30 Million Words: Early Childhood Education in Detroit

Knowl Baek, Masha Safina, Beth Schwindt
Delivering 30 Million words to the children of Detroit could be diagnosed as a chronic social problem, where resources will be necessary to treat the social issue for years. We propose making the problem smaller by unwinding the threads in the larger knot.

30 Million Words

Parents don’t know about educational resources available
Basic needs not getting met

SLC requires continual operations support from United Way
Demanding and difficult forms wasting parent and teacher time

Not enough children in quality pre-K
Basic needs not getting met

ELC requires continual operations support from United Way

30 Million Words

30 Million Words

30 Million Words

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When our research team was in Detroit, our guide for the day, Allyson, took a sharp turn into a neighbourhood while we were in between meetings. She wanted to show us where the children we were about to visit lived. In a neighbourhood with a beautiful, new charter school, we saw dilapidated houses. One of those houses, with a partially caved in roof, had toys in the yard and carved jack-o-lanterns on the porch. Somebody in that house very much cared for the child who lived there, but lack of basic necessities and a hostile neighbourhood had to make caring for that child a monumental task.

The United Way of South Eastern Michigan has made a big goal of having all the children in Detroit who were born in 2012 graduate from high school college ready in 2030. The first step, having those children hear 30 million words before they are three years old, is a goal entangled in a knot of social issues: lack of basic resources, getting children around barriers school enrolment, and building resources for parents so that they may be in the position to read and speak those 30 million positive, encouraging words. At the Early Learning Centers, we saw evidence that Detroit is full of the sort of parents who, despite poverty, language barriers, and their own upbringings, are the sort who carve jack-o-lanterns and want the best for their children.

We see 30 Million Words not to be just about reading. It is about nurturing good parenting instincts and creating great parenting communities to help each other, to find resources, and to even make opportunities for those parents to become the caregivers, teachers, and entrepreneurs that will drive Detroit into its bright, academic future.

Closing the ‘30 Million Words Gap’ for the children of Detroit could be diagnosed as a huge, tangled problem, where great resources will be necessary to treat the social issue for years. In this booklet, we would like to share what we learned about this big challenge, and propose how we might be able to go about breaking down the challenge, unraveling (or snipping away at) the smaller threads in the big hairy knot.

We would like to stress that this document is by large a communication tool and our hypotheses were developed as a result of three months long collaboration with the United Way team. We invite you to treat this as a ‘Workbook’, write on it, edit it, cut it up, and use it to make even better plans for your mission.
Value Web visualizes the existing set of relationships among stakeholders in a given context, showing how value is exchanged and flows through the system. Most frequently, it is represented as a network diagram in which stakeholders are presented as nodes connected with links with descriptions of what value is flowing from node to node. Descriptive value web is used as analytic tool to understand the state of current conditions, while a prescriptive value web is created in the synthesis stage to describe possible future state. (Kumar, 2012)

Throughout the project, we have used the following tools and methods to analyze the current problem and create our proposals for pilots. We used value webs and process based models as diagnostic tools to take the current system apart and understand the constituents and relationships. Using activity systems and pilots, we have attempted to understand how the changes we envisioned would affect the flow of values between constituents, and also gradually increase our ambition level towards Super User and Incubator concepts.

**TOOLS AND METHODS DESCRIPTION**

**VALUE WEBS**
Value Web visualizes the existing set of relationships among stakeholders in a given context, showing how value is exchanged and flows through the system. Most frequently, it is represented as a network diagram in which stakeholders are presented as nodes connected with links with descriptions of what value is flowing from node to node. Descriptive value web is used as analytic tool to understand the state of current conditions, while a prescriptive value web is created in the synthesis stage to describe possible future state. (Kumar, 2012)

**ACTIVITY SYSTEMS**
Activity System Diagram shows the core competencies of a company’s organization, along with the associated management activities and policies to support them. Activity system map is more than just a laundry list of strategies and activities - it provides a graphic representation of how the activities pursued by an organization fit with and reinforce each other. (Sneed, 2010)

**PROCESS BASED MODEL**
Process Based Model is a tool we created in the course of this project to describe and understand the steps of a process that organization follows to deliver service/product. The model is used to identify ‘gaps’ - barriers in the process and potential opportunities to improve the process.

**PILOT PLAN**
Pilot Plan is a tool that allows you to carefully plan all the components of your pilot. It allows you to break down the pilot into individual steps and identify stakeholders and resources required at each step. It also allows you to follow the progress of the pilot and make adjustments as necessary throughout to reflect on the progress.

Among the various solutions we have generated, we selected three concepts based on the size of opportunity and level of ambiguity. The diagram shows our strategy that we will target smaller, certain causes or larger, ambiguous goals. Using the criteria for selecting concepts, we consider Better Forms as a more tangible goal which has more near-term results, and gradually increase our ambition level towards Super User and Incubator concepts.

**DESCRIPTION OF DESIGN CONCEPTS**

**BETTER FORMS**
The Better Forms concept is about removing barriers to children entering pre-school. We believe an easy-to-use Michigan aid form and a friendly, pre-school enrollment system would get parents the basic resources they need, children into schools, and more time on for teachers to build parent volunteer communities.

**ELC ‘SUPER USER’**
ELC ‘super user’ concept is about leveraging energy, empathy and logistics of active ELC users to bring new mothers into ELC community and help them succeed both as parents and individuals. We believe that nurturing, supportive environment at ELC, build around mentorship of ‘super user’ mothers, will inspire new mothers to teach their children to read and to develop useful skills that would lead to new job opportunities for themselves.

