



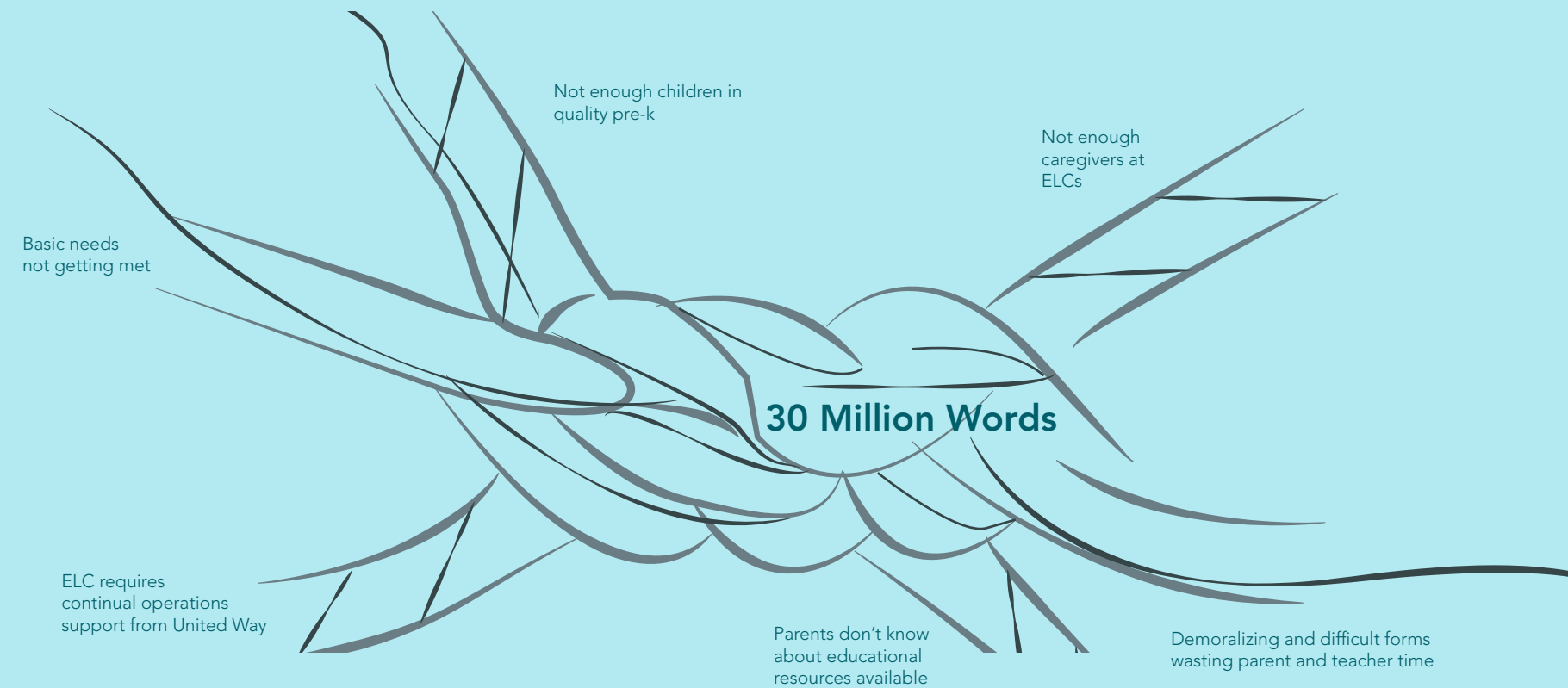
30 Million Words: *Early Childhood Education in Detroit*

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IIT Institute of Design



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.

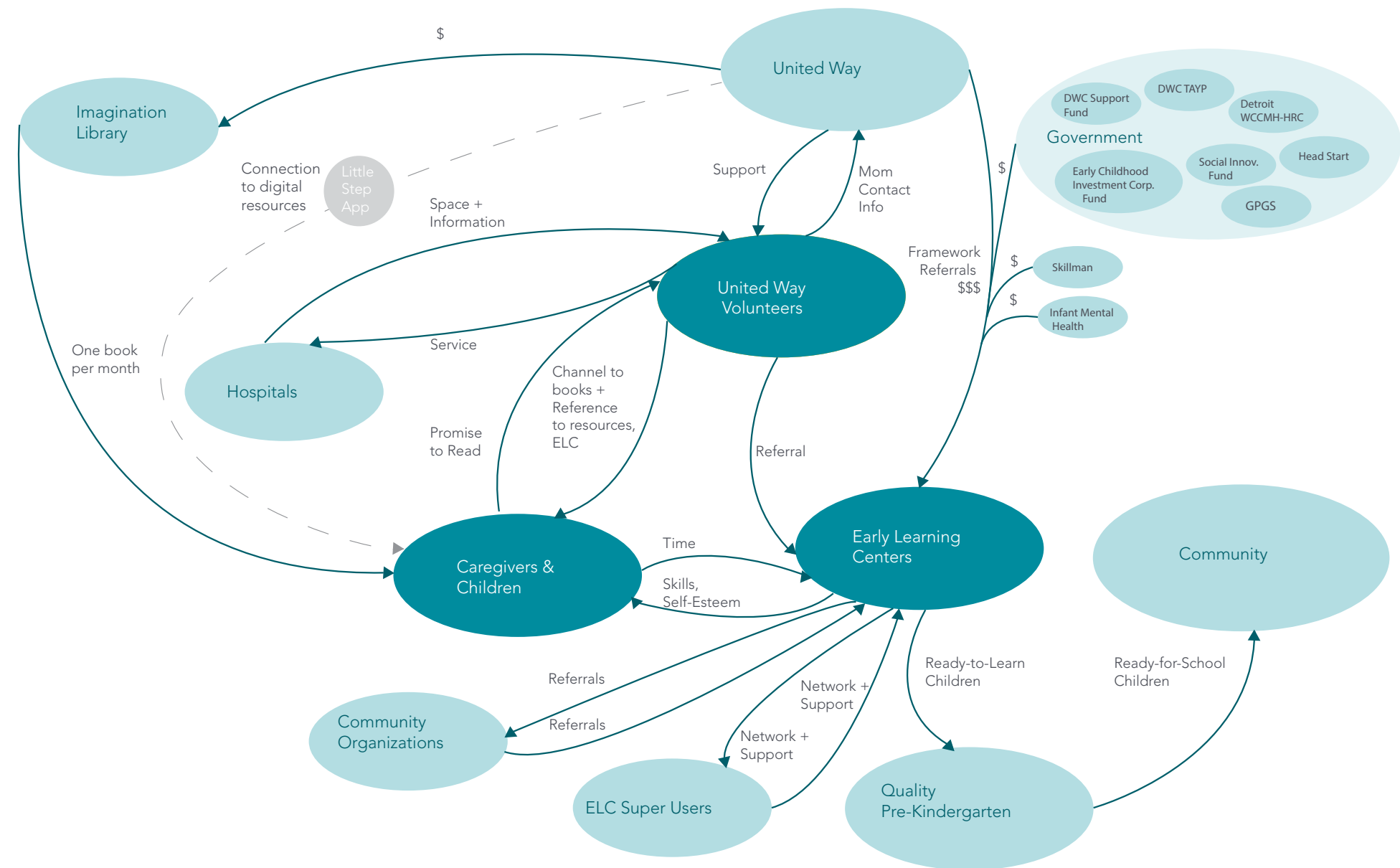


30 Million Words

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CURRENT EARLY LEARNING VALUE WEB



'30 MILLION WORDS' CONCEPT STATEMENT

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 hypothesis 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.

DESCRIPTION OF DESIGN CONCEPTS

Size of opportunity

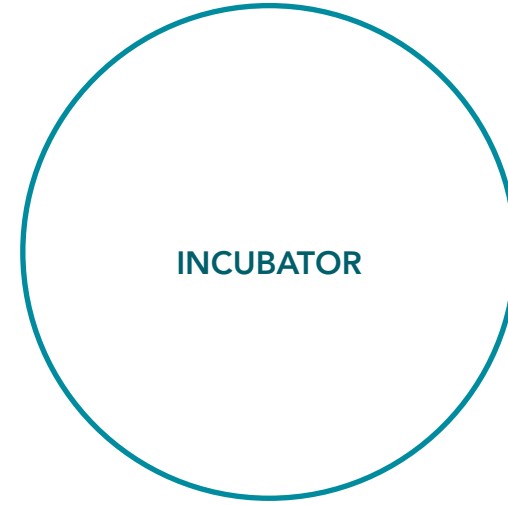
Among the various solutions we have generated, we selected three concepts based on the size of opportunity and level of ambiguity. The diagram shows our strategy that we will target smaller, certain issues or larger, ambiguous goals which may not be a static target. In our set of three concepts, we consider Better Forms as a more tangible goal which will return near-term results, and we gradually increase our ambition level towards Super User and Incubator concepts.



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' concept is about leveraging energy, empathy and experience 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 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 will channel 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.

Certainty

Ambiguity

TOOLS AND METHODS DESCRIPTION

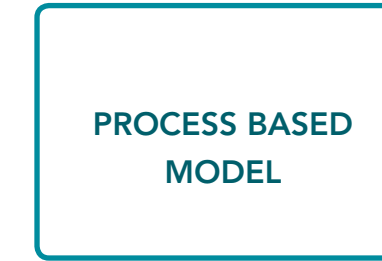
Throughout the project, we have used the following tools and methods to analyze the current problem and create our proposals for pilots. We used value webs and process based models as diagnostic tools to take the current system apart and understand its constituencies and relationships between them. We then constructed future oriented value webs to understand how the changes we envisioned would effect the flow of values between constituencies; we made activity systems to reflect these new value webs to show activities that need to happen to make the new value exchange work. Pilot plans were used to understand the steps of implementing the pilot, as well as resources and needs that are required to bring this pilot to life.



