest Certificate initiative is on tra 2011. The project team worked with a point-of-sale system vendor to establish a syste allowing the card to be used after the initial visit as a frequent diner card. The project through June 30, 2011). The plan calls for distribution of 300 Guest Certificates (for

b. Research and Data Collection:

Identified strategic partners within Community

Identified site with easy access for trainees and patrons;

Identify site that will be close enough to a regional attraction to increase exposure to broad range of potential patrons

Identify offerings of existing food establishments; Identify abundance of community meeting spaces and family dining options in the neighborhood

Timeline: (from Part 2A-1-b): December 31, 1969

Reviewer's Summary: Reviewer, please summarize the above statements.

c. Programming:

Developed relationship with strategic partners to identify needs and to assist in introducing poor working families and potential trainees to the facility

Determine need for community gatherings, hosting at least 12 community meetings per year

SEED Evaluator
Part II.B.
Performance
Measures:
(wb p18)

• discussion of performance measurement for each benchmark as it pertains to social, economic and environmental goals

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SOCIAL ECONOMIC ENVIRONMENTAL DESIGN

The SEED Evaluator

| Part 1A | Part 1B | • | Part 2A | Part 2B | Part 2C: Results |

Project: Inspiration Kitchens East Garfield Park

Reviewed by: Emily Axtman, Lisa Abendroth

Project Review

Reviewer Instructions
Please fill in fields marked in [yellow boxes]. When review for this part is complete, please selected whether this project moves forward or needs further input and revision by the applicant.

Part 2

C: Results

This section is intended to provide an overview of how well the project goals were met in the implementation stage. Project implementation is descriptive of application of final designs. This section is broken down into two phases that request descriptions of results for the (1) early implementation and (2) the later extended execution. These descriptions are followed by the evaluation of each. Reflections on implementation and use are requested.

1. DESIGN PRODUCT INITIAL IMPLEMENTATION

Please describe the design product implementation process in this phase. Product implementati... were or were not met in this phase. Please detail how each goal below was reflected in your im...

a. Timeline: When did initial implementation occur?
[1] [January] [2011]

b. Social Implementation: Give specific actions and/or numeric results that demonstrate ho...
following social goal(s):
(from 1b-2-b):
*Once opened, Inspiration Kitchens will have a powerful impact on the community. Each year it...
nutritious options to families and individuals affected by poverty, with a focus on working poor...
for nutritious food and community gatherings, hosting at least 12 community meetings per ye...
strategic partners, including community organizations, schools and religious congregations in...
Garfield Park will address this gap of affordable, healthy based meals by providing healthy food...
the neighborhood. While food costs are normally set at 30% of the menu price, Inspiration Kit...
lower pricing and limited local sourcing. At Inspirations Kitchens at East Garfield Park, local far...
its "Guest Certificate" program, the facility will provide working poor families a dining experien...
quiet family time. Collaborating organizations, such as schools, religious congregations and no...
allowing families to dine free at the restaurant on a one-time basis. The building will also hous...
promote the advancement of their community. The Guest Certificate initiative is on track to be...*

```
Site:
Situated in a food desert with high unemployment and underemployment, site
chosen for proximity to public transportation and a major regional attracti
the Garfield Park Conservatory.  Site was occupied by a single story indust
building built in 1906.

Security:
On site parking was integrated within a garden so that sense of security fo
unfamiliar patrons is reinforced along with ties to the park system; Main
street-level signage was mounted remotely from building to claim the entire
street frontage as cohesive whole.  Street trees were planted along the ent
```

*Reviewer's Summary: Reviewer, please summarize the above statements.*

c. Economic Implementation: Give specific actions and/or numeric results that demonstrate how progress h...
following economic goal(s):
(1b-3-b):
*Once opened, Inspiration Kitchens will have a powerful impact on the community. Each year it will: • Provide c...
homelessness and poverty • Enable graduates to harness $900,000 in new earning potential • Provide eight gr...
graduates with permanent jobs. Meals will be prepared by students of Inspiration Corporation's award-winning...*

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**SEED Evaluator
Part II.C.
Results: (wb p22)**

• results are broken into two categories that address early/initial implementation and post implementation/ occupancy outcomes