**SOCIAL VENTURE INCUBATOR**
Social Venture Incubator Concept is about shifting the role of United Way to provide limited seed funding to local entrepreneurs and nonprofits until they can become self-sustaining. United Way self channels more funds to training, coaching, and mentorship programs so that the entrepreneurs and nonprofits can spend more time working on their missions and less time dealing with logistics, management, and bureaucracy. This approach attempts to support the growing entrepreneurial spirit and energy in the community which Detroit is originally born out of.

Among the various solutions we have generated, we selected three concepts based on the size of opportunity and level of ambiguity. The diagram shows our strategy that we will target smaller, certain causes or larger, ambiguous goals. Using the criteria for selecting concepts, we consider Better Forms as a more tangible goal which has more near-term results, and gradually increase our ambition level towards Super User and Incubator concepts.

**INCUBATOR**

**SUPER USER**

**BETTER FORMS**
‘Better Forms’ Concept
For the parents who are dissatisfied with the current process to enroll their children in early pre-kindergarten programs, we propose a new enrollment system that allows children to enter school immediately. Unlike existing models where 20% of parents who start early Head Start paperwork do not complete it and another 800 parents per year aren’t starting paperwork, our system has user-friendly paperwork that can be easily completed in one visit.

Our forms will have language that is easily understood, is translated, and uses appropriate language for sensitive questions. Our system also eliminates barriers, like making doctors’ appointments, by bringing visiting pediatricians to the school system. For the schools, the time spent managing paperwork can be reduced to allow teaching staff to focus on engaging parent volunteers into the learning community, and other activities that focus on building the school community and fostering whole child and whole family well-being. In two years, if not sooner, we expect to see a 20% increase in quality pre-k enrollment, with more engaged parents, because paperwork will no longer be a negative experience and a barrier to entry.
In this model, we tackle operational effectiveness to get more students into the pre-kindergarten system, which we know drastically increases a child’s chances of graduating from high school. With lower barriers to entry and paperwork that provides a friendly, user-centered welcome to pre-school life, parents and school staff will be free to spend time building school community through parent volunteer time.

In another act of operational effectiveness, we move doctor’s visits to the school, eliminating the need for parents to seek out individual appointments. We see this as an opportunity to nurture the “whole child” in terms of health and to use doctor’s visits as another loop to getting children and parents additional resources. With the school as a place where resources and time are available, believe strong school-based communities can be developed and nurtured.
Parents visit early Head Start and begin to fill out forms for school.

Parents take home forms to where they need extra information.

Parents set up doctors visit to get required immunizations and physicals.

Parents return to school with required paperwork.

Preschool teachers spend 7 hours/8 hour day managing paperwork.

Child enters quality Pre-k.

Child is now in an educational system and will likely stay there because they are “plugged-in” to the system.

**GAP 1**

The paperwork is complicated. Parents can’t fill it out in one setting.

**GAP 2**

The paperwork for early Head Start requires substantial documentation. How might this be simplified?

**GAP 3**

Too many barriers. Parents get discouraged and don’t complete visits because they don’t have regular doctors or find process overwhelming.

**GAP 4**

Teacher is spending time managing binders instead of spending more time with special education students in the classroom.

**GAP 5**

After going to quality Pre-k, child goes to a non-quality school and falls behind.

**OPPORTUNITY**

Simplify the paperwork. If parents can enroll their child in early Head Start on the same day, they are likely to stay in the system. Currently, there is an estimated 20% incompletion rate with school forms.
Parent brings child to school to enroll her in early Head Start.

Child is enrolled in school.

Parent volunteers at school while child is learning. Both parent and child are "plugged in" to school community network.

The teacher has more time to spend with special-education students and with volunteer parents.

School has a community of engaged parents, students, and teachers.

**OPPORTUNITY**
- Get child enrolled and "plugged in" to a quality educational system on the first visit.

**OPPORTUNITY**
- Encourage parent to volunteer at the preschool and become even more involved into other needed services.

**OPPORTUNITY**
- Providing parent with volunteer opportunities, teaching parent about furthering their own education.

**OPPORTUNITY**
- Teachers could work with parents to build a strong social system around the preschool and deputize social service navigation to volunteer moms, as in the super-user model.

**OPPORTUNITY**
- Parents may get introduced to other needed services.

**OPPORTUNITY**
- Parents and teachers could shepherd students through gaps in education system and keep them on path of quality ed.
For the parents who are dissatisfied with the current, multi-step paperwork process to enroll their children into a quality Head Start program we propose designing user-friendly forms. Unlike existing model where 20% of parents who start early Head Start paperwork do not complete it and one teacher spends seven of her eight hours each day managing paperwork, we update the stack of paper forms and binder filing system to a streamlined, user-friendly digital system. This will remove a barrier for the 20% of children not going to pre-school because of a form barrier (estimated 2000 students).

User-friendly forms will allow parents to easily register their children for school, because they will easily be able to complete the paperwork. More free time for the pre-school teachers to actually teach students will free time for her to communicate with and organize parent volunteer groups that would support the ELC’s 30 million words reading goals and get students “plugged in” to a quality education system.
## PILOT PLAN 1

**United Way Early Learning Centers (Streamline the Paperwork)**

### Stages

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UW</strong> partners with Southwest Counseling Solutions and the State of Michigan to identify which early Head Start forms can easily be changed, from an agency perspective.</td>
<td><strong>UW</strong> understands possibilities and concerns with any form updates.</td>
</tr>
<tr>
<td><strong>UW</strong> sends paperwork to be updated to ELCs for feedback sessions with moms to identify wishes and concerns with the paperwork that can be changed.</td>
<td><strong>UW</strong> gathers feedback from ELC workshops.</td>
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<tr>
<td><strong>UW</strong> runs a three-day intense workshop with designers to produce concepts of user-friendly forms.</td>
<td>Partnering with Southwest Counseling Solutions, <strong>UW</strong> prototypes the new forms for a day by sending staff to sit with new users and enroll them using the new forms and gather reactions.</td>
</tr>
</tbody>
</table>