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 System Diagram shows the core competencies of a company/ 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)



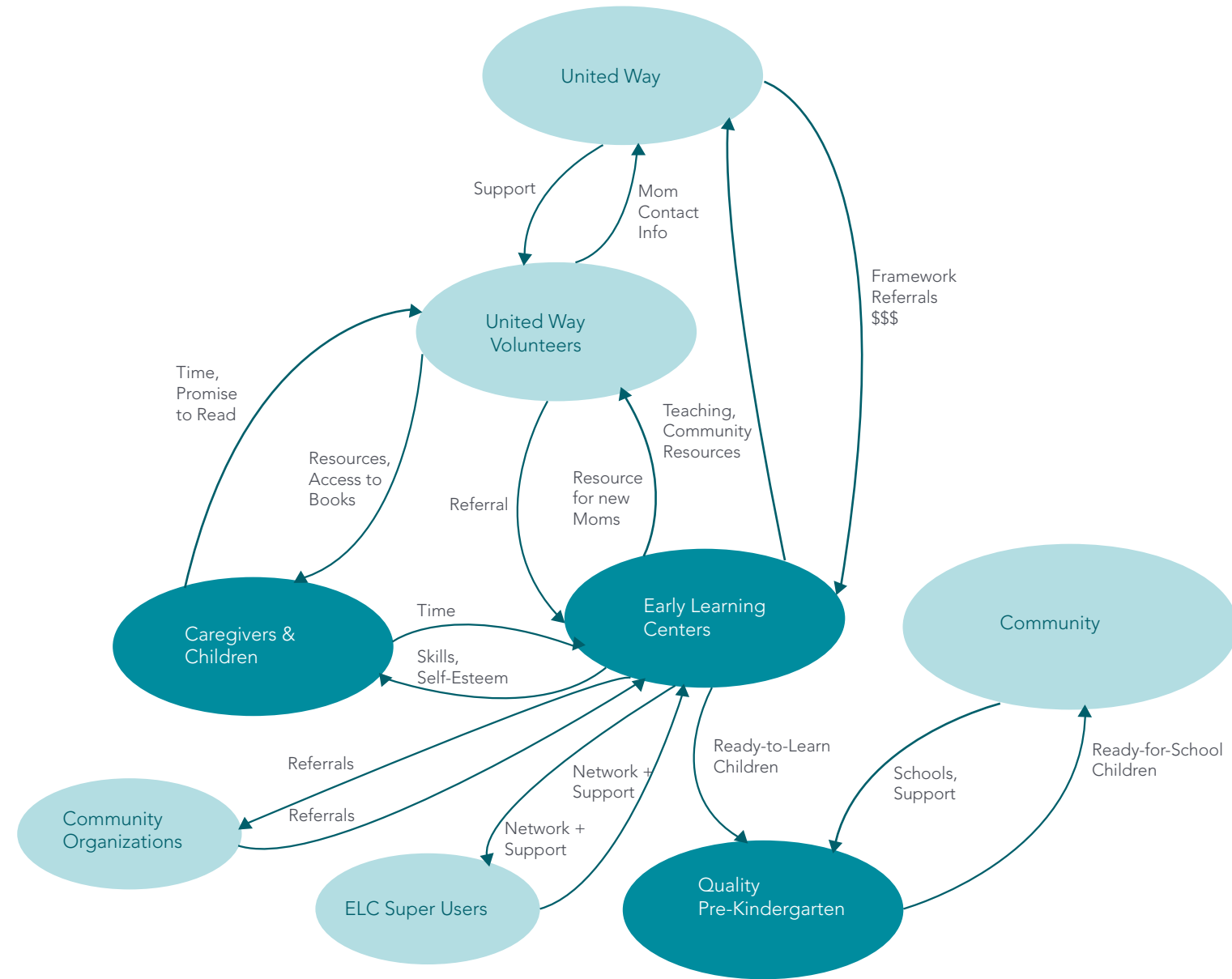
Process Based Model is a tool we created in the course of this project to describe and understand the steps of a process that organization follows to deliver service/product. The model is used to identify 'gaps' - barriers in the process and potential opportunities to improve the process.



Pilot Plan 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 that are essential at each step. It also allows you to follow the progress of the pilot and make adjustments/iterations throughout to reflect on the progress.



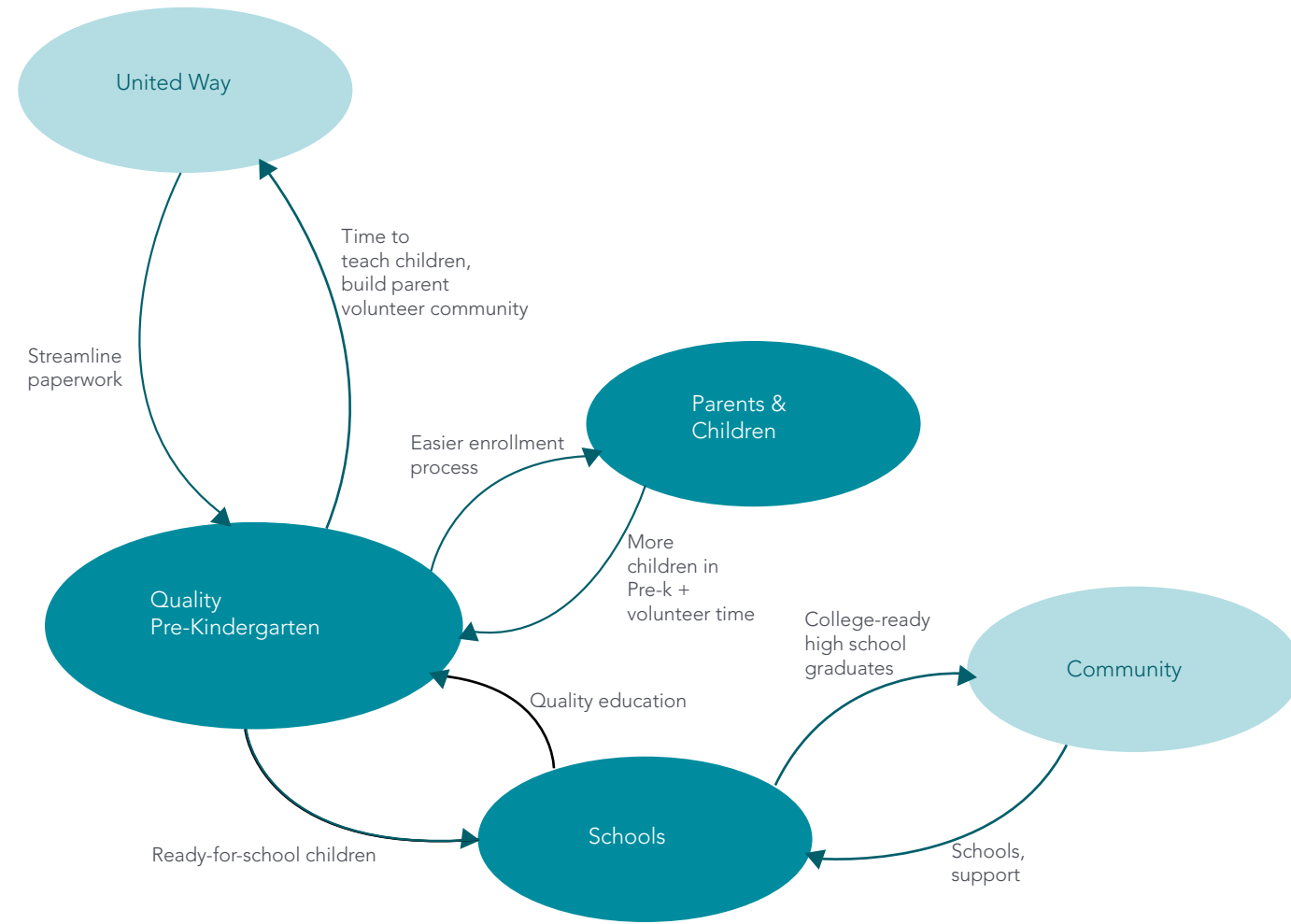
'Better Forms' Concept



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 model 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.