• results are recorded according to social, economic, and environmental outcomes

SEED EVALUATOR IN NINE STEPS

AN OVERVIEW:
1) Applicant Information
2) Community Description
3) Project Description
4) Issues, Challenges, Goals for Social, Economic, Environmental Design
5) Community Participation
6) Benchmarks
7) Programming
8) Performance Measures
9) Results

seednetwork.org https://seednetwork.org/evaluator/instructions.php

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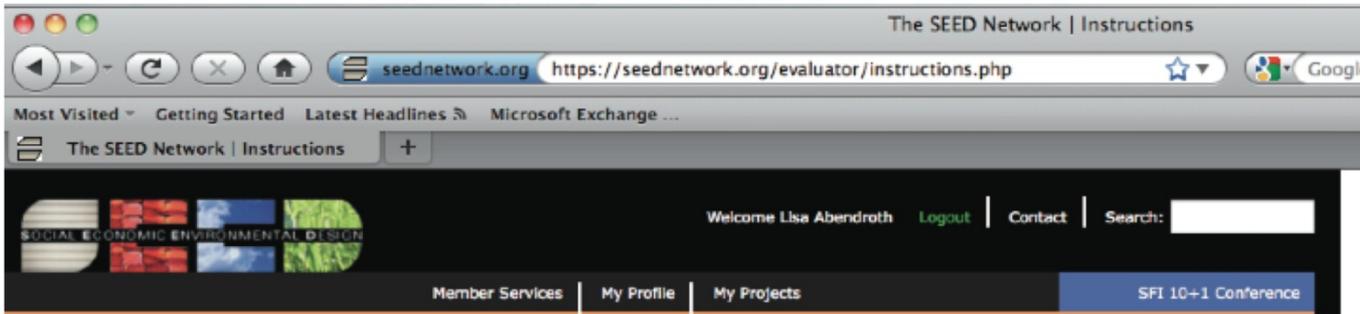
Instructions

This instructional document serves to inform about the process of completing the SEED Evaluator, the formal application tool for pursuing SEED Certification. Facilitating effective design development through a community-centered participatory process that focuses on the SEED mission and principles can be complex. These instructions address this concern and provide a framework for project planning - understanding how meeting project needs through sustainable outcomes aligned with social,

economic and
measurement
and activities
founding princ
community m
are designed
burden a proj
the quality of
goal in provid
scenarios are
responses an

SEED Certifica
Workbook pri
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NOTE: All project submissions for SEED Certification **must** use the online SEED Evaluator tool, however the Workbook version is provided as a convenience.

Downloads and Links

How to Begin SEED Certification

SEED Evaluator and Certification Instructions

📄 Evaluator Instructions PDF   📄 Evaluator Instructions DOC

SEED Evaluator Workbooks

📄 Architecture   📄 Architecture
📄 Communication Design   📄 Communication Design
📄 Industrial Design   📄 Industrial Design

NOTE: All project submissions for SEED Certification **must** use the online SEED Evaluator tool, however the Workbook version is provided as a convenience.

SEED Certification Instructions:

• Evaluator instructions plus workbook versions of the Evaluator for Architecture, Industrial Design and Communication Design with Landscape Architecture coming in summer 2011.

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WHAT IS SEED CERTIFICATION?

SEED Certification is the standard by which designers, community organizers, leaders, and funders can use to document their valued achievements. A SEED Certified project has demonstrated it did what it set out to do—having achieved levels of success through qualitative and quantitative measures, maintaining a reliance on the SEED mission and principles while meeting significant goals and defining benchmarks.

SEED Certification content includes:

• one-stop for everything related to certification including the SEED Evaluator

• resources available for use in completion of the SEED Evaluator

• Project Viewer and Manager aspects bring added control to different user groups

• discussion of how SEED Mission and Principles should inform design process for projects seeking SEED Certification

• how quantitative and qualitative measures serve as framework for evaluating project results

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SEED Reviewers

Patrick Rhodes

Patrick is a 1996 graduate of the University of Florida architecture program and received a Master of Architecture from the Southern California Institute of Architecture in 1999. In 2001, he formed Project Locus, a 501(c)(3) nonprofit corporation, to design and build community structures in areas of need, and to pursue a growing interest in teaching. During
35 professionals, volunteer
including Kansas State Univ
Locus designed and rebuilt
Museum, Community and
Lewis, in the Lower Ninth W
Venice Biennale of Architec
the Walker Art Museum and
Museum. His work has bee
Yorker, the New York Times
2007 EDRA Places Design
is currently head of the De
Construction High School i
curriculum that develops c
are able to think spatially
and succeed in all aspects