### Resources

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>UW</strong></td>
<td>1 day of meetings</td>
</tr>
<tr>
<td>Planning budget: 1 staff member x 1 hour = $100/hour = $100</td>
<td></td>
</tr>
<tr>
<td><strong>UW</strong></td>
<td>2 two-hour workshops at ELCs with volunteer moms and staff members</td>
</tr>
<tr>
<td>Planning budget: 6 staff members x 3 hours = $100/hour = $1800</td>
<td></td>
</tr>
<tr>
<td><strong>UW</strong></td>
<td>Hosts 3-day workshop for 20</td>
</tr>
<tr>
<td>Planning budget: 4 staff members x 8 hours = $100/hour = $3200</td>
<td></td>
</tr>
<tr>
<td><strong>UW</strong></td>
<td>2 2-day testing sessions</td>
</tr>
<tr>
<td>Planning budget: 2 staff member x 10 hours = $100/hour = $2000</td>
<td></td>
</tr>
</tbody>
</table>

### Needs

<table>
<thead>
<tr>
<th>Need</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>UW</strong></td>
<td>Needs to build buy-in from the State of Michigan and Southwest Counseling Solutions to make easy paperwork changes.</td>
</tr>
<tr>
<td><strong>ELC</strong> staff</td>
<td>Needs to coordinate volunteer moms for feedback.</td>
</tr>
<tr>
<td>Possible design partners include Institute of Design students, 1871, or local Detroit designers.</td>
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</tr>
<tr>
<td>Budget: $4500 (catering, supplies)</td>
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### Return on Investment

- 800 more students in quality pre-k* |
- Tax payer savings (Perry Pre-school study) = 800 students x $178,000 = $142 M |

### Outcome

- **UW** has produced great examples of user-friendly paperwork, which could be adopted as is from the workshop or further developed by the partner agencies. |

### Sub-total

- $12,300 |
- $7800 |
- $4500 |

### Total

- $24,600

*We estimate all new user-friendly forms would capture at least half of the 1600 students per year whose parents start forms but don’t complete them.*
Better Forms Concept
Pilot 2: Pediatricians on the Go

For parents who don’t have time or face difficulties setting up the individual appointments to complete required pre-kindergarten medical paperwork, we propose traveling doctors to complete the required immunizations and check-ups for school. Unlike existing model where parents are sent off to get immunization proof and physicals themselves, we will bring doctors to schools, eliminating this barrier to entry. We will initially target early Head Start programs. Bringing doctors to schools solves the problem of having parents find and finance doctors visits themselves. We also believe the doctors to schools program could be built into a greater program supporting the health needs of the whole school in a convenient way to parents and children because they could also provide routine health check-ups and screenings.
PILOT PLAN 2

United Way Early Learning Centers (Pediatrics on the Go)

Steps

- **UW partners with Southwest Counseling Solutions to complete school physicals and immunizations on site.**
- **UW hires a mobile pediatrician to visit the schools on the identified days. The pediatrician visits three sites total.**
- **UW and the early pre-k track numbers of enrolled pre-schoolers and compare against previous years' numbers and other pre-k programs to check percentage increase.**

Resources

- **UW: Planning budget:**
  - 1 staff member x 4 hours x $100/hour = $400

- **Needs:**
  - Mobile doctor fees:
    - 9 days @ $2120/day = $19080

- **Sub-total:**
  - $20,280

- **Return on investment:**
  - We estimate 30% of the 1600 students eligible for preschool in Detroit could be captured if this program were extended to all Pre-ks.
  - We predict over 30% of the parents who don’t complete paperwork do so because of medical paperwork. We predict bringing the doctor to school will capture the majority of this audience.

- **Outcome:**
  - We predict over 30% of the parents who don’t complete paperwork do so because of medical paperwork. We predict bringing the doctor to school will capture the majority of this audience.

- **Sub-total:**
  - $1200

- **Sub-total:**
  - $19,080
‘Super User’ Concept
For mothers who successfully completed all ELC classes and want to receive further education and training and grow professionally (ELC ‘super users’), we propose a new model—ELC ‘super user’—that is centered on the ELCs hiring their ‘super user’ mothers to recruit and mentor new mothers and teach them the importance of reading to their children. Unlike the existing model where UW volunteers engage with new mothers at the hospitals and introduce them to ELC, we propose that ELC hires super users to act as their family support workers to recruit at hospitals and other agencies, mentor and provide support to new mothers. In exchange they will receive stipends and scholarships, as well as access to job training via ELC and ELC partners to become higher paid child caregivers and bilingual teachers. We will initially target ‘super user’ mothers who are currently very active within existing ELC community and motivated to show others the value of ELC network, as well as grow and succeed on their own. Current ELC ‘super users’ share life experience and have empathy for new mothers and therefore will be able to more effectively connect with them and inspire them to join ELCs.

Developing relationships with other agencies where new and expecting mothers are present would help to increase recruitments rates and demonstrate in practice the value of ELC classes to new mothers. Next generation of mothers that join ELCs will be inspired by the professional growth and new job opportunities that ‘super user’ mothers will get access to. ‘Super users’ will motivate new mothers to become more engaged in parenting and learning to become the next ‘super users’.