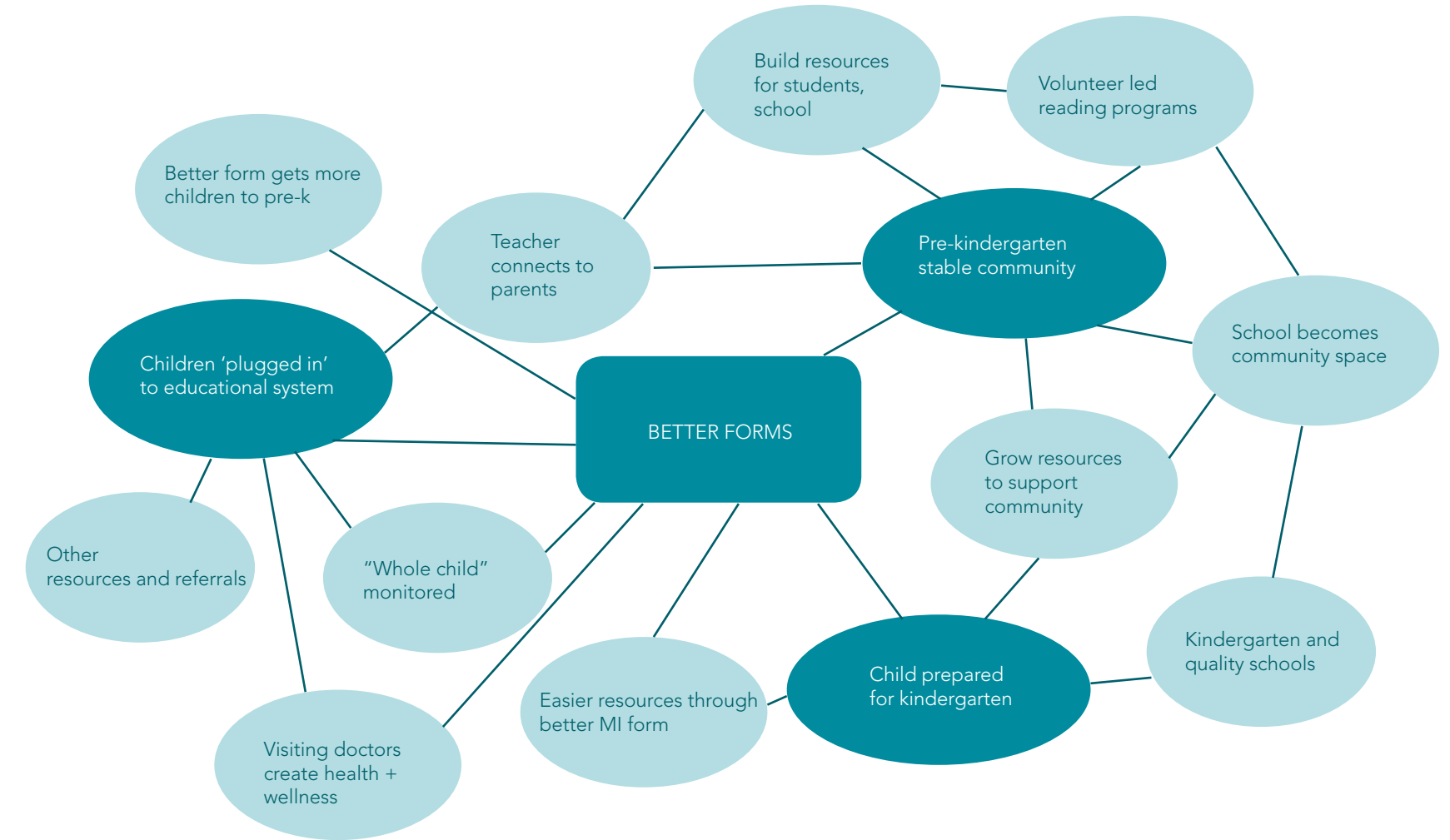
FUTURE BETTER FORMS VALUE WEB



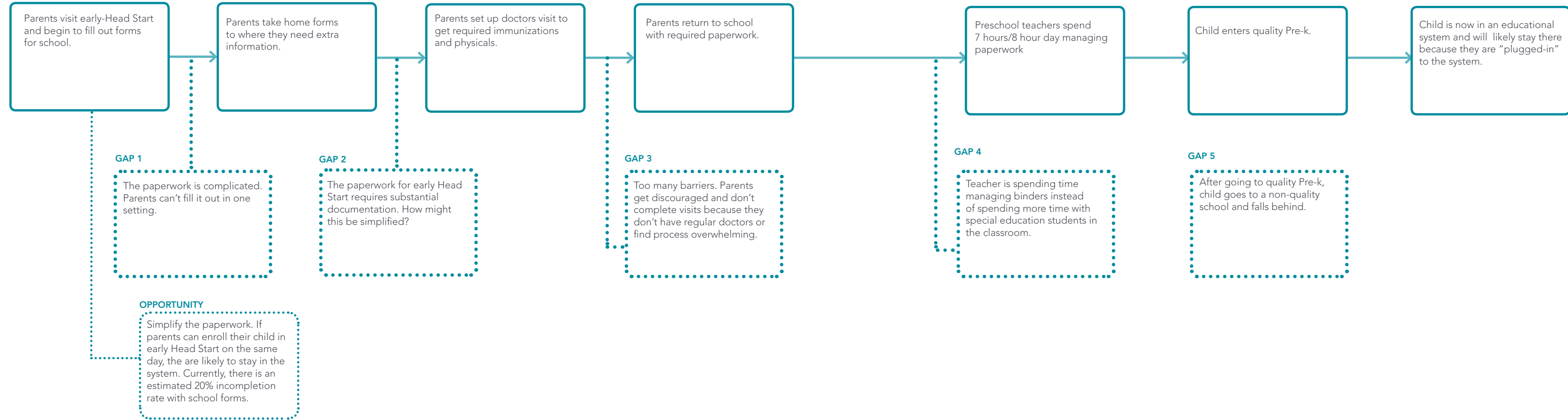
In this model, we tackle operational effectiveness to get more students into the pre-kindergarten system, which we know drastically increases a child's chances of graduating from high school. With low barriers to entry and paperwork that provides a friendly, user-centered welcome to pre-school life, 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.

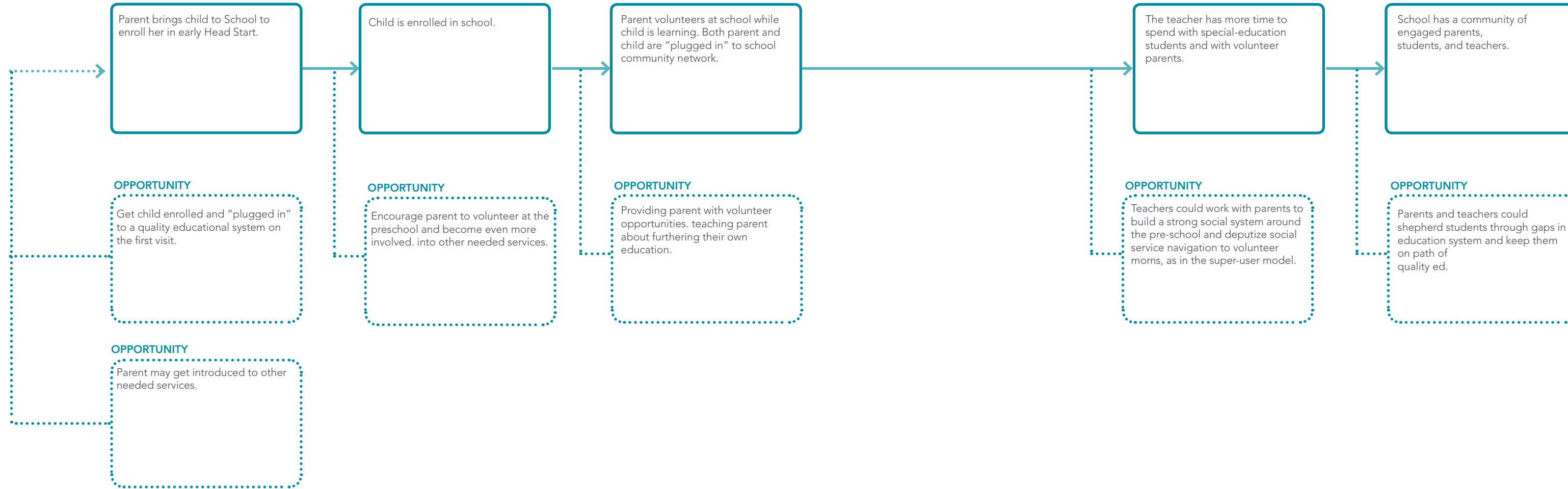
FUTURE BETTER FORMS ACTIVITY SYSTEM



PROCESS BASED MODEL - CURRENT, BETTER FORMS



PROCESS BASED MODEL - 'FUTURE,' BETTER FORMS

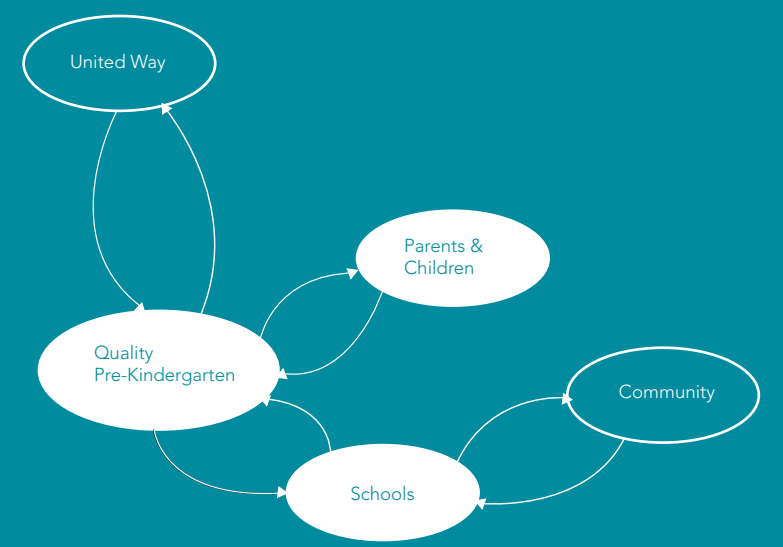




Better Forms Concept

Pilot 1: Streamline the Paperwork

UNITED WAY BETTER FORMS: STREAMLINE THE PAPERWORK



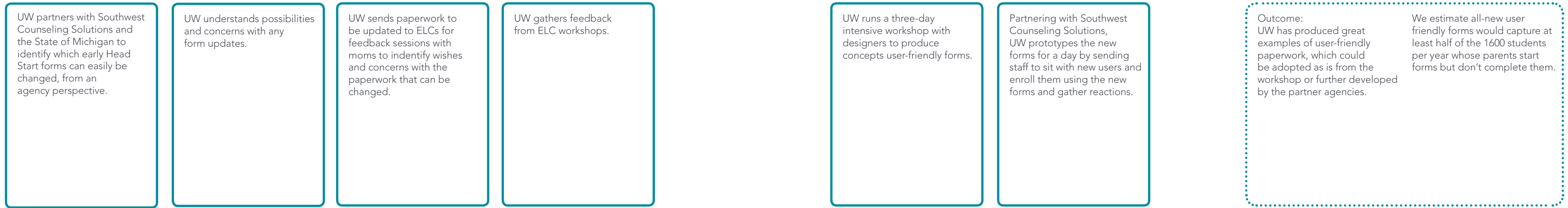
For the parents who are dissatisfied with the current, multi-step paperwork process to enroll their children into a quality Head Start program we propose designing user-friendly forms. Unlike existing model where 20% of parents who start early Head Start paperwork do not complete it and one teacher spends 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.

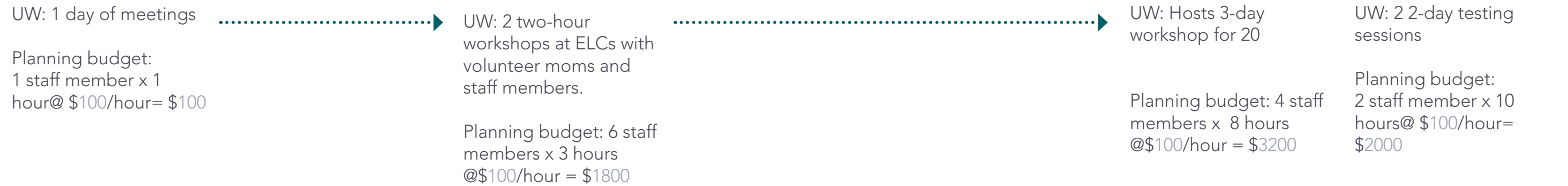
PILOT PLAN 1

United Way Early Learning Centers (Streamline the Paperwork)

Steps



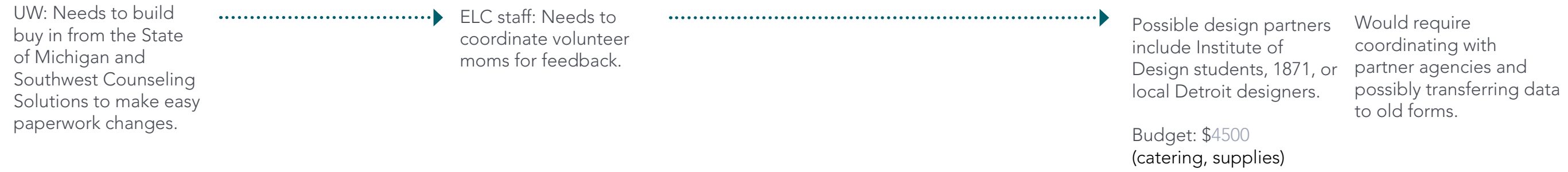
Resources



Sub-total: \$12,300

Return on Investment: 800 more students in quality pre-k*

Needs



Sub-total: \$7800

Sub-total: \$4500

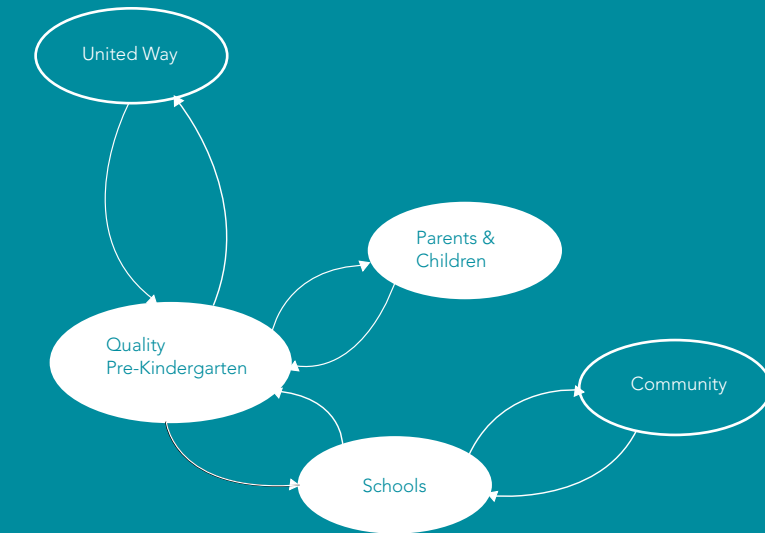
*Tax payer savings (Perry Pre-school study) = 800 students x \$178,000 = \$142 M)



