

Summary

DESIGN FOR CHANGE (DFC) is a global challenge that inspires young people in over 35 countries to create meaningful social change in their own communities. Our mission is to use a simple and easy approach rooted in design thinking, to help young people apply their character, capacity and confidence to issues that truly matter to them. The lack of meaningful character development opportunities limits young people from their ability to change themselves and the world around them.

The DFC approach is based upon four key pillars: Feel, Imagine, Do, and Share. An adult mentor (e.g., teacher/youth leader) leads a team of young people through each stage, where they learn how to design and implement a social change project in their school/community. The Feel-Imagine-Do-Share (FIDS) framework asks young people to:



Feel - identify the challenges they see in their community.



Imagine - brainstorm ways in which the issue can be addressed.



Do - transform their ideas into solutions.



Share - spread the message about what they've achieved, and share their story with the DFC global community.

Each year, teams of young people submit their projects to DFC USA, which are evaluated by a panel of industry experts. A winning team is chosen to represent the United States and attend the [Be the Change Conference](#) to share their story and inspire others!

In addition to providing a flexible framework, DFC also includes a robust curriculum, and supporting resources that can be adapted to all ages and learning communities. Our vision is to incorporate the DFC framework into service-learning curriculums and programs across the nation.

Research conducted by the Good Work Team at the Harvard Graduate School of Education (2009-2012) reveals that after going through the DFC program, young people have developed vital 21st century skills in areas such as empathy, collaboration, and leadership. For more information, please visit: <http://www.designforchange.us/impact>



Market Approach

The DFC model is based upon developing relationships with effective and expansive partners that can incorporate the DFC curriculum into their own organizations. We believe that a channel distribution model is the most effective way to achieve scale. The flexibility of the FIDS model allows for it to be fit into a wide variety of methods to engage young people, such as schools, after school programs, youth programs, clubs, sports teams, and faith based organizations.

The DFC delivery model is based upon three components:

- Curriculum: the FIDS framework and curriculum is documented in a 35 page book with over 30 hours of activities, including expert designed worksheets to use at each stage. The book is sold for \$15 with a cost of \$10 / each.
- Technology: an online web portal targeted at mentors to hand hold them through the FIDS process with dozens of “bite-sized” activities. These activities are designed to be incorporated into any learning environment when minimal time and resources are available. The portal effectively removes any friction that may exist in adopting DFC by taking away much of the administrative work that a mentor would have to do to facilitate a DFC project. The web portal is being made available for free for the foreseeable future to encourage as much useage as possible.
- Training: a half day turnkey workshop can be delivered virtually or in person to train mentors on DFC. The workshop focuses on how to adopt the core principles of DFC and engage young people in taking ownership of their projects while helping them strengthen and apply key 21st century skills. The onsite training workshops are typically paid for by the partner organization with little or no margin. By conducting these workshops at cost, we can support more comprehensive adoption of the DFC platform within partner organizations.

2013/2014 DFC USA Traction

- Between 2013 and 2014, over 500 young people participated through 10 partner organizations
- Project areas included environment issues, bullying, inclusion, safety, school drop outs, gender equality, addiction, health, homelessness, mass incarceration, and stereotypes
- The 2013 winning project addressed drop out rates in a rural community in South Dakota: [Video](#)
- The 2014 winning project addressed “trap houses” in urban Dallas: [Video](#)



Current Partners



Teach for America

- Pilot in 2013 with TFA South Dakota, students attended DFC Global Conference as winners of DFC USA 2013
- Wendy Kopp, founder, will visit the DFC headquarters in India in June 2015
- Ongoing discussion on how to integrate DFC into TFA leadership training across the USA, while continuing to pilot at the grassroots level with TFA teachers



Ashoka - Empathy Initiative (after school/outside of school)