*‘Super Users’ are ELC users who successfully completed all ELC-offered classes, are actively engaged with ELC community and communicate value of ELC community to potential members.*

**SUPER USER’ CONCEPT STATEMENT**
**FUTURE ELC VALUE WEB**

**United Way**

**ELC Center Super Users**

**Caregivers & Children**

**Early Learning Centers**

**ELC Center Super Users**

**Education Partners**

**Detroit Childcare Centers and Schools**

**Incentives, Employment, Job Training**

**Info, Support, Mentoring, Motivation**

**Participation, Dedication**

**3rd Party Agencies**

*Super Users* are ELC users who successfully completed all ELC offered classes, are actively engaged with ELC community and communicate value of ELC community to potential members.

**FUTURE ELC ACTIVITY SYSTEM**

**Providing mothers with stable, supportive community network.**

**Offering classes for new mothers.**

**Connecting mothers with other educational resources.**

**Providing information on quality kindergarten and elementary schools.**

**Creating new job opportunities for moms.**

**Providing information on quality Pre-K.**

**Providing job training classes for mothers.**

**Teaching importance and techniques of reading to a child.**

**Providing mothers with transportation to get to ELC.**

**Using ‘Super users’ to engage new mothers into ELC network.**

**Offering prepaid phones to new mothers to ease connectivity.**

**Using text messaging to communicate with new mothers.**

**Making ELC into 3d space for mothers to connect.**

**Engaging expecting mothers with the ELC network.**

**Providing mothers with other resources they need.**

**Establishing long-term engagement with ELC.**

**THE FUTURE OF ELC**

**FUTUR ELC VALUE WEB**

**Detroit Childcare Centers and Schools**

**Incentives, Employment, Job Training**

**Info, Support, Mentoring, Motivation**

**Participation, Dedication**

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**Making ELC into 3d space for mothers to connect.**

**Engaging expecting mothers with the ELC network.**

**Providing mothers with other resources they need.**

**Establishing long-term engagement with ELC.**

**THE FUTURE OF ELC**
Volunteer approaches new mother at the hospital, refers her to ELC and Imagination Library.

Volunteer follows up with the mother in four weeks and every four weeks after via phone call.

Mother reads to her child.

Mother goes to ELC to take classes.

Mother becomes a part of stable network of moms.

Lack of continuity: mother does not find enough motivation and does not have enough community attachment to remain at ELC after she completes several classes; mother leaves when child gets older.

Creating formal (employment) and informal (incentives) opportunities for super-user moms to engage new moms could increase enrolment.

Volunteer approaches new mother at the hospital, refers them to ELC and Imagination Library.

Volunteer follows up with the mother in four weeks and every four weeks after via phone call.

Mother reads to her child.

Mother goes to ELC to take classes.

Mother becomes a part of stable network of moms.

Process Based Model - Current, Volunteer

Gap 1
- Volunteer can’t easily follow up with new mom:
  - phones get disconnected
  - moms not available during work hours

Gap 2
- ELC has no way to connect with new moms directly:
  - (UW and ELC do not share databases of new moms)

Gap 3
- Lack of continuity: mother does not find enough motivation and does not have enough community attachment to remain at ELC after she completes several classes; mother leaves when child gets older.

Gap 4
- Child enters quality pre-k.
- Child develops adequately and becomes a part of stable community of neighbours and caregivers.

Gap 5
- Child succeeds in kindergarten and finishes school.

Opportunity
- Providing moms with prepaid phones (or other technology, such as i-pads or e-readers) could increase success of follow-ups and engagement.

Opportunity
- ELC has no way to connect with new moms directly.

Opportunity
- Creating formal (employment) and informal (incentives) opportunities for super-user moms to engage new moms could increase enrolment.

Opportunity
- Making enrolment process easier by improving and reducing the amount of paperwork can increase enrolment in quality pre-k.

Opportunity
- After going to quality pre-k, child may end up in a non-quality school and fall behind.

Opportunity
- It is important to ensure continuity of quality education beyond pre-k to raise children to be productive citizens.

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**PROCESS BASED MODEL - FUTURE, “SUPER USER”**

1. **Super user approaches new mom at the hospital or church, parenting planning center; introduces mom to eLC and imagination library.**

2. **Super user engages moms via text messaging (ex: group msg); super user visits moms at their homes.**

3. **Mom needs to hire child care; Mom goes to eLC to take classes.**

4. **Mom gets access to other resources she needs.**

5. **Mother goes to eLC for community events and to receive training.**

6. **Mother becomes a part of stable network of mothers.**

7. **Mother receives training to become a “super user”, mentor and an early learning pre-k teacher.**

**OPPORTUNITY**

- Engaging mothers while they are expecting may help to establish trust and improve follow-up.
- Providing moms with prepaid phones, shared car or carpool service could increase success of follow-up and engagement.
- Developing curriculum that includes child development beyond age of 5, as well as curriculum that teaches moms other skills to help them get jobs and improve their family lives will increase continuity of engagement with ELC.
- If super-user mom is employed by eLC, it would increase motivation & ease access to formal networks, such as hospitals.
- Providing incentives such as gas cards would increase motivation.
- Making broader community engagement a part of eLC life will reinforce future engagement in the eLC network.
- Making job creation a part of eLC goal will increase motivation and empower moms.
For mothers who successfully completed all ELC classes and want to receive further education and training and grow professionally (ELC ‘super users’), we propose a new model that is centered on ELCs hiring ‘super user’ mothers to recruit and mentor new mothers, and, in exchange, receive job training to expand their own job opportunities. Unlike the existing model where UW volunteers engage with new mothers and introduce them to ELC, we propose that ELCs hire super users to act as their family support workers to recruit, mentor and provide support to new mothers. In exchange they will receive stipends and scholarships, as well as access to job training via ELC and ELC partners to become higher paid child caregivers and bilingual teachers. We will initially target ‘super user’ mothers who are currently very active within existing ELC community and motivated to show others the value of ELC network, as well as grow and succeed on their own.