Better Forms Concept

Pilot 2: Pediatricians on the Go

UNITED WAY BETTER FORMS: PEDIATRICIANS ON THE GO

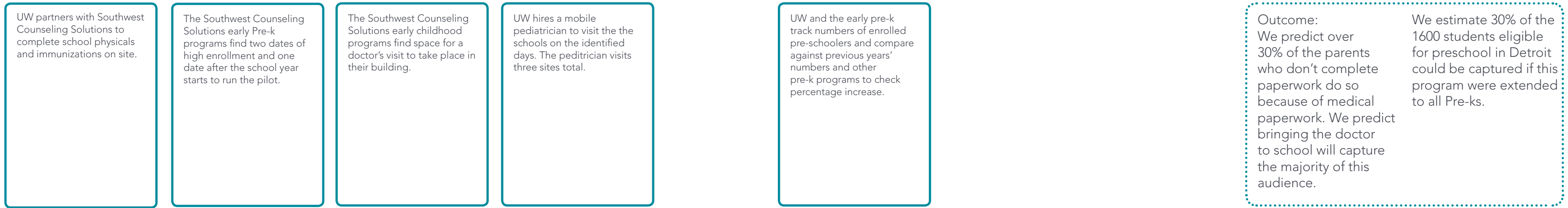


For parents who don't have time or face difficulties setting up the individual appointments to complete required pre-kindergarten medical paperwork, we propose traveling doctors to complete the required immunizations and check-ups for school. Unlike existing model where parents are sent off to get immunization 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 (Pediatricians on the Go)

Steps



Resources

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



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

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

Sub-total:
\$20,280

Return on Investment:
480 new students
in pre-school

Needs



Mobile doctor fees:
(9 days @ \$2120/day)
\$19,080

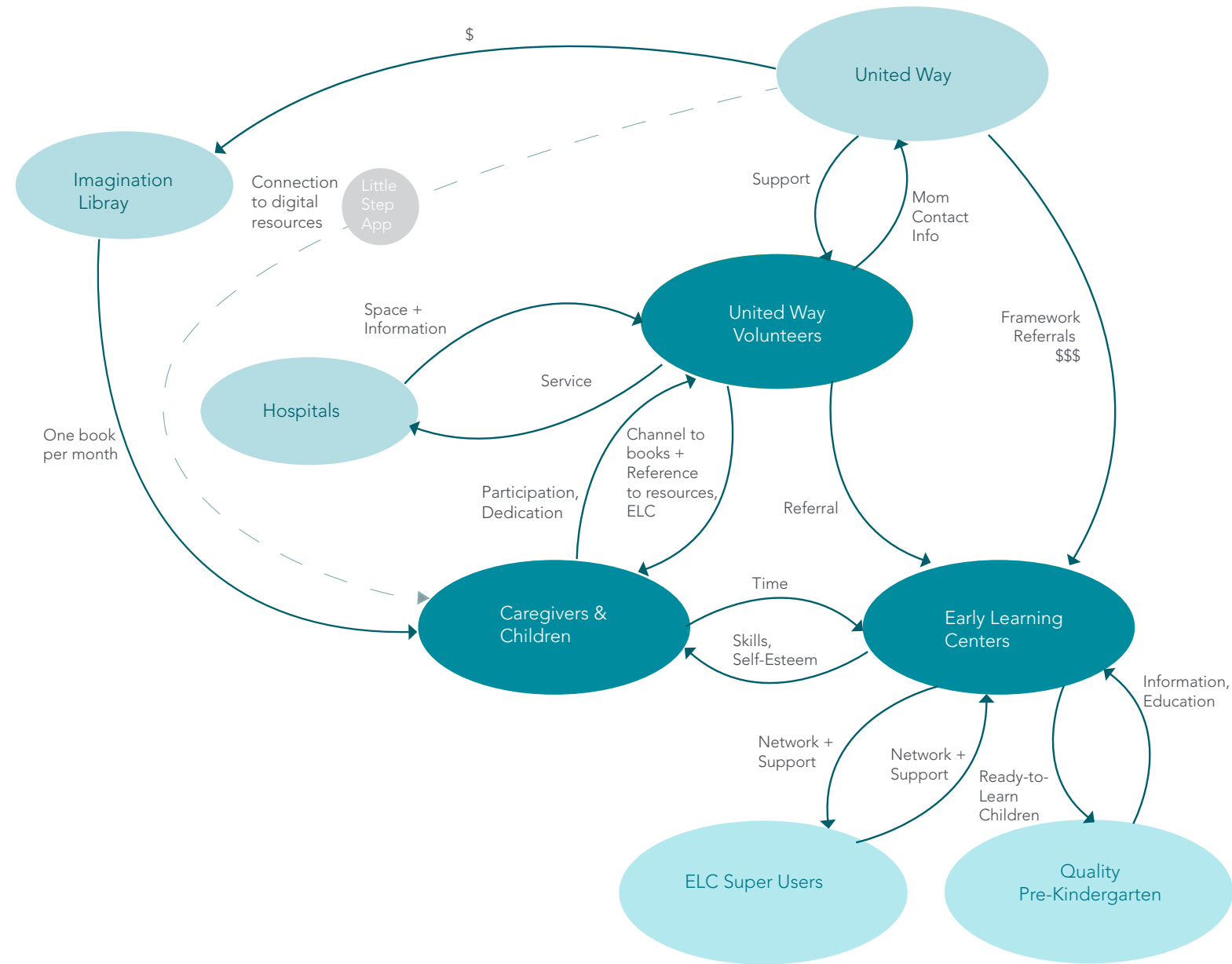
Sub-total:
\$1200

Sub-total:
\$19,080



'Super User' Concept

CURRENT 'ELC' VALUE WEB



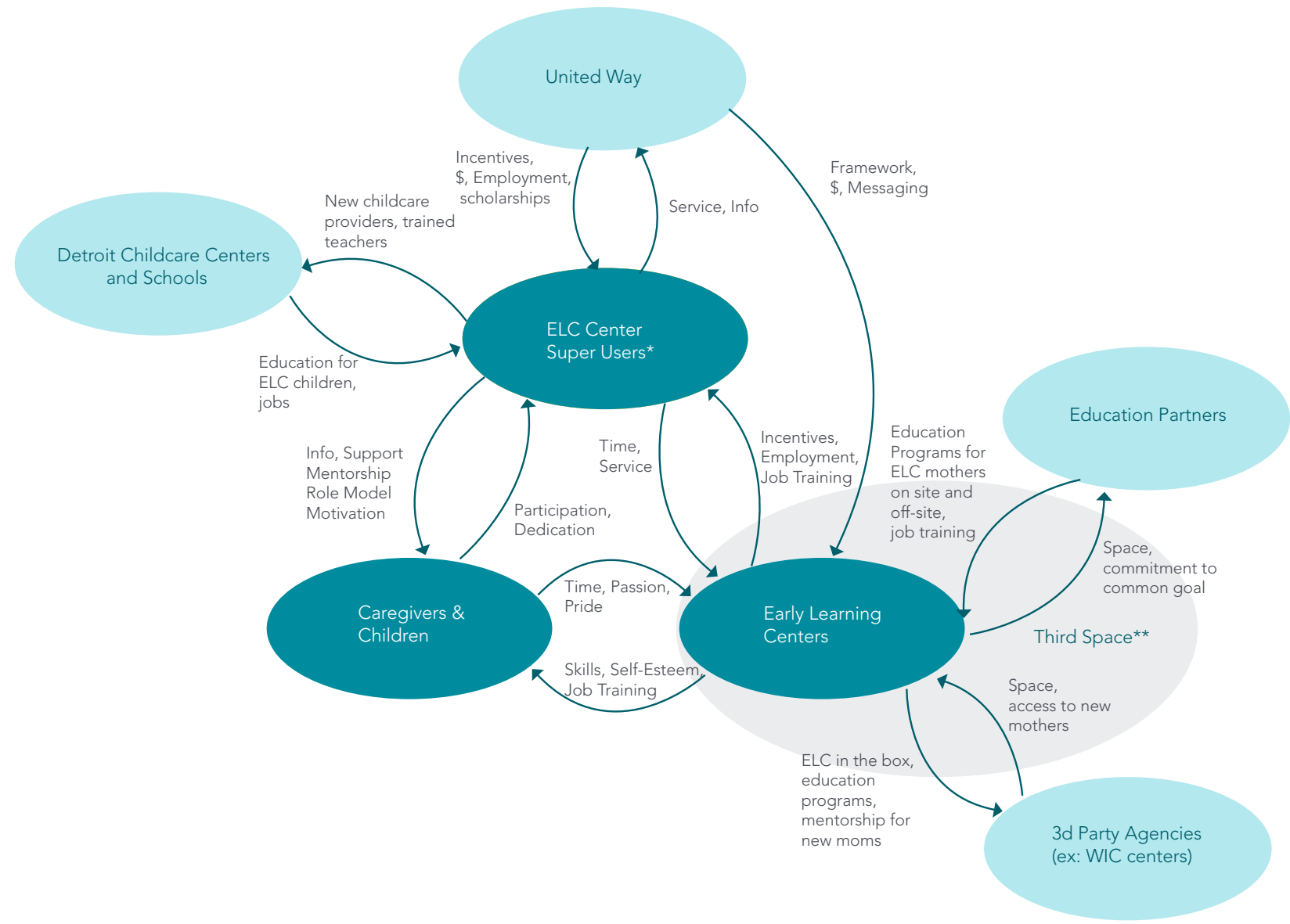
'SUPER USER' CONCEPT STATEMENT

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 ELCs hire 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 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'.