Jamie Blosser

Jamie Blosser, AIA, LEED AP, is an Associate and Dir
Atkin Olshin Schade Architects' Santa Fe office. Jam
the founder of the Sustainable Native Communities
Collaborative, a new initiative of Enterprise Commu
Partners. The Sustainable Native Communities Colla
recently received a National Endowment of the Arts
work with tribal leaders on best practices for sustai
development in Native American communities in the
Case studies for the SNCC will be underway in the S
2011.

Jamie specializes in tribal advocacy and sustainable community developme

SEED Certification
SEED Reviewers:

• bios and statements from 13 reviewers on the impact of SEED in their research and design practice

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seednetwork.org https://seednetwork.org/evaluator/SEED_Evaluator.php?part=complete&projectID=5
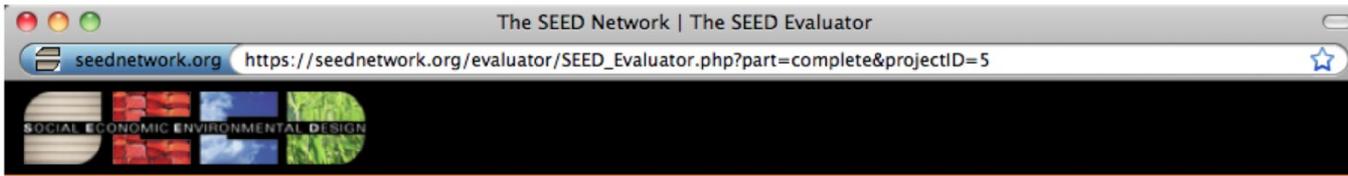
The SEED Evaluator

| Part 1A | Part 1B | • | Part 2A | Part 2B | Part 2C | • | Project Certified |

Project Certified

Congratulations! Your project has successfully completed the SEED Review process and is now fully SEED Certified.

All project information remains in the Evaluator for you to view, but you may not edit anything at this point. Please use the tabs above to navigate the sections of the SEED Evaluator, view your application, and view the reviewer's comments.

If you have any further questions, please contact us at info@seednetwork.org.
Thank you for taking part in the SEED Certification Process.

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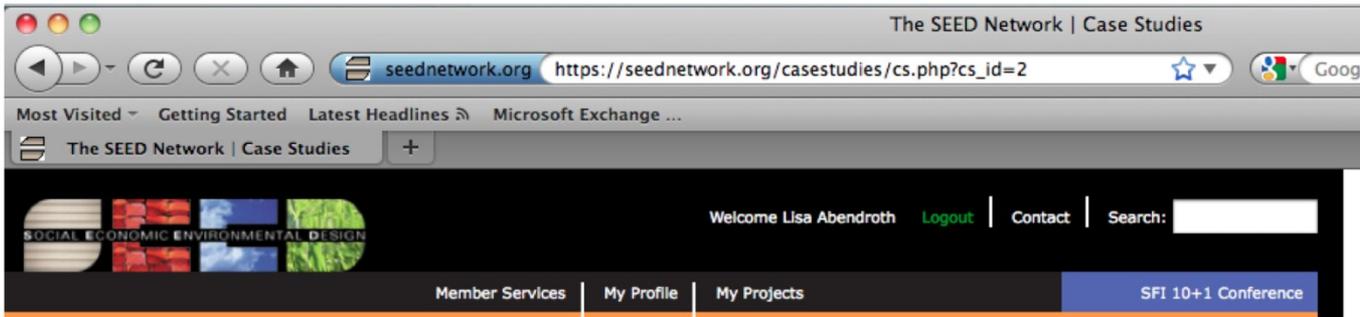
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Case Studies
Chinatown Community Education Center
Location: Massachusetts
Submitted by: Lawrence Cheng

1) What issues where addressed?
• Cultural Identity
• Neighborhood Vitality
• Community Services
• Education
• Strategic Use of Resources