Current ELC ‘super users’ share life experience with new mothers and therefore have empathy and ability to inspire and connect with them. Next generation of mothers that joins ELCs will be inspired by the professional growth and new job opportunities that ‘super user’ mothers will get access to. ‘Super users’ will motivate new mothers to become more engaged in parenting and learning to become the next ‘super users’.

*‘Super Users’ are ELC users who successfully completed all ELC offered classes, want to grow professionally, actively engage with ELC community and communicate value of ELC community to potential members.
PILOT PLAN 1
United Way Early Learning Centers: ‘Super Users’ and Job Creation

Stage

Identify ELC for a 3 month pilot (successful ELC with active users and programs)

Relocate current family support workers to other ELC locations and create new, expanded positions for super users, that include recruiting, mentoring and support to ELC members, like driving.

Identify 4 ‘super user’ mothers at ELC that have successfully completed all classes, are actively engaged in ELC community, understand the value of ELC and eager to communicate it to new moms.

Hire 4 ‘super user’ mothers as part-time family support workers - 20 hours a week.

Provide ‘super users’ with prepaid phones and a car to use for recruiting purposes and assist new mothers with their commute to ELCs.

Identify professional and personal goals of ‘super user’ mothers. Develop a study plan with them and connect them with education partners (e.g., Henry Ford Community College).

ELC partners with other education programs to bring new classes to ELC for new mothers to support their professional development or refer mothers to outside programs.

Resources

UW: 2 employees, 40 hours of planning
2 staff members x 40 hours $125/hour = $10,000
Communication budget: $8,000

UW: Communicate the goals of the pilot to the ELC leadership (ID student consultants to assist with communication); align participants and stakeholders (users, staff, donors).

4 ‘super users’ x 20 hours a week $55/hour = $4,000/week ($16,000 month)
3 month pilot: $16,000 x 12 = $48,000

Sub-total: $102,280

Sub-total: $21,120

Additional Needs

UW: Communicate the goals of the pilot to the ELC leadership (ID student consultants to assist with communication); align participants and stakeholders (users, staff, donors).

ELC staff: 3 day training for ‘super users’ responsibilities, ethics, points of engagement of new moms, report to ELC. 1 staff member x 24 hours $50/hour = $1,290

GM donated car, GM to pay gas and maintenance bill once a month.

Sub-total: $123,400

4 phones + 4 prepaid plans @ $500 per phone + $70 phone/month each = $2,040
GM donated car, GM to pay gas and maintenance bill once a month.

Pre-education child development program at Henry Ford Community College: 60 credit hours, $6,000 /person, 4 ‘super users’ = $24,000 in tuition fees. Earned credits can be transferred towards bachelor degree.

ELC staff: assist ‘super user’ mothers who want to continue their education to apply for scholarships and financial aid.

Sub-total: $102,280

ELC staff: new course work development. 2 staff members x 130 hours @ $100/hour = $13,000

Total: $123,400

Outcome:
- Over 3 months, 4 ‘super users’ would recruit 240 new moms to join ELC
- 4 future teachers in training
- 20 other moms get inspired and receive training to become super-users for other ELCs
- 240 children (+ siblings) future pre-K and kindergarten ready
- 80 new mom receiving training and education at ELC and partner institutions to get education; in 5 years: 40 new quality caregivers and teachers for Detroit children

Pre-education child development program at Henry Ford Community College: 60 credit hours, $6,000 /person, 4 ‘super users’ = $24,000 in tuition fees. Earned credits can be transferred towards bachelor degree.

ELC staff: assist ‘super user’ mothers who want to continue their education to apply for scholarships and financial aid.

2 new quality teachers for ELC. 2 teachers x 8 additional hours of programming a week x 2 month x $80/hour = $10,240

20 new moms receiving training and education at ELC and partner institutions to get education; 5 year plan: 40 new quality caregivers and teachers for Detroit children

240 children (+ siblings) future pre-K and kindergarten ready.
For new mothers who are not aware about ELC centers and/or don’t have time to go there, we propose a new model—‘ELC in a Box’—that is based on ELC staff and ELC super users engaging new mothers outside of the ELCs. Unlike existing models where new mothers are introduced to ELC at the hospitals** and then take parenting classes at ELC centers, we propose that ELC staff and ELC ‘super users’ bring their programs and mentoring services to other locations to offer them to expecting and new mothers. We will initially target mothers at WIC (Women-Infants-Children) centers, since a large majority of new mothers go there to receive nutrition for themselves and their children and it is a low barrier point of entry.

‘ELC in a box’ model solves the problem of connecting with new mothers and keeping them engaged by bringing ELC services to a location that mothers already go to for other purposes. Also, showcasing the value of ELC programs and ELC community and letting mothers experience it first hand through on-site programs and ‘super user’ mentoring would inspire new mothers to come to physical ELC locations and become a part of ELC communities.

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**WIC stands for Women, Infants, and Children and is also called the Special Supplemental Nutrition Program. WIC is a federal program designed to provide food to low-income pregnant, postpartum and breast-feeding women, infants and children until the age of five.