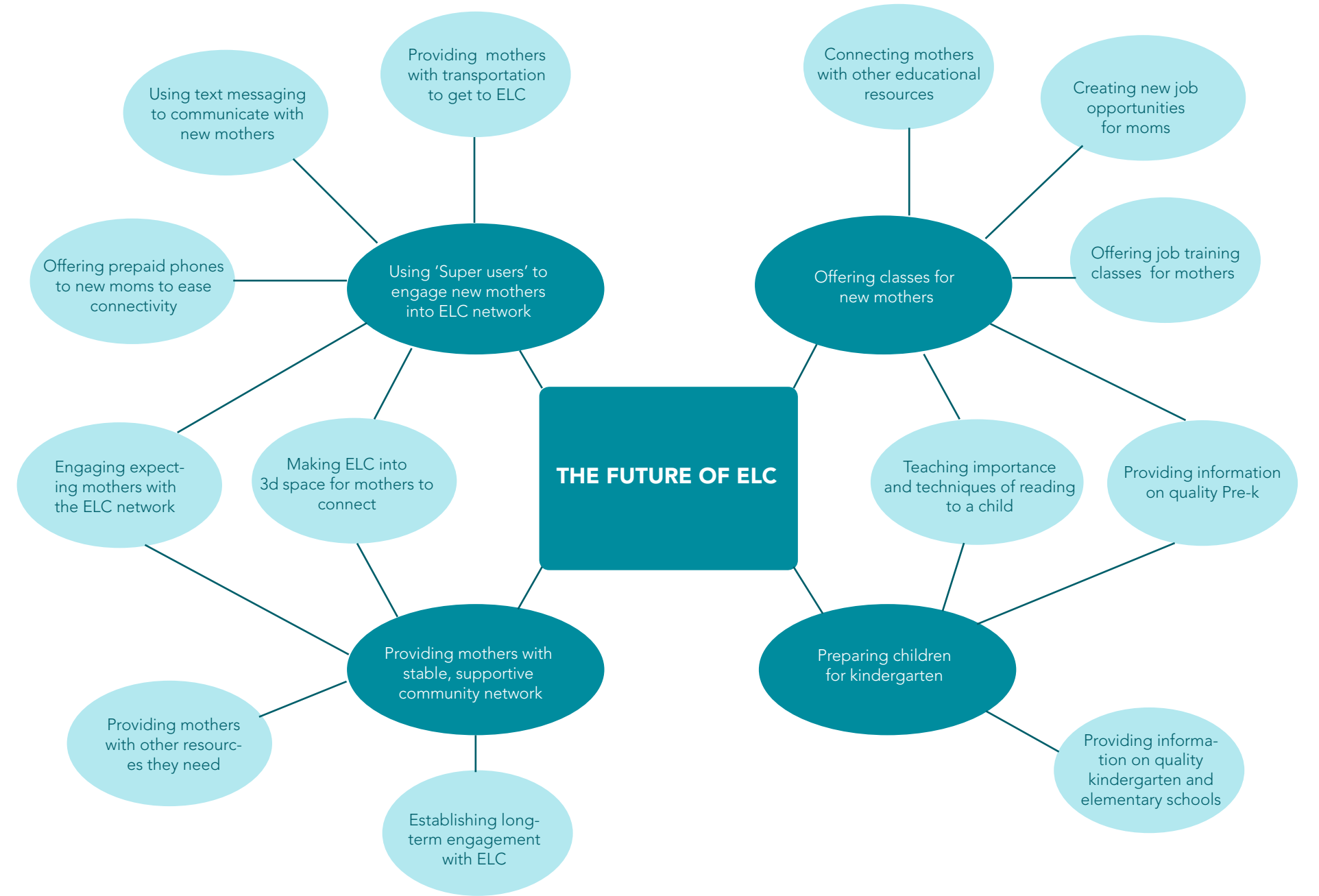
*'Super Users' are ELC users who successfully completed all ELC offered classes, are actively engaged with ELC community and communicate value of ELC community to potential members.

FUTURE ELC VALUE WEB

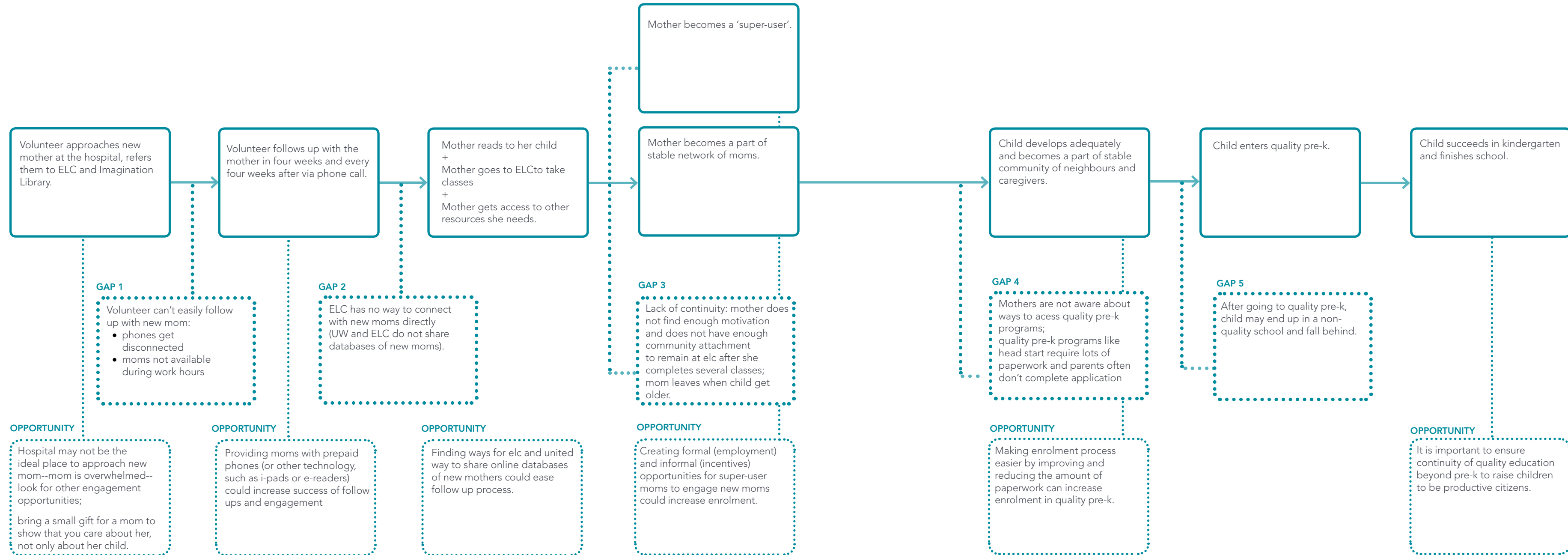


*'Super Users' are ELC users who successfully completed all ELC offered classes, are actively engaged with ELC community and communicate value of ELC community to potential members.
 **ELC can grow to become a third space for community to gather--an anchor of community life that facilitates and fosters broader, more creative interactions for mothers and their children.

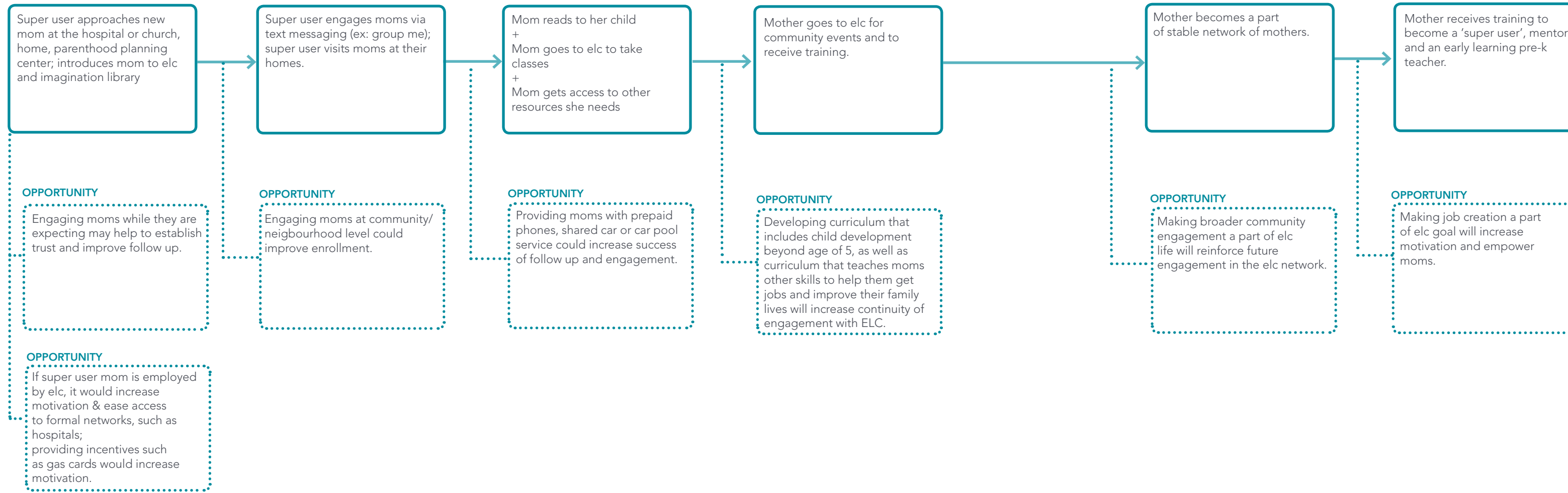
FUTURE ELC ACTIVITY SYSTEM



PROCESS BASED MODEL - CURRENT, VOLUNTEER



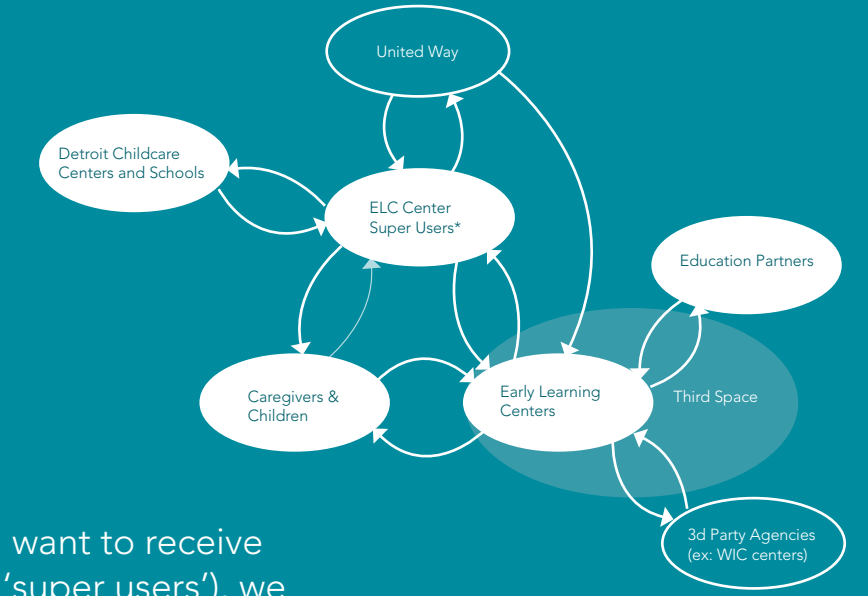
PROCESS BASED MODEL - FUTURE, 'SUPER USER'





Super User Concept
Pilot 1: Job Creation

UNITED WAY ELC: 'SUPER USERS'* AND JOB CREATION



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'.

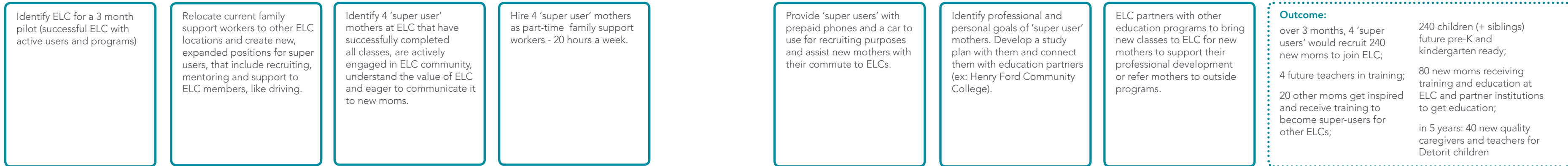
*'Super Users' are ELC users who successfully completed all ELC offered classes, want to grow professionally, actively engaged with ELC community and communicate value of ELC community to potential members.

Playroom at ELC in Detroit

PILOT PLAN 1

United Way Early Learning Centers: 'Super Users'* and Job Creation

Steps



Resources

UW: 2 employees, 40 hours of planning

2 staff members x 40 hours @ \$125/hour = \$10,000

Communication budget: \$8,000

4 'super users' x 20 hours a week x \$50/hour = \$4,000/week (\$16,000 month)
3 month pilot: \$16,000x3= \$48,000

4 phones + 4 prepaid plans @ \$300 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 per person @ 'super users' = \$24,000 in tuition fees.
Earned credits can be transferred towards bachelor degree.

