# Project Scoping Questions

## How to use these questions

These are some questions our team has used to start scoping student-facing project briefs. We have presented these questions in a Google Form and as questions to ask partners in meetings or over the phone.

In this document, "You" refers to the community partner/person you are working with to create a project.

**Anticipated time to complete:** 20-30 minutes plus time editing/revising together offline

## Before we get started...what makes a great project for you?

**In our experience, these are the ingredients for a great student project:**

- **Decide on the big question you want to answer**.
  - o Hint: This is the one that, when answered, will allow you to make the most progress. Having a clear but open-ended question (allowing for multiple project solutions) will guide student inquiry and solution-generation towards multiple viable paths forward.

- **Decide on what you and your team has capacity to commit, now and in the future.**
  - o Working with students can be rewarding, and setting boundaries based on your time and resources is important for us to know so we can make transparent to students what's possible.

- **Embrace ambiguity and iteration.**
  - o This process of developing a student project is ongoing and ideas will come and go. Whatever we draft here is a way to get started. Failure is inevitable and welcomed - it's an opportunity for us to learn together. Another way to say this... Trust the process. (But don't be afraid to question it along the way.)

## Background & Project Brief Generation

*Set the scene. What are you & your team up to? Why could you use some fresh perspective? What exactly is the problem, project, idea, etc.? Give us as much as you can - we use this to craft a project scope that will yield some stellar ideas.*

- Tell us a little bit about your department/organization. What do we absolutely need to know about who you are and what you do?

- Why are you choosing to develop a project and seek student input? What about the process appeals to you? How does it align with the problem you're trying to solve?

- What is relevant about the timing of this project? Why now?

- Describe the problem area (or big question) you hope to address with this project. It's okay to start with the big picture - we can narrow it down as we go.

- What are your driving questions?
    - *i.e. How should we X? What are the key components for Y? What does Z stakeholder group want to see from us?*

- Which specific stakeholder groups do you think need to be at the table during this project development? Who do students need to talk to or receive feedback from? (Long lists are encouraged at this phase!)

- What is your budget for this project? This includes the commitment piece we talked about previously.


## The Landscape

*What's out there? What should inform the process? These questions help us understand your thinking more clearly.*

- Provide 3-5 local or national organizations doing similar work (or "aspirational peers") for our team to benchmark against. In other words, who do you look to and say "Why don't we do that?!"


## Defining Success

*We would love to hear from you - what would "jump up and down" success look like as a result of this project?*

- What does success look and feel like for the outcome of this project?

- What specific deliverables/insights are you hoping to leave with?

- What is your ideal timeline for this project? When would things start? Conclude?
    - Students often work within the constraints of an academic calendar, the University of Arizona academic calendar can be found at: https://catalog.arizona.edu/calendar/2020-2021-academic-calendar

- Anything else we should know that we didn't ask about? (Lingering expectations that we didn't capture? Specific constraints or concerns?)

# Design Thinking Challenge Spring 2019

## Youth On Their Own

### Who are we?

Youth On Their Own (YOTO) is a dropout prevention program that supports the high school graduation and continued success of homeless, unaccompanied youth in Pima County.

### What's our story?

YOTO organization was founded in 1986 when Ann Young, a guidance counselor in the Amphitheater School District, noticed that talented and motivated students were dropping out of school due to homelessness and being forced to live on their own without a parent or guardian. Inspired by the students' tenacity and willingness to stay in school, other school counselors, teachers, volunteers, and community members came together to form YOTO with the goal of helping students graduate.

YOTO provides basic needs assistance in the form of food, hygiene items, school supplies, and clothing. Enrolled students also earn financial stipends dependent on their grades and attendance in school. Additionally, students can request additional support in the forms of gift cards and financial assistance to help pay for utility bills, rent, school fees, and other bills.

> **Our Mission:** Youth On Their Own supports the high school graduation and continued success of homeless youth by providing financial assistance, basic human needs, and guidance.

### The Design Challenge Opportunity:

As YOTO strives to respond to the challenges and burdens preventing homeless and unaccompanied youth from graduating high school, housing support is a need that we have been unable to provide. Many youth lack stable housing or request emergency support when they find themselves displaced and without shelter or a place to stay.

**Examples of housing support** include shelters, transitional housing programs, rapid rehousing programs, permanent supported housing programs, and hotel vouchers for short term housing. In some communities there are hostel programs and rental subsidy programs (these can vary) to provide different monetary support for rent. However, all of these housing support resources tend to be for individuals who are over the age of 18. There are very limited options for youth.

YOTO's strategic plan calls for research and consideration of a housing support program for our students. There are many directions this approach can take. Shelters, rental assistance, hotel vouchers, and short term "host families" are all ideas among others that have been brought up but not yet explored thoroughly.

> **How might Youth on Their Own** assist youth with housing challenges that aligns with the organization's mission and vision?

**Key Questions:**

*Use these to guide your thinking or refer back when you're stuck.*

- How might Youth on Their Own assist youth with housing challenges that aligns with the organization's mission and vision?
  - What approaches might YOTO consider that does not duplicate current services being provided in Pima County?
  - Could YOTO build upon services and support that is already being provided for homeless youth in Pima County?
  - What are the benefits and challenges of such a program?
  - What resources would be necessary to implement such a program (staffing, funding, etc.)?
  - How might our target demographic receive such a program (would they engage, are there barriers to accessing it, stigma)?

Think outside the box! Ideas need to be feasible, cost-effective, and available for youth under the age of 18.