2) What were the results of design?
• - The community recognizes through numerous discussions that its future relies on being the cultural/civic and social center of New England's Asian populations. Providing permanent homes for community organizations and service agencies is identified as critical to this vision.
•
• - The Chinatown Community Education Center was co-developed by two of Chinatown's prominent organizations to be their permanent home.
•
• - A new energy efficient facility co-developed and co-owned by two community organizations.
•
• - A building that bridge the business core and the

SEED Certification
content includes:

• evolving development of project synopses / case studies distilled from project submission using the SEED Evaluator

• demonstrates responses to four key questions

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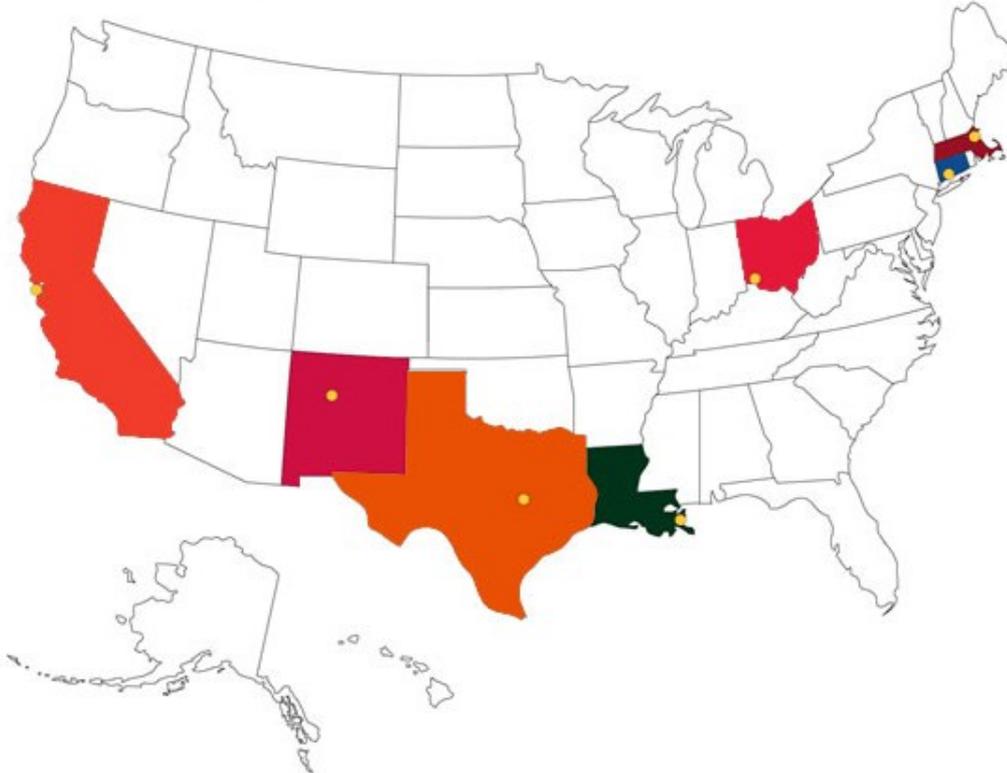
Funded by: SURDNA FOUNDATION

Learning objectives are:

- Understanding public interest design and how it is re-shaping the design professions.
- Pro-actively finding a public interest design project
- Finding new clients.
- Leveraging other partners and assets to address project challenges.
- Maximizing a project's positive impact on a community.
- Learning about new fee sources and structures.
- Using a step-by-step process of working with a community as a design partner.
- Measuring social, economic, and environmental impact on communities.

Goals of the Public Interest Design Institute

DESIGN CORPS

www.seednetwork.org

Thank you

Bryan Bell, SEED
Design Corps

Submit a question to the moderator via the Chat box. They will be answered as time allows.

Thomas Burns, Assoc. AIA
Moderator

Good design
makes a difference ™

THE AMERICAN
INSTITUTE
OF ARCHITECTS

Thank you for joining us!

This concludes the AIA/CES Course #H12010.

The webinar survey/report form URL is listed in the chat box *and* will be included in the follow-up email sent to you in the next few hours.

Report credit for all attendees at your site by completing the webinar survey/report form **within the next 24 hours**. You will be prompted to download a certificate of completion at the end of the survey.

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