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

Sub-total:
\$102,280

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 @ \$80/hour = \$1,920

UW to approach GM for car donation.

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

ELC staff: new course work development: 2 staff members x 120 hours @ \$80/hour = \$19,200

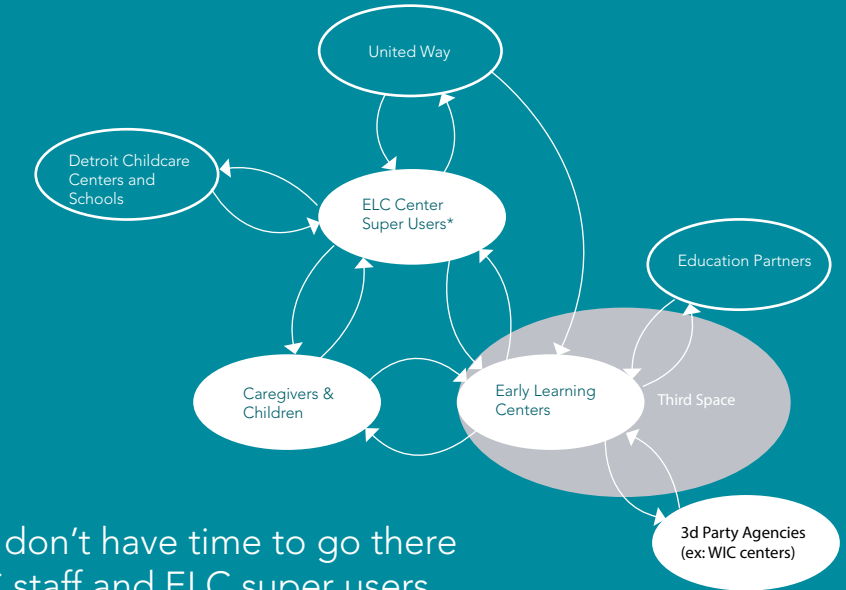
Sub-total:
\$21,120

Total:
\$123,400



Super User Concept
Pilot 2, 'ELC in a Box'

UNITED WAY ELC: 'ELC IN A BOX' + WIC*



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 model 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 goes 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.

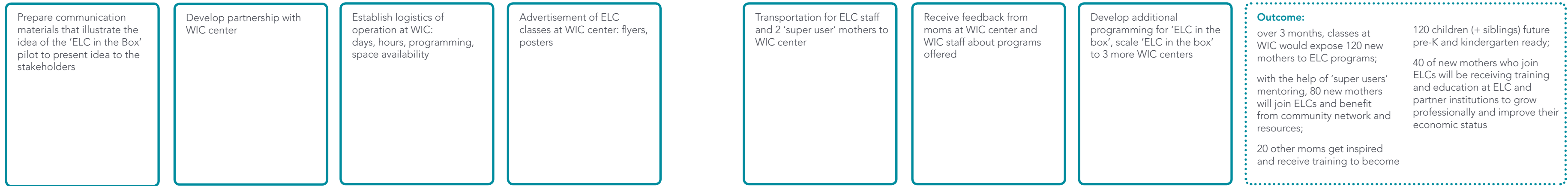
*WIC stands for Women, Infants, and Children and is also called the Special Supplemental Nutrition Program. WIC is a federal program designed to provide food to low-income pregnant, postpartum and breast-feeding women, infants and children until the age of five.

** Our research and conversations with volunteers led us 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



Resources

UW: 2 staff members x 20 hours each x \$125/hour = \$5,000

ELC staff to establish contact and relationship with WIC center: 1 staff member x 20 hours x \$80/hour = \$1,600

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

Graphic Design budget: \$10,000

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

ELC staff + education partners: new course work development: 2 ELC staff members x 120 hours x \$80/hour = \$16,000
education consultant, budget: \$40,000

Sub-total:
\$75,800

Additional Needs

Printing and distribution of communication materials: budget: \$5,000

Printing and distribution budget: \$8,000

UW to approach GM for car donation.

ELC staff: to run a study to receive feedback on the programming, ELC staff: 2 staff members x 20 hours x \$80/hour = \$3,200