**The Have Tos:**

*These are the required components of the challenge. In other words, in order to complete the challenge you and your team have to do this stuff.*

- Conduct an in-person interview with a local K-12 school administrator.
  - Why? So you can better understand the impact homelessness can have on youth and their ability to complete their education. You can learn from current K-12 administrator's steps that are currently being taken to support homeless students and gain ideas from them on how the issue can be addressed.
- Conduct an in-person interview with a Youth On Their Own Liaison.
  - Why? So you can better understand the issue of youth homelessness and learn more about YOTO. Your ideas should truly meet the needs of homeless youth and therefore gaining insight from individuals who work with them is vital.
- Review these resources to better understand the issue of youth homelessness and learn what is currently being done across the country. Use these resources to start your research, then expand your search based on what you learn and what you still need to know. (Find at least 1-2 other resources/sources)
  - University of Chicago Chapin Hall, https://www.chapinhall.org/
  - Voices of Youth Count, https://voicesofyouthcount.org/partner-communities/
- Familiarize yourself with housing services and resources available in Tucson, Arizona
  - One of the services available in Tucson, Arizona for youth is offered through Our Family Services. Here is a link to their website: https://www.ourfamilyservices.org/homeless-youth/
- One member from your team must attend one of the scheduled community engaged learning projects with YOTO.
  - Why? So that your group can learn more about YOTO by working directly with them to support homeless youth.

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THINKING
CHALLENGE

- Benchmark 1-2 other housing supporting services offered.
  - Why? To understand what's out there, what's working, and how you can apply that to the challenge. Keep in mind—is the service in a community that is comparable to Pima County? For example, Chicago has some great housing services for youth but the city of Chicago is very different from Tucson, Arizona.
  - Here is an example of King County in Washington that provides housing support in their community: https://www.kingcounty.gov/depts/community-human-services/housing/services/homeless-housing/coordinated-entry.aspx
  - What to look for:
    - What is the mission/purpose of the organization?
    - What kind of housing support do they provide?
    - How does this organization's work inform your ideas for YOTO? What aspects of their housing services do you like and why?
    - What is the organization's budget, staffing, sources of funding, infrastructure, etc.? How does this impact the success of this organization? How might these funding constraints inform your decision?

**Get clear on the expectations:**

- In teams of 4-5 you will develop deliverables that track the development of your final presentation and encourage you to gain insight and refine your ideas as you proceed through the Challenge. The finalists will be selected during the Demo Days Event to advance to the Final Presentations and the top Design Teams will earn prizes.

- Approach the challenge using Design Thinking and utilize a process of Empathizing, Defining, Ideating, Prototyping and Testing your plan as you prepare for the Final Presentation. On D2L, you'll have access to resources, suggested timelines, and specific activities to complete. Use these resources! Ask for feedback! Have fun ☺

- Diverse teams come up with the best ideas – it's been researched and tested. So, we expect your team to be inter-disciplinary. Finally, a chance to team up with those folks from across campus you've always wanted to work with! Find some people with a different perspectives and watch how much it stretches your brain.

- We want your perspective and ideas for a reason! The winning Design Teams materials, or aspects of their materials, may be used as a part of our final strategic communication plan. (Think of having *that* on your resume.)

## Mark Your Calendar:

- **Design Thinking Challenge Kickoff Event: Thursday, Jan 31 5:30-7:30pm**
  This serves as the kick-off event for the Challenge where all registered participants will meet the Client and learn more details about the Challenge.

- **Design Thinking Modules and Team Tasks (online and in-person on your own time,)**

Design Teams will have access to a series of self-paced modules on D2L intended to give teams the tools, knowledge, skills, and resources they need to apply the Design Thinking process to the Challenge posed by the Client. Your Team will have recommended Team Tasks to complete on your own time which will move your team through each stage of the Design Thinking process including: Empathy, Define, Ideate, Prototype, and Implementation. We strongly encourage teams to reach out and ask for help from the Challenge Coordinators if they are feeling stuck or do not know how to complete a suggested task.

- **Idea Jam: Friday, February 22 2:30-5:30pm**

  Your Design Team will give a short verbal presentation of your top three ideas for a solution based on the Challenge presented by the Client to get feedback on initial ideas. You will then meet your Design Team Mentor over a short mix-and-mingle event after your pitch and get feedback.

- **Preparing Your Pitch Workshop (various dates and times)**
  This is an opportunity to practice your pitch, get feedback, and fine tune your presentation skills before the Demo Day. It is best if as many members of your team can attend so you can make the most out of this time together. Bring a laptop and/or something to take notes on.

  **Dates for Workshops:**

  - Tuesday, February 12th at 1 p.m. – Workshop room
  - Wednesday, February 13th at 10 a.m. – Workshop room
  - Tuesday, February 26th at 11 a.m. – Workshop room
  - Monday, February 25th at 4 p.m. – CIC space
  - Tuesday, March 12th at 5 p.m. - CIC space
  - Friday, March 15th at 12 p.m. - CIC space

- **Demo Day: Tuesday, March 19 3:30-5:30pm**
  Your Design Team will bring a viable, low-resolution prototype to test with event participants. This will serve as a pivotal moment to get feedback on your final solution. The client as well as employers and community members will be invited to test your prototype.

- **Final Presentation for the Design Thinking Challenge and Awards: Friday, April 5**
  The top teams will be invited to present their final presentation after the Demo Day. Presentation time slots will be designed for 10-15 minutes to present with at least 10 minutes for questions. You will provide your team's availability for the Final Presentation time slots at the Demo Day event.  Winners will be announced at the end of the day.