- Pilot in 2013/2014 with Youth Venture Boston
- Expansion of Boston chapters, and new partnership with Miami and LA
- Hosting a conference in Pasadena, CA in partnership with Ashoka LA, May 2015
- Training educators in Miami on DFC process
- Continue to penetrate Ashoka network of fellows



Abilene Christian University (public school system)

- Working with Social Justice student group who have started a DFC chapter in Dallas focused on children in public schools
- 2014: 4 university mentors, 12 projects, and 200 children (2014 winning team)
- 2015: 8 university mentors, 15 projects, 250+ children
- ACU students to build standardized DFC Training - Change Agent Toolkit (Sept. 2015)
- District leaders in Dallas taking notice due to widespread media attention around DFC



City Year (in school, extended learning time)

- 2015: Pilot with City Year Boston
- Expansion across some of their national sites (25 cities)
- Many schools throughout the Boston area are considering a widespread DFC pilot



Citizen Schools (in school, extended learning time)

- 2015: Pilot with Citizen Schools, across 5 schools (Palo Alto, Oakland, Boston), curriculum integration with professional curriculum writers
- 2016: Expansion across Citizen School sites (32 schools, over 5,300 students)
- Work with their curriculum writers to integrate DFC curriculum into their existing curriculum - first iteration in March 2015.

Other Partners

- [Andover Phillips Academy](#) (Andover, MA)
- [Sequoia Schools](#) (Pasadena, CA)
- [United Nations School](#) (New York, NY)
- [LREI](#) (New York, NY)

Knowledge Partners

- Harvard ([Howard Gardner](#), [GoodWork](#) - curriculum support, research, mentorship)
- IDEO - ([Sandy Speicher](#), curriculum partner, judging and evaluation)
- Stanford Design School ([Jim Radcliffe](#), curriculum)



2015 - 2016 Goals and Funding

- Our goal in 2015-2016 is to have between **8,000-10,000 young people participate**
- In order to achieve that metric, we believe we need to engage and develop partnerships with over **20-30 organizations nationwide**, with the same widespread impact potential as current DFC USA partners

In order to achieve this success in 2015 and 2016, Design for Change USA is seeking to raise between **\$150,000 to \$200,000 in donation funds**. We are specifically seeking supporters who share our passion for character development and believe in young people's limitless potential to make real change happen! These funds will be used in the following manner:

Director (Sanjli Gidwaney) <ul style="list-style-type: none">• Set strategic direction• Develop deep relationships with thought leaders• Attract and onboard new partners• Funding	Unpaid
Partnership Manager (TBD) <ul style="list-style-type: none">• Attract and onboard new partners• Continue to deepen partnerships with an attempt to achieve over 50% penetration of young people	\$55,000 / year
Community Manager (TBD) <ul style="list-style-type: none">• Maintain and build new activities for the portal• Outreach to mentors to hand hold them through the process and ensure projects are submitted	\$45,000 / year
Web Developer / Designer (TBD) <ul style="list-style-type: none">• Expand the web portal based upon a roadmap and feedback	\$25,000 / year (part-time)
Operating Budget (travel, shared office space, equipment)	\$750 / month
TOTAL (annually)	\$134,000

Design for Change USA is a 501(c)(3) non profit. Although revenue from selling the curriculum book and conducting workshops may be minimal, we do not have any intention to be cash flow generating before 2017. This strategy will help us achieve widespread adoption by avoiding any price pushback from partners or mentors. After the model is proven, we can consider charging access to the web portal, advanced activities and/or workshops.



Success Tracking

As part of the rigor necessary to operate a highly effective organization, we will track the following metrics on a monthly basis and share them with supporters for both monitoring and feedback purposes.

- Partnership acquisition pipeline
 - Number of outreach contacts made
 - Deal stage
 - Success rate
- Participants and DFC Projects
 - Number of projects being added to the platform
 - Completion rate
 - Participant impact analysis through surveys
 - Mentor Net Promoter Score
- Operating Budget
 - Cash position
 - Expenses