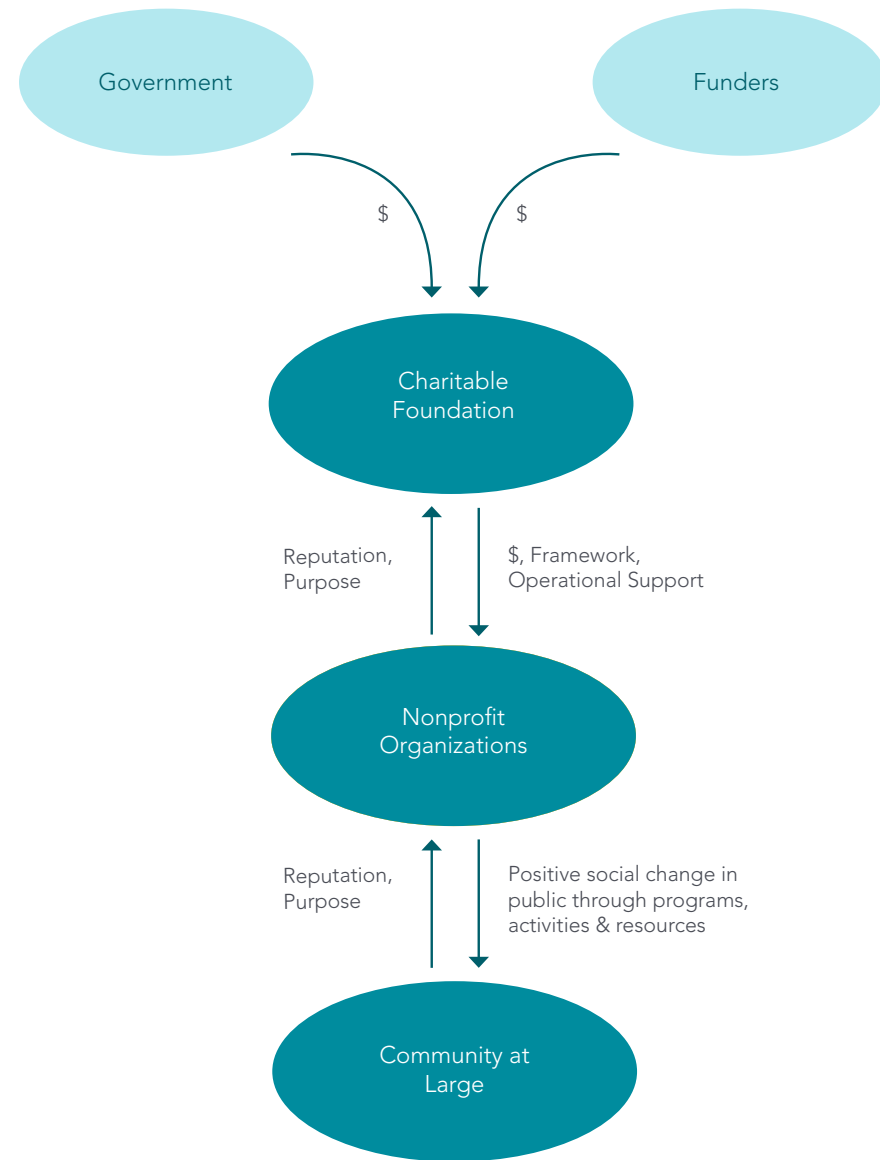
Sub-total:
\$16,200

Total:
\$92,000



Social Venture Incubator Concept

CURRENT CHARITABLE FOUNDATION VALUE WEB

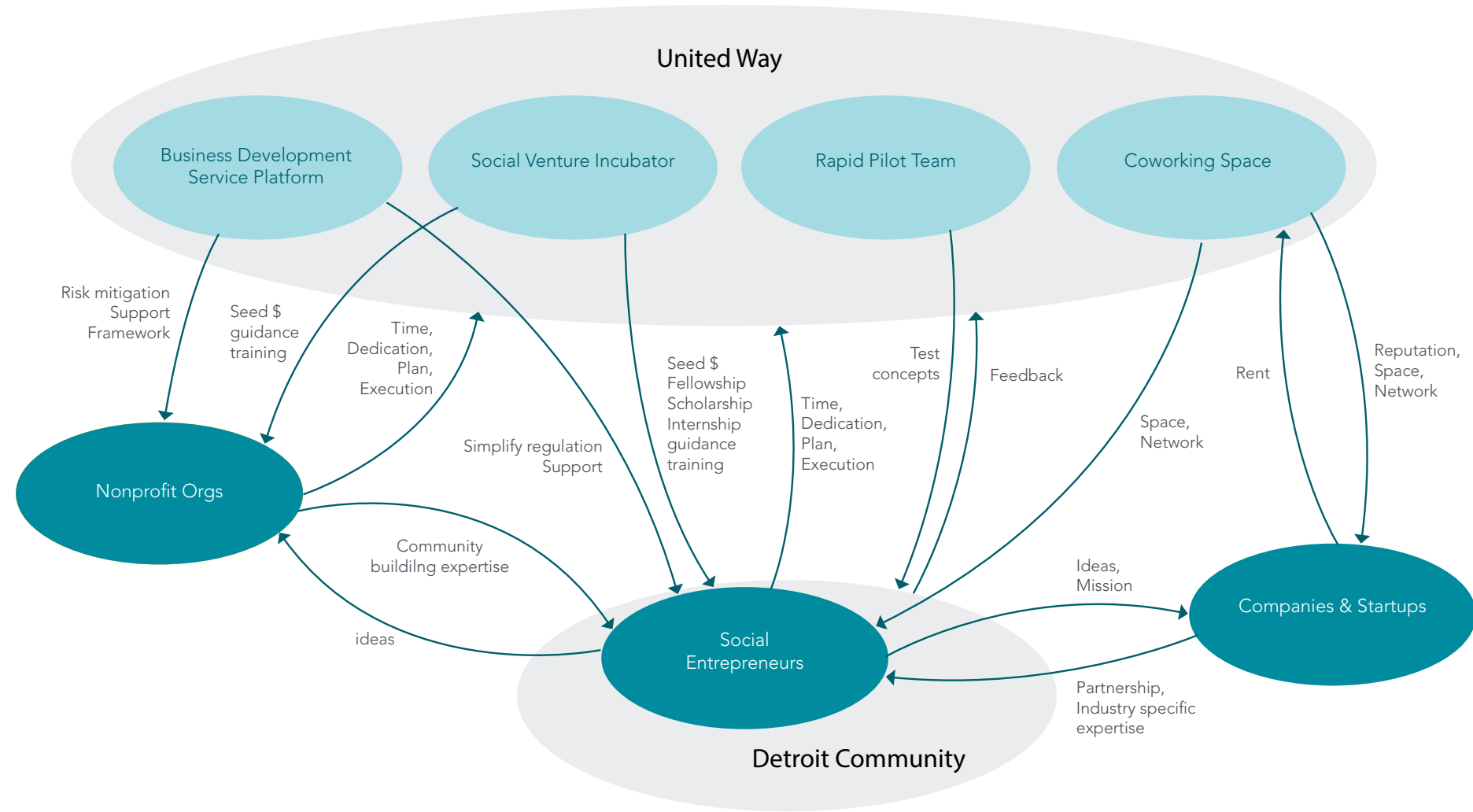


SOCIAL VENTURE INCUBATOR CONCEPT STATEMENT

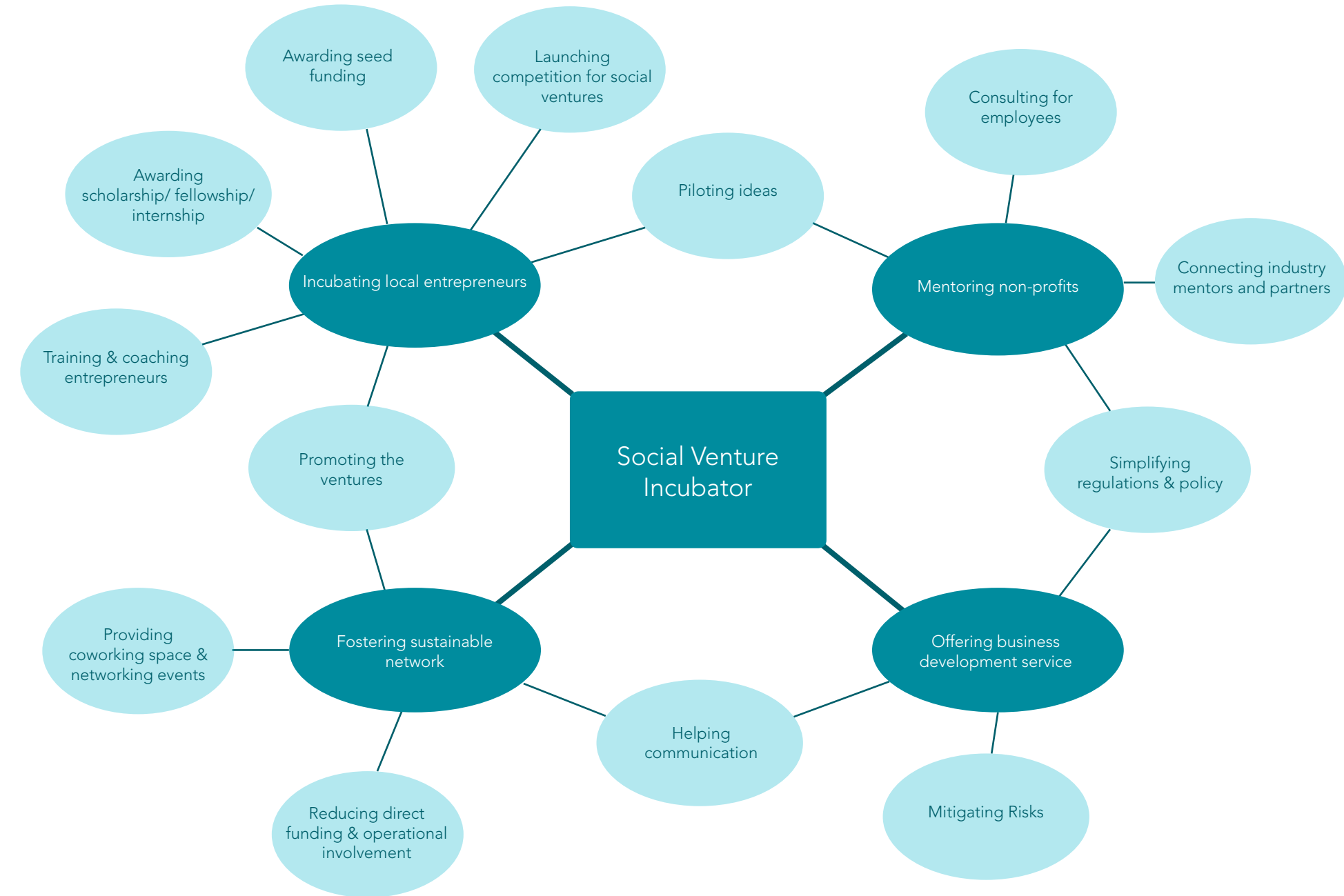
For United Way leadership who are dissatisfied with the current state of funding distribution and progress monitoring of non-profits, we propose a social venture incubator that empowers local entrepreneur community and serves as a springboard for sustainable businesses. Unlike most approach of charitable 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 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.

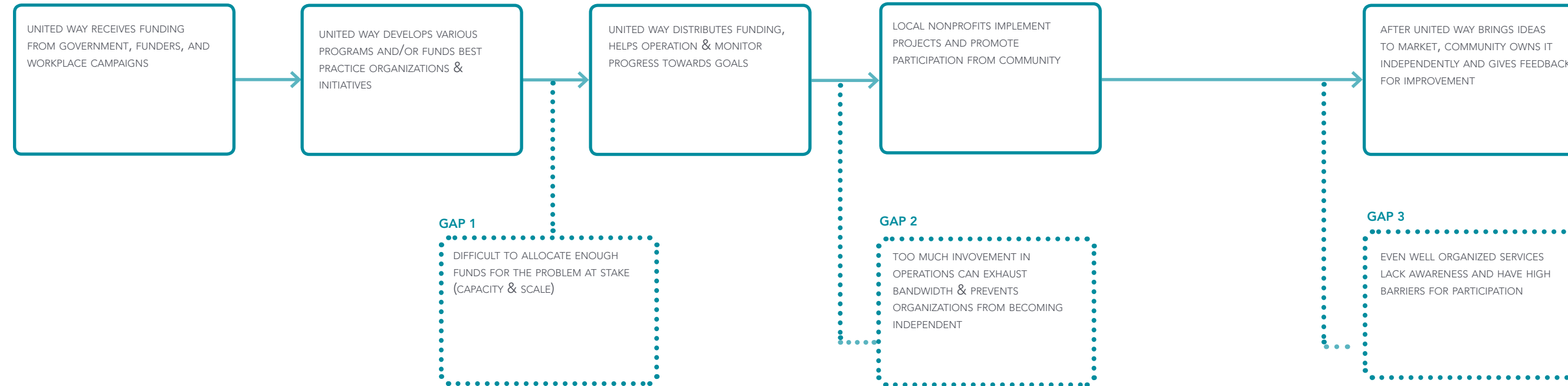
FUTURE INCUBATOR VALUE WEB



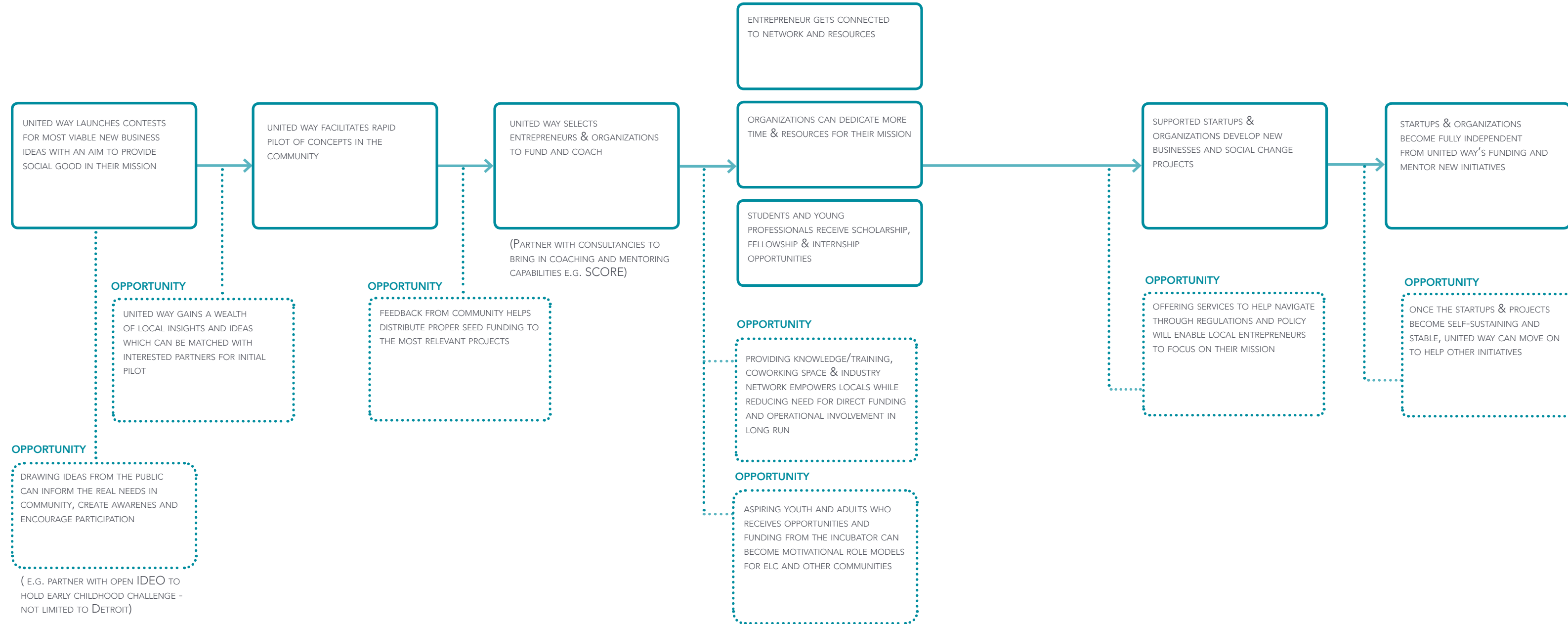
FUTURE INCUBATOR ACTIVITY SYSTEM



PROCESS BASED MODEL - CURRENT, CHARITABLE FOUNDATION



PROCESS BASED MODEL - FUTURE, INCUBATOR

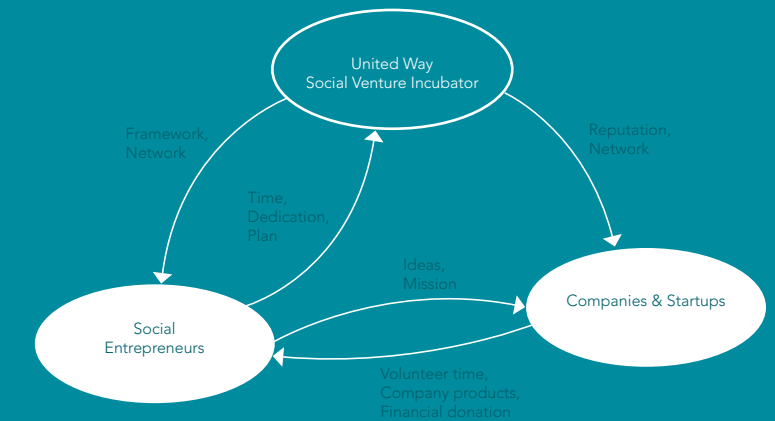




Social Venture Incubator Concept
Pilot 1: Corporate 1/1/1 Program

INCUBATOR: CORPORATE 1/1/1 PROGRAM

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.