**Our research and conversations with volunteers led us to think that hospitals may not be the ideal place to approach a new mother as she is overwhelmed with the birth of new baby and is also going through a very private moment (see decibel diagram).
PILOT PLAN 2

United Way Early Learning Centers: ELC in the Box + WIC

Steps

1. Prepare communication materials that illustrate the idea of the ‘ELC in the Box’ pilot to present idea to the stakeholders

2. Develop partnership with WIC center

3. Establish logistics of operation at WIC: days, hours, programming, space availability

4. Advertisement of ELC classes at WIC center: flyers, posters

5. Transportation for ELC staff and 2 'super user' mothers to WIC center

6. Receive feedback from moms at WIC center and WIC staff about programs offered

7. Develop additional programming for ‘ELC in the box’, scale ‘ELC in the box’ to 3 more WIC centers

Resources

- UW: 2 staff members x 20 hours each x $125/hour = $5,000
- ELC staff: 2 staff members x 20 hours x $80/hour = $1,600
- WIC staff: 1 person x 20 hours x $180/hour = $3,600
- Graphic Design budget: $10,000
- GM donated car: GM to pay gas and maintenance bill once a month.
- GM donated car: GM donated car.
- ELC staff: 2 staff members x 20 hours x $80/hour = $3,200
- WIC staff: 1 person x 20 hours x $80/hour = $1,600
- UW to approach GM for car donation: $16,200

Additional Needs

- Printing and distribution of communication materials: budget $1,000
- Printing and distribution budget: $8,000

Sub-total: $75,800

Sub-total: $16,200

Total: $92,000

Outcomes:

- Over 3 months, classes at WIC would expose 120 new mothers to ELC programs.
- With the help of ‘super user’ mentoring, 80 new mothers will join ELC and benefit from community network and resources.
- 20 other moms get inspired and receive training to become future Pre-K and kindergarten ready.
- 40 of new mothers who join ELCs will be receiving training and education at ELC and partner institutions to grow professionally and improve their economic status.
Social Venture Incubator Concept
For United Way leadership who are dissatisfied with the current state of funding distribution and progress monitoring of non-profits, we propose a social venture incubator that empowers local entrepreneur community and serves as a springboard for sustainable businesses. Unlike most approach of charitable foundations, we have assembled a set of principles focused on coaching and educating the local community with the drive to make a difference and helping them to find great partners to launch their ideas in market. We will initially target the participants in existing social venture competitions and connect them with companies with philanthropic interests to help them make their ideas into reality.

The social venture incubator will allow part of United Way to act like an design/innovation agency by drawing insights and ideas from public, running pilots to discover and/or validate concepts, providing coworking space and connecting the entrepreneurial community. United Way will also act as the message agent in this scenario, making sure all these social ventures are working towards one unified goal of better Detroit. The final goal is for these startups to become self-sustaining businesses, independent from United Way’s funding after the initial growth period. The successful ventures will continue mutually beneficial relationships with United Way by becoming mentors to the next generation of social entrepreneurs, and eventually, the incubator can be funded from the profits or proceeds of the companies involved.
Local nonprofits implement projects and promote participation from the community after United Way brings ideas to market, community owns it independently and gives feedback for improvement.

Too much involvement in operations can exhaust bandwidth and prevents organizations from becoming independent, even with well-organized services. Lack of awareness and barriers for participation remain.

**GAP 1:** Difficult to allocate enough funds for the problem at stake (capacity & scale)

**GAP 2:** Too much involvement in operations can exhaust bandwidth & prevents organizations from becoming independent.

**GAP 3:** Few well-organized services. Lack of awareness and barriers for participation remain.

**PROCESS BASED MODEL - CURRENT, CHARITABLE FOUNDATION**

United Way receives funding from government, funders, workplace campaigns, and various programs and funds.

United Way develops various programs and/or funds and distributes funding with operations & monitoring.

United Way supports nonprofit projects and receives feedback from the community for improvement.

After United Way brings ideas to market, community owns it independently and gives feedback for improvement.
Entrepreneur gets connected to networks and resources.

Organizations can execute short-term and resources for their mission.

Students and young professionals receive scholarship, fellowship, and internship opportunities.

Entrepreneur gets connected to networks and resources.

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For United Way leadership who value workplace campaigns and want to amplify the relationships with the corporations, we propose a new program that enables interested corporations to proactively engage in making social impacts in Detroit community. Unlike the current state of funding distribution, the Social Venture Incubator will . We will initially target corporations like Salesforce.com since they have philanthropic interests and encourage their employees to volunteer in social change.

The 1/1/1 Program will allow participating corporations to feel rewarded and inspired by providing transparency about how their donation will be used and what impacts they will make in the community. 1/1/1 Program will also empower and support social entrepreneurs by connecting them to the most relevant industry volunteers and resources. Success of the initial pilot will elicit wider and on-going participation of diverse corporations that seek meaningful and impactful ways of giving back to the community.
**PILOT PLAN 1**

**United Way Social Venture Incubator: Connecting Entrepreneurs with 1/1/1**

*1/1/1 is an integrated philanthropic approach developed by Salesforce.com Foundation leveraging salesforce.com's people, technology, and resources to help improve communities around the world.*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Steps</th>
<th>Resources</th>
<th>Additional Needs</th>
<th>Additional Benefits</th>
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</thead>
<tbody>
<tr>
<td>Identify 1-3 existing social entrepreneurs that are solving real needs in community that align with United Way's vision, yet in need of coaching, products, and funding.</td>
<td>UW: Research and communicate with local entrepreneurial community to find appropriate participants. UW: Research and communicate with local entrepreneurial community to find appropriate participants. May draw from pool of recent social venture challenge winners that align with UW's current initiatives of focus.</td>
<td>UW: 2 employees, 40 hours of planning 2 staff members x 40 hours @ $125/hour= $10,000</td>
<td>UW: Develop programs that align entrepreneur’s mission and company’s expertise/products or objectives. Plan volunteer activities that are easy for company’s employees yet valuable for entrepreneurs.</td>
<td>UW: 2 employees, 40 hours of planning 2 staff members x 40 hours @ $125/hour= $10,000</td>
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<tr>
<td>Find local companies interested in philanthropic participation, e.g. Salesforce.com Foundation’s 1/1/1 Model</td>
<td>UW: Research and communicate with local entrepreneurial community to find appropriate participants. May draw from pool of recent social venture challenge winners that align with UW’s current initiatives of focus.</td>
<td>UW: 2 employees, 40 hours of planning 2 staff members x 40 hours @ $125/hour= $10,000</td>
<td>UW: Manage fluid communication of logistics and set up for a productive day of exchange. Ensure the volunteers/donor company feel appreciated and rewarded, the entrepreneurs inspired &amp; empowered.</td>
<td>UW: 4 employees, 20 hours of planning 4 staff members x 80 hours @ $125/hour= $40,000</td>
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<tr>
<td>Plan a corporate social contribution program including a day of volunteering, donation of company products (softwares, hardware, CPG etc) and financial donation for specific entrepreneur(s).</td>
<td>UW: 2 employees, 40 hours of planning 2 staff members x 40 hours @ $125/hour= $10,000</td>
<td>UW: Develop programs that align entrepreneur’s mission and company’s expertise/products or objectives. Plan volunteer activities that are easy for company’s employees yet valuable for entrepreneurs.</td>
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<td>Pair up relevant companies with the social entrepreneurs in need. Facilitate communication and participation in the program.</td>
<td>UW: Develop programs that align entrepreneur’s mission and company’s expertise/products or objectives. Plan volunteer activities that are easy for company’s employees yet valuable for entrepreneurs.</td>
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<td>Disclose results/impact of the program to all participants, public/community and internally. In a limited way, elicit continued participation and improve based on feedback.</td>
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<td>Hold a collaboration day (e.g. workshop, coaching session, build or production that require large men power)</td>
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| Total | $95,000 |

**Outcome:**

Within 2-3 months, 1-3 entrepreneurs will receive substantial coaching, products that boost capabilities and funding from the companies. Companies get publicity for involvement in social cause and the employee get support for giving back to community in a meaningful way.

United Way can use the success case to lock in ongoing partnerships with companies and scale up.

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*1/1/1 is an integrated philanthropic approach developed by Salesforce.com Foundation leveraging salesforce.com’s people, technology, and resources to help improve communities around the world.*

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56 INSTITUTE OF DESIGN – UNITED WAY SOUTHWESTERN MICHIGAN | NIKKI BAY, MALA SAFINA, BETH SCHWINDT

57
For United Way leadership who sees the future of organization as a steward for social change initiatives, we propose running a weekend design challenge event with a startup incubator and Institute of Design students and showcase the results to convince the donors about Social Venture Incubator initiative. Unlike current state of funding distribution, the proposal to donors will ask to use 1–5% of their donations to support Social Venture Incubator which will provide limited seed funding local entrepreneurs and channel more funds to training and coaching until they can take off as a self-sustaining businesses. We will initially involve a startup incubator such as 1871 and Institute of Design students since they have interest in social innovation projects and working with United Way.

Communicating the results from a pilot of weekend design challenge will help the donors to clearly understand the potential of Social Venture Incubator and even draw their interest to get involved in the initiative as board members. This approach attempts to leverage the growing entrepreneurial spirit and energy in the community* which Detroit is originally born out of. Successfully communicating and convincing the donors will also enable United Way to allocate funding to build capacity within UW in order to operate with excellence.

http://www.detroitcreativecorridor.com/
http://detroit.iamyoungamerica.com/
http://www.growdetroit.com/detroit-startup-list/
United Way Social Venture Incubator: Convincing the Donors

**Steps**

1. **Find a coworking space/startup incubator that are interested in social innovation (e.g., 1871, Creative Corridor) and plan weekly networking happy hour in their space.**

2. **Approach incubators that has held/sponsored social challenges and inform them about the larger objectives (convincing donors) and potential impact on community (UW’s role as growing/monitoring grassroots social ventures.) Incubator agree to provide space & participants for event.”

3. **Hold a meeting/charity event with donors to discuss feedback, introduce representatives from local incubators and brainstorm how donors would like to get involved.**

4. **If donors agree, use funding to grow/ improve incubator initiative and update donors about progress, involve donors in specific initiatives if desired.**

**Resources**

- **2 employees, 20 hours of planning**
  - 2 staff members x 20 hours = $5,000

- **4 employees (2 may be ID students and/or 1871 rep), 80 hours for planning, 10hrs facilitation & help during the event:**
  - 4 staff members x 90hrs x $125/hr = $45,000
  - Supplies, catering etc., = $10,000
  - Awards = $10,000

- **4 employees, 40 hours development & communication**
  - 4 staff members x 40hrs x $125/hr = $20,000
  - Collateral/PR = $10,000

- **4 employees, 80 hours for planning**
  - 4 staff members x 80hrs x $125/hr = $40,000
  - Event cost = $10,000

- **Leadership need to manage internal alignment to help understand the value of making part of UW to act like a design/innovation agency while keeping the larger mission intact.**

**Funders**

- **UW can allocate funding estimated up to $700,000 (5% of total donation based on 2012 annual report) in the incubator initiative. Part of funding (e.g., $150,000) can be used to build capacity within UW in order to operate with excellence.**

**Additional Needs**

- **Approach incubators that has held sponsored social challenges and inform them about the larger objectives (convincing donors) and potential impact on community (UW’s role as growing/monitoring grassroots social ventures.) Incubator agree to provide space & participants for event.”**

**Outcome:**

- **With a small scale pilot, United Way can show benefit of this competitive, transparent distribution/delivery. Asking for their permission & opinion about using 1-1.5% of donation lessens the barrier for entry. Involving the donors on the direction of incubator helps retain the sense of ownership.**

- **Total:**
  - Dedicate 4 employees dedicated to incubator & pilots
  - Leaders need to manage internal alignment to help understand the value of making part of UW to act like a design/innovation agency while keeping the larger mission intact.