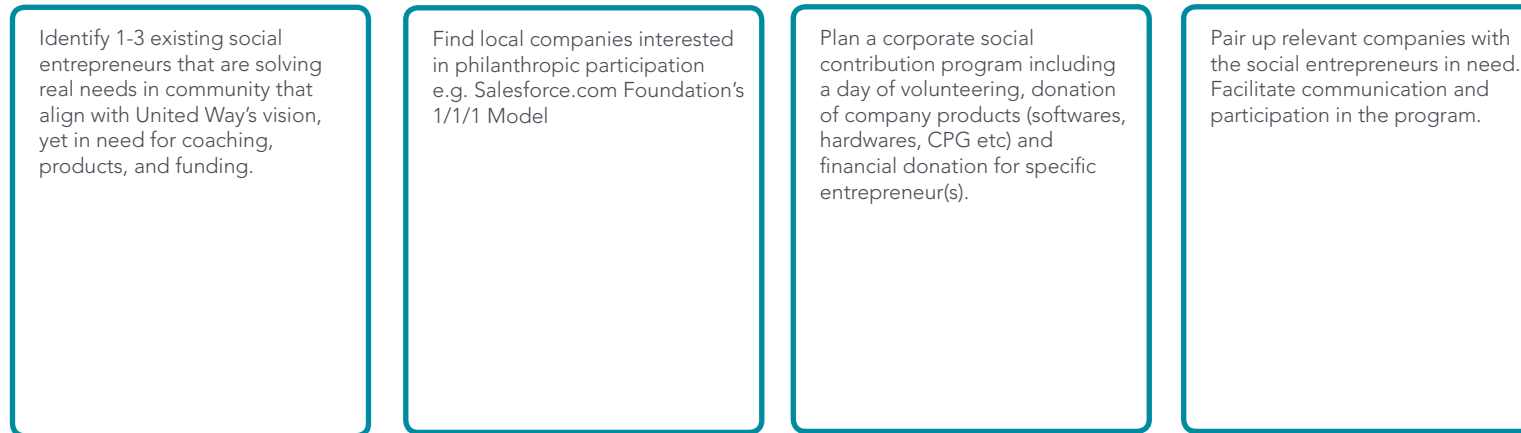
*1/1/1 is an integrated philanthropic approach developed by Salesforce.com Foundation leveraging salesforce.com's people, technology, and resources to help improve communities around the world. <http://www.salesforce.com/company/foundation/>

PILOT PLAN 1

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

*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.

Steps

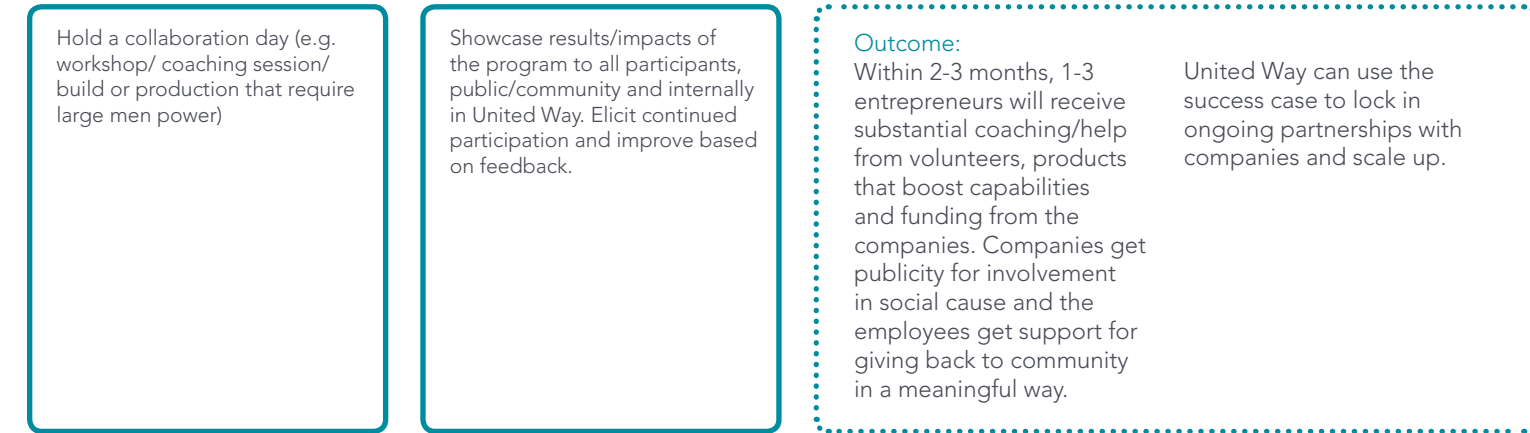


Resources

UW: 2 employees, 40 hours of planning	UW: 2 employees, 40 hours of planning	UW: 4 employees, 80 hours of planning>
2 staff members x 40 hours@ \$125/hour= \$10,000	2 staff members x 40 hours@ \$125/hour= \$10,000	4 staff members x 80 hours@ \$125/hour= \$40,000	

Additional Needs

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.	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.	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.>
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Outcome:
 Within 2-3 months, 1-3 entrepreneurs will receive substantial coaching/help from volunteers, products that boost capabilities and funding from the companies. Companies get publicity for involvement in social cause and the employees 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.

UW: 4 employees, 20 hours prep, 10hrs facilitation during event	UW: 2 employees, 40 hours development & communication
4 staff members x 30 hours @ \$125/hr \$15000	2 staff members x 40 hours@ \$125/hour \$10,000
Supplies, catering etc. \$5000	Collateral/PR \$5000

Total:
\$95,000

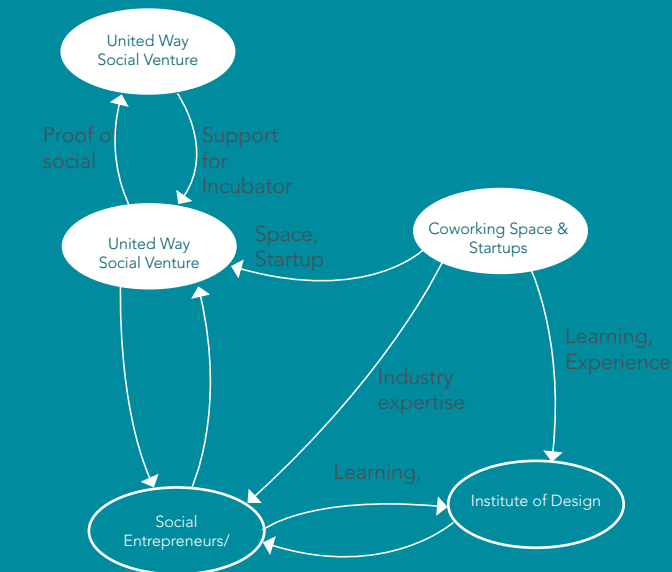
UW: Manage fluid communication of logistics and set up for a productive day of exchange. Ensure the volunteers/ donor company feel appreciated and rewarded, the entrepreneurs inspired & empowered.	UW: Publicize success stories and build relationship with participant companies. Continue to promote entrepreneurs and update on their progress. Encourage ongoing involvement and find new participants, companies. Document & share feedback to UW internal teams.
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Social Venture Incubator Concept
Pilot 2: Convincing the Donors

INCUBATOR: CONVINCING THE DONORS

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.npr.org/templates/story/story.php?storyId=105622213>
<http://www.detroitcreativecorridorcenter.com/>
<http://detroit.iamyoungamerica.com/>
<http://www.growdetroit.com/detroit-startup-list/>

PILOT PLAN 2

United Way Social Venture Incubator: Convincing the Donors

Steps

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.

Invite & connect social entrepreneurs, designers and startup community to encourage partnerships

Run a weekend challenge with ID & 1871 (or other Detroit organizations)

Include a feature of weekend challenge results in communications to major donors and ask their opinion about spending 1~5% of their future donation for incubator initiative

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

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

Outcome:
With a small scale pilot, United Way can show benefit of this competitive, transparent distribution/ delivery. Asking for their permission & opinion about using 1~5% of donation lessens the barrier for entry. Involving the donors on the direction of incubator helps retain the sense of ownership.

UW can allocate funding estimated upto \$700,000 (5% of total donation based on 2012 annual report) in the incubator initiative. Part of funding (e.g. \$100,000) can be used to build capacity within UW in order to operate with excellence.

Funders

Resources

2 employees, 20 hours of planning

2 staff members x 20 hours @ \$125/hour = \$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

2 employees, 40 hours development & communication

4 staff members x 40hrs x \$125/hr = \$20,000

Collateral/PR = \$10,000

Invite appropriate expert from local incubators to network with donors, answer any questions and communicate shifts in industry. Communicate to donors the need for balanced investment in incremental & disruptive innovations in social sector.

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.

Dedicate 4 employees dedicated to incubator & pilots

Total:

\$176,000

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"



Concluding Statement

'30 MILLION WORDS' CONCLUDING STATEMENT

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 snip 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

ROADMAP: EDUCATED DETROIT

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

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

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

INCUBATOR

- Organize networking events for social entrepreneurs
- Recruit corporations for 1-1-1 program
- Launch social venture competition
- Launch Collaboration Day

- Showcase results form venture competition to the funders to get buy-in

- Provide coworking space
- Connect entrepreneurs with technical/ design/ business experts
- Offer business development services

- Scale initiatives, making them self-sustainable

EDUCATED DETROIT

● More kids in quality Pre-K

● Stable network

● More \$/Jobs into system

● More children finish high school

● Children become responsible citizens, giving back to community

BETTER FORMS

- Provide help with filling out Pre-k enrollment forms
- Weekend design challenge
- Design & Prototype Simplified forms
- Doctors to schools for one stop registration

- Approach State & National authorities to approve redesigned forms

- Launch digital Pre-k enrollment

SUPER USER

- Incentivize super users to recruit & mentor new mothers

- ELC develops satellite programs ('ELC in a Box') to bring ELC education to other agencies where moms can be readily engaged

- ELC hires Super Users to recruit & mentor new moms

- Train new Super Users

- Super Users become certified teachers & caregivers

EDUCATED DETROIT

ELC Moms are educational leaders and recruiters

Parent-led communities at all schools

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

APPENDIX - SELECTED SOURCES CONSULTED

Anderson, Chris. *Makers: The New Industrial Revolution*. New York: Crown Business Publishers, 2012.

Kumar, Vijay. "Flows, Eras, Profiles." Presentation from Design Analysis. IIT Institute of Design.

Porter, Michael. *Competitive Strategy: Techniques for Analyzing Industries and Competition*. New York: Free Press, 1998.

Prahalad, C.K. *The Fortune at the Bottom of the Pyramid: Eradicating Poverty through Profits*. Philadelphia: Wharton School Publishing, 2010.

Restakis, John. *Humanizing the Economy: Co-operatives in the Age of Capital: Gabriola Island*: New Society Publishers, 2010.

Sneed, Christopher T. and Fairhurst, Ann E. "From the Boardroom to the Farmers' Market: Using Activity System Mapping to Explore a Farmers' Market Competitive Advantage." *Journal of Agriculture, Food Systems, and Community Development* 1 (August 2010): 2152-0801.

DESIGNERS BIOS



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 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.