- **$176,000**
We see 30 Million Words as being not just a program for young children, but one that also includes caring for parents and caregivers. This goal is challenging: Educating Detroit involves tackling poverty, hunger, language barriers, transportation, along with embracing the future and education. While it would be easy to label these problems and chronic and continue to treat the symptoms, we see 30 Million Words as an opportunity for United Way’s efforts identify and snap apart the threads of the big, chronic problem, and go forth creating cures in the form of sustainable initiatives that are embraced by the community to become the strong fiber of Educated Detroit.

This book contains our best map to Educated Detroit 2030. We expect you to write on it, edit it, cut it up, and use it to make even better plans on your way to that goal. The value webs and activity systems may be used as diagnostic tools and test new plans against overall program values. Pilot plans and process models can be used to ascertain progress, and to ensure solving one problem does not create others.

We thank you for a great project. Cindy, Mike, and Allyson, your dedication to tackling big problems inspires us. If all clients were like you, changing the world would be easy. We hope you enjoy the journey we’ve made for you, and that the maps and compasses in this document prove useful to your grand goals. We would also like to thank Patrick and Kevin for a great learning experience and a new love of Michael Porter, value webs, and allowing us to start to see and make the next era of business tools.

Beth, Knowl, and Masha
EDUCATED DETROIT INCUBATOR

E.L.C. develops satellite programs ('E.L.C. in a Box') to bring E.L.C. education to other agencies where moms can be readily engaged.

E.L.C. hires Super Users to recruit & mentor new moms.

Train new Super Users.

Approach State & National authorities to approve redesigned forms.

Showcase results from venture competition to the funders to get buy-in.

Launch social venture competition.

Launch Collaboration Day.

Launch digital Pre-k enrollment.

Provide help with filling out Pre-k enrollment forms.

Weekend design challenge.

Design & Prototype simplified forms.

E.L.C. Moms are educational leaders and recruiters.

Social incubator provides sustainable 'fixes', mentorship, and new opportunities.

Roadmap: EDUCATED DETROIT

Phase 1
3-6 months
(MM/YY - MM/YY)

- Organize networking events for social entrepreneurship.
- Recruit corporations for 1-1-1 program.
- More parent volunteers.
- More kids in quality Pre-K.
- More $/jobs into system.
- Children become responsible citizens, giving back to community.

Phase 2
6-18 months
(MM/YY - MM/YY)

- Provide coworking space with technical/design/business experts.
- Offer business development services.
- Approaches State & National authorities to approve redesigned forms.
- Launch social venture competition.
- Launch Collaboration Day.
- More parent volunteers.
- More kids in quality Pre-K.
- More $/jobs into system.
- Children become responsible citizens, giving back to community.

Phase 3
18-36 months
(MM/YY - MM/YY)

- Scale initiatives, making them self-sustainable.
- Launch digital Pre-k enrollment.
- Provide help with filling out Pre-k enrollment forms.
- Weekend design challenge.
- Design & Prototype simplified forms.
- More parent volunteers.
- More kids in quality Pre-K.
- More $/jobs into system.
- Children become responsible citizens, giving back to community.

Better Forms

More kids in quality Pre-K.
Stable network.
More $/jobs into system.
More parent volunteers.

Super User

Incentivize Super Users to recruit & mentor new moms.

E.L.C. develops satellite programs ('E.L.C. in a Box') to bring E.L.C. education to other agencies where moms can be readily engaged.

E.L.C. trains Super Users to recruit & mentor new moms.

Train new Super Users.

Social incubator provides sustainable 'fixes', mentorship, and new opportunities.

Parent-led communities at all schools.

Social incubator provides sustainable 'fixes', mentorship, and new opportunities.
Masha Safina is a strategic designer and architect based in Chicago. She has over 10 years of design leadership experience, working in international context in the spatial design sector. A passionate advocate of design thinking and human-centered design methods, Masha is an adjunct professor of architecture at IIT College of Architecture where she introduces students in her design studio to design research tools and methodology.

Masha holds Master of Design Methods Degree in design strategy from IIT Institute of Design, Master of Architecture degree from University of Illinois at Chicago, and undergraduate degree in Oriental Studies (Japanese) from Far Eastern State University in Vladivostok, Russia.

Beth Schwindt is a first-year Master’s of Design/MBA candidate at IIT’s Institute of Design. Before she came to ID, she worked at the John D. and Catherine T. MacArthur Foundation in public affairs. She earned her undergraduate degree from Lawrence University and a Masters of Science in Historic Preservation from the School of the Art Institute of Chicago. She has written National Historic Landmark and National Register of Historic Places designations and has served on the board of Preservation Chicago and runs Ironman triathlons.

Knowl Baek is a Master of Design candidate ‘14 at IIT Institute of Design with emphasis in ethnographic research, user experience design and service design. Before coming to ID, she worked as a product designer in various sectors and earned her undergraduate degree in Industrial Design from the School of the Art Institute of Chicago. Knowl enjoys collaborating with interdisciplinary teams to break down complex, ambiguous problems and to build actionable solutions that create impact beginning tomorrow. She strives to be an empathetic communicator who spreads innovation methods beyond